School Leadership: What We Know and What We Don't

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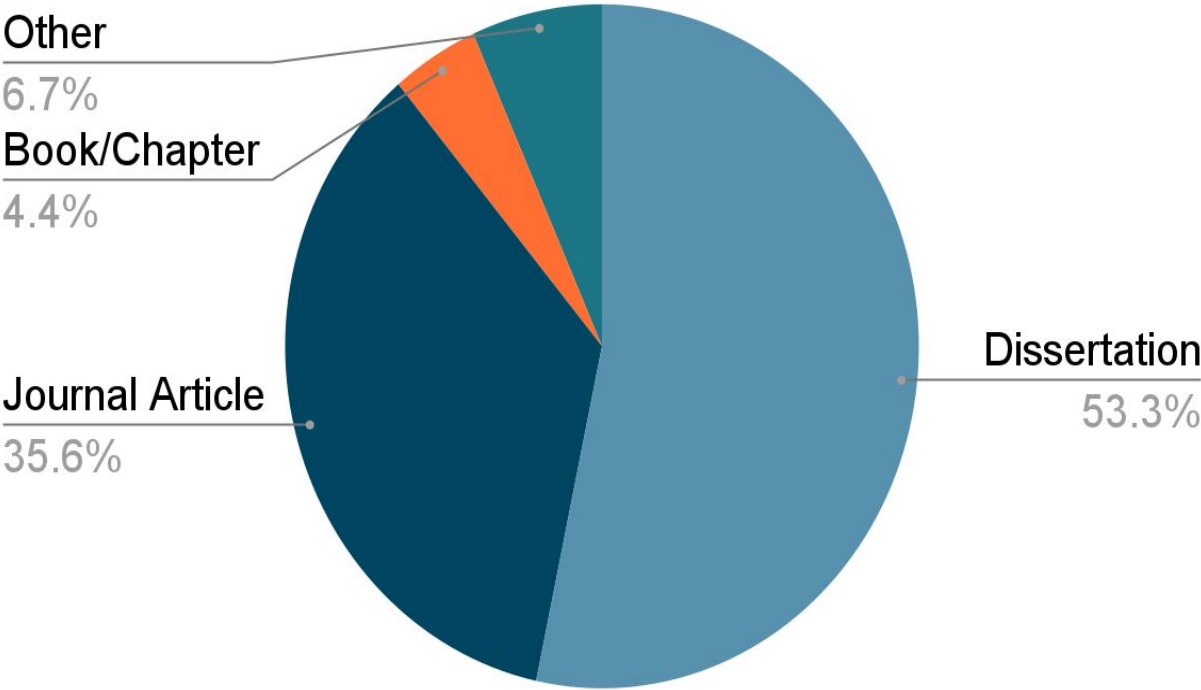# School Leadership: What We Know and What We Don't

Overview

- We engaged in a systematic review of the existing literature on Deaf education school leadership.
- We found sources through library resources and citation chaining.
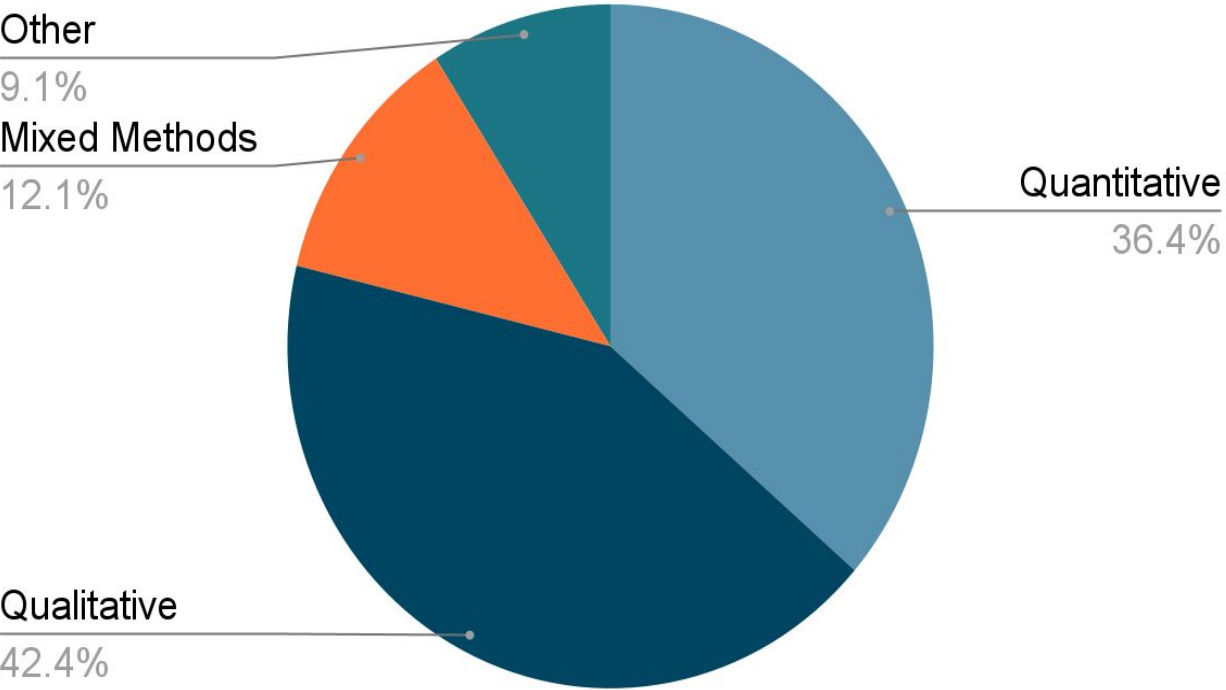- We analyzed for type of research and themes of the research.

Goal: What do we know and what do we NOT know about Deaf Educational Leadership.

What We Know: Literature Types

Literature Types

Other
6.7%

Book/Chapter
4.4%

Journal Article
35.6%

Dissertation
53.3%

Research Methods

Other
9.1%

Mixed Methods
12.1%

Quantitative
36.4%

Qualitative
42.4%

What We Know: Themes from the Literature

- Hearing Schools and Deaf Schools operate differently and often use different leadership styles, tools, and resources.
- Hearing and Deaf leaders are different in their approaches… maybe… sometimes.
- Leaders feel they are effective, generous, and capable. These perspectives are not shared by everyone in the organization.
- There are not enough Deaf, female, or BIPOC leaders in Deaf Education; rarely any DeafDisabled or DeafBlind leaders. These groups face not only audism but other "isms" too.
- School culture/climate is extremely important and is shaped by leaders, starting at the top.
- Mentoring is an important part of the leadership journey as well as connection to other leaders.

What We Know: Supporting Deaf Ed Leadership

Despite this lack of research-based data and practices, there have been efforts to address the shortage of deaf leaders, particularly educational leaders. There were programs like CSUN's Leadership Training Program and Gallaudet's Gallaudet Leadership Institute. Both have been discontinued. The closest effort is our very own CEASD's Leadership Academy, which is a 4-day training program. However, even with these efforts, these programs (and we as a field) are still lacking the research, data, and documented best practices to provide our leaders what they need.

What We Don't Know

- Comparative Data
- Variety of research methods
- Innovative Leadership Practices & Influence
- Policy Impact
- Advocacy Efforts
- How to assess Deaf Educational leadership
- What Deaf leadership looks like in educational settings from Deaf perspectives

Research Agenda

This research agenda guides researchers to prioritize research activities, allocate resources effectively, and ensure that research efforts are aligned with the broader goals and objectives of the NTID Department of Deaf Education and CEASD.

Post-It Note Protocol

1. Grab some post-it notes.
2. Write down 3-5 ideas of what you think needs to be researched about Deaf Ed Leadership.
3. Get with a large group.
4. Each person shares, without explaining, your notes.
5. The next person shares their notes, adding to existing ideas or creating new piles.
6. Continue until everyone is done.
7. Discuss the piles; adjust as necessary.

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Mr. Russell O. West is a Visiting Assistant Professor at National Technical Institute for the Deaf (NTID) Department of Deaf Education. He has worked in the K12 environment for twenty-five years including most recently as School Superintendent at the Lexington School & Center for the Deaf in New York City. Currently, he is pursuing an Ed.D. in Educational Administration at the University at Buffalo. He lives in Pittsford, NY with his wife, Gabi, who is a lecturer at RIT and their two young boys, Rowen (6) and Milo (5).

Dr. Nathan Harrison is the husband to Mackenzie and father to three children. He is a lecturer in the Dept. of Deaf Education at NTID, and focuses on digital teaching and learning, D/HH pedagogy, bilingual instruction, and Deaf Educational Leadership. He has been a director/principal (EDS, UT), curriculum director (UT), assistant director (JMS, UT), assistant principal and math teacher (NMSD). Nathan has degrees in Math & Science Education (BS; USU), Bi-Bi Deaf Education (Med; USU), and Educational Leadership (EdD; UNM). In 2024, Dr. Harrison left PK-12 to work in teacher preparation.

Thank You!

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