Julie Thompson

NCPAPA DLP #1: Strategic Leadership

NELA Interns Interim Assignments

October 5, 2015

Assignment 1.1: Assessing and Enhancing Your School’s Identity

*Part One*: Personal Assessment of Chaloner Middle School’s Current Status

* **Mission Statement**: Proficient
* **Vision Statement**: Proficient
* **Core Values and/or Belief Statements**: Not demonstrated

*Part Two*: Narrative

* **Mission Statement**: Proficient
	+ *“It is the mission of Chaloner Middle School to empower students to achieve academic success as well as grow physically, socially, and emotionally in a safe environment. “*
	+ This written mission statement is posted on the CMS website’s “About the School” webpage and used on a periodic basis by the school to lead school improvement.
	+ However, this written statement is somewhat vague because it does not define specific behaviors that adults can engage in to achieve its expressed goals.
* **Vision Statement**: Proficient
	+ *“Our vision for Chaloner Middle School is to create and maintain a school community for students that is conducive to receiving a quality education and learning opportunities so that our students can become productive citizens in the community. Students will have success for today and be prepared for tomorrow.”*
	+ This written statement is posted on the CMS website’s “About the School” webpage and used on a periodic basis by the school to lead school improvement.
	+ However, this vision for the school is not effective in capturing people’s attention or imagination and it does not reflect the changing 21st century word that children are preparing to enter.
* **Core Values and/or Belief Statements**: Not demonstrated
	+ There is no evidence of a written statement(s) about core values and/or belief statements at the school.
	+ Without stated values or beliefs, it is impossible for values and beliefs to actually drive decisions and intentionally inform the culture of the school. Likewise, staff will not be able to articulate the school’s focus.

*Part Three*: Next Steps

1. Prior to the next school improvement team meeting, I would ask the SIT chair to add an item to the agenda regarding the Mission, Vision, and Core Values/ Belief Statements. I want to learn what has been done with the SIT and entire staff regarding the creation of them. (What worked? Why? What did not work? Why?) I would explain my desire to have core values and belief statements and ask them to ask their constituents to be thinking about their values and beliefs before the next faculty meeting.
2. At the next faculty meeting, I would show a video about core values (e.g., Ted Talk on Core Values: <https://www.youtube.com/watch?v=EtLY7dYAOpo>) to prepare for the task of identifying core values. I would ask all faculty and staff to brainstorm a list of their core values and beliefs for the next faculty meeting.
3. At the next faculty meeting, I would have all faculty and staff engage in an activity to determine their core values (e.g., the Value Cards activity I have from Dr. Andy Overstreet or the National School Reform Faculty’s protocol: <http://www.theinnovationcenter.org/files/doc/B5/CLW%20pp%20113%20What%20Are%20Your%20Core%20Values.pdf>). From this activity, we would have developed the core values of the school, which I would post on the website and in every classroom and office.
4. Following the activity, I would provide a list of self-reflection questions that I would like each teacher to answer and then discuss in their next grade level meetings:
* *How am I practicing, promoting, and living these values?*
* *What is challenging about practicing, promoting, and living these values?*
* *What can I do to really practice and live these values when it’s hard?*
* *What individual agreements am I making to bring my core values to my team?*
* *What individual agreements am I making to practice these values so that I create a safe space for our young people?*
* *What support would be helpful to me in practicing these values, and whom do I need to talk to?*
1. Based on these discussions, using the Facilitative Leadership consensus decision-making approach to brainstorming, each grade level would create belief statements to add to their core values, which would be posted around the school and used to drive decisions made for the school. (After core values and belief statements have been created, I would return to the SIT team to decide if amendments should be made to the mission and/or vision statements.)

Assignment 1.3 Personal Reflection on Strategic Leadership

Strategic Leadership is the “driver” of the seven NCSSE because to be effective we must take Dr. Covey’s advice and “begin with the end in mind.” We must have a strategic vision and goals so we can prepare students for future success. Without such a vision, anything that we would do to effect change in the other six standards (instructional, cultural, human resource, managerial, external development, or micro-political) as part of a school improvement plan is a random act of improvement. We must make data-driven decisions and implement the Plan-Do-Check-Act Cycle to ensure that we are making decisions based on data and aligned with the school’s core values and beliefs. As school leaders, we must empower others through distributive leadership in order to make the vision a reality.

As a school executive, I will advance my current leadership knowledge, skills, and dispositions to the “Distinguished” level of performance by having the faculty and staff participate in visioning exercises and then using the vision, mission, values, and beliefs to drive decision making at the school. I will work to lead changes by implementing the Literacy and Math Design Collaboratives with our faculty in order to raise proficiency in reading and math. I will incorporate the PDCA cycle and ensure that our SIP has aligned acts of improvement. I need the most advancement with the Delegation competency in order to incorporate teachers and support staff into decision-making roles and encourage them to accept leadership responsibilities outside of CMS.