

Product One Synopsis

Product One: *The Administrator as an Advocate for Student Learning*

This entry documents your leadership as an advocate for Student learning. The focus of the entry will be on an intervention in your school that was designed to close the achievement gap between Student groups. You will provide a detailed narrative and use a variety of artifacts to describe the intervention. Using research based best practice demonstrate how you involved stakeholders and used data while grounding the change in the school or district's vision and/or mission.

Your entry will obviously provide considerable evidence about your attainment of the benchmarks in ISLLC Standard II, but will also demonstrate your capacity in other standards.

Standard 1: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Standard 2: The administrator manages by advocating, nurturing and sustaining a culture and instructional program conducive to Student learning and staff professional growth.

Standard 3: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 4: The administrator collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 6: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have worked to close the achievement gap between Student groups within your school or district. What would you identify as evidence of your success in improving student achievement for a group of Students in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the intervention and targeted Student groups, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce

A Narrative.....

Description (suggested 2 pages)

1. What specific intervention was designed to close the achievement gap between Student groups in your school and/or district?
2. Why did you choose this project?
3. How was this intervention connected to the school and district vision?
4. What Student groups were involved in the intervention?
5. What was your specific role in the intervention?
6. How was the intervention supported by research/best practice?
7. What barriers to Student success needed to be addressed by the intervention?
8. What other programs, practices or cultural aspects of the school/district were impacted by this intervention?

Analysis (suggested 8 pages)

1. What were the particular data used to indicate an intervention was needed and why were these data used? (Standard 3)
2. What effect did various stakeholders have in the development, implementation, and success of the intervention? (Standard 4)
3. Explain how the intervention promotes equity and a culture of high expectations for Student achievement? (Standard 2)
4. What evidence is there that the needs of Students and families were kept at the forefront of the intervention? (Standard 4)
5. What was done to support and develop teachers in the implementation of the intervention and to what extent were these efforts successful? (Standard 2)
6. What impact did the intervention have on providing a safe, efficient and effective learning environment? (Standard 3)
7. What was done to honor and celebrate successes and contributions? (Standard 2)
8. How did the intervention impact Student learning? (Standard 2)

Reflection (suggested 2 pages)

1. How effective was the intervention and how do you know?
2. What might you do differently with the implementation of the intervention if you had to do it over again?
3. What challenges were overcome and what challenges still need to be overcome?
4. What changes would you recommend to sustain the intervention?

Supported by Evidence

You may include up to ten artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your advocacy for Student learning will guide the type of artifacts that you use. For this entry artifacts might include: Data to show increased Student learning (WASL results and/or classroom-based assessments); Plan to reallocate resources: Plan for reallocating space: Before and after data; Survey data; External evaluation; Organizational tools; Awards and/or external recognition; Report to the Board of Education; Performance Report Card; or other documents that help to illustrate your narrative.

Product Two Synopsis

Product Two: *The Administrator as a Communicator and Change Agent*

In this entry you will communicate your role as an agent of change in your school or district and use a variety of artifacts and a video from your practice to illustrate the ways in which you have facilitated and communicated the change process to other stakeholders, how you have grounded the change in research/best practice, and the role communication played in implementing the change. This is your opportunity to demonstrate your communication skills and your ability to effect change as an administrator. You will focus on one change initiative in which you were instrumental. This entry may provide evidence on any of the standards.

Standard 1: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

Standard 2: The administrator manages by advocating, nurturing and sustaining a culture and instructional program conducive to pupil learning and staff professional growth.

Standard 3: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment

Standard 4: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 6: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about a change that you initiated in your school or district. The change can be a procedure, process, attitude, or environment. What would you point to as evidence of your success in facilitating the change and communicating the change in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the specific change that you will highlight in this entry, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce

A Narrative.....

Description (suggested 3 pages)

What change effort are you highlighting for this entry? What was the goal? How was this change connected to your vision of teaching and learning? In what way will it impact student learning and achievement?

How did you facilitate the initiation of this change (procedures, process, attitude or environmental) process in your district, schools and/or school?

What was the impetus for the change?

Who were the key stakeholders involved in the change?

How did you facilitate the implementation of the change?

What kind of communication tools and styles did you use with internal and external groups during the change process?

How was the change grounded in research/best practice?

Analysis (suggested 5 pages)

How was research-based best practice used in the change process? What data were collected and how were they analyzed and used to inform the change process? (Std 2)

What evidence is there you involved, motivated, engaged and supported a variety of stakeholders in the change process? (Stds 1, 2, and 4)

How did you build effective relationships to support the change process? (Std 2)

What effect did various stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the change process? (Std 4)

In what ways were teachers and/or stakeholders supported and provided with professional development to support the change? (Std 2)

What was done to honor and celebrate successes and contributions? (Std 2)

What internal and external challenges, including the varying views of stakeholders, occurred during the intervention and how did you manage these challenges? (Std 4)

What feedback was collected and how was it used during the change process? (Std 2)

How were decisions made in obtaining, allocating or reallocating resources (e.g., time, financial, personnel, professional development) to support the change process? (Std 3)

What evidence do you have of how you treated all stakeholders fairly, equitably, with dignity and with respect? (Std 5)

What opportunities and what challenges were presented by laws, regulations, and policies that affected the change and how did you address these? (Std 6)

What role did communication with internal and external constituents have in promoting the change? (Stds 1 and 2)

What impact did the change have on the programs, practices and/or culture of the school/district? (Std 2)

Reflection (suggested 2 pages)

How effective was the change initiative? What evidence do you have to support your beliefs?

What communication and facilitation tools, styles and strategies worked most effectively for you and how do you know?

What did you learn that will inform your practice in regard to your communication and facilitation skills?

What modifications in communication/facilitation would you recommend to sustain the change?

How will you use what you learned through this change initiative to support other educators involved in this or future initiatives?

Supported by Artifacts

You may include up to ten that illustrate or provide evidence in support of your written narrative. Please refer to the artifacts in your narrative. The context and examples that you use to illustrate your role as a change agent will guide the type of artifacts that you use. Artifacts might include: SIPs; Media reports (i.e., TV, newspaper, newsletters, radio, etc.); A new budget process; Resource materials; Video; Minutes; Agendas; or other documents.

Product Three Synopsis

Product Three: *The Administrator as a Leader in Building Community*

In this entry you will communicate your leadership with families and/or the community and use a variety of artifacts from your practice to illustrate the ways in which you have developed, nurtured, and sustained a collaborative partnership. The partnership must be external to the school environment. This is your opportunity to demonstrate the way family and/or community partnerships are reflected in your work as an administrator.

Your entry will obviously provide considerable evidence about your attainment of the benchmarks in ISLLC Standard 4, but will also demonstrate your capacity in other standards.

Standard 1: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Standard 2: The administrator manages by advocating, nurturing and sustaining a culture and instructional program conducive to pupil learning and staff professional growth.

Standard 3: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 4: The administrator collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 6: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have demonstrated leadership within the community through a community partnership with business, industry, parents, organizations, and/or other stakeholders. What would you point to as evidence of your success in using partnerships to work collaboratively with members of the community? Once you have identified the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce

A Narrative.....

Description (suggested 2 pages)

What is the specific community partnership you cultivated?
How is this partnership connected to the vision and mission of the school district and how does it impact student learning and achievement?
What was your role in developing and implementing the partnership?
How have you nurtured and sustained the partnership?
How did you work collaboratively with others on the partnership?

Analysis (suggested 5 pages)

What data supported the importance of collaborating with these particular partners? (Std 4,6)
What data were collected and how were they analyzed and used to inform the work of the partnership? (Stds 4,6)
What effect did various stakeholders/partners (both internal and external) have on the establishment and ongoing work of the partnership? (Std 6)
What challenges do the different perspectives and varying views of these stakeholders/partners present in the work of the partnership and how do you address these differences?(Std 4)
What was done to honor and celebrate successes and contributions of partners? (Std 2)
What evidence is there that the needs of families and communities were kept at the forefront of this partnership? (Std 4)
How were decisions made in obtaining, allocating or reallocating resources for the management of this initiative? (Std 3)
In what ways have you assured that the leadership and ongoing work of the partnership is a shared responsibility? (Std 4)
What internal and external challenges did the partnership present and how have you addressed them? (Std 4,)
What evidence is there the partnership supports the teaching /learning vision? (Std 1)
In what ways have you communicated the importance of this and other school-community partnerships? (Std 4, 6)

Reflection (suggested 2 pages)

What worked well with this partnership? What evidence do you have to support these beliefs?
What might you do differently with the implementation and ongoing development of the partnership if you had to do it over again?
What did you learn that will inform your practice in the future?
What changes would you recommend for the continuation of the partnership?
How will you use what you have learned through this partnership to support other educators in this or future partnerships?

Artifacts

You may include up to ten artifacts that illustrate or provide evidence in support of your written narrative. Please refer to the artifacts in your narrative. The narrative will guide the type of artifacts that you use. For this entry artifacts might include: Summary lists of participants; Letters from community organizations; Newspaper articles; Awards/external recognition; Partnership program; Evaluation of the program; Presentations and related materials; or other documents that help to illustrate your narrative.

Product Four Synopsis

Product Four: *The Administrator as a Manager of the Organization*

In this entry you will communicate your management skills and strategies to improve organizational effectiveness within your school or district. Through a specific initiative (program or process) you will demonstrate how you used resources and data, how you structured the management of the initiative; how you involved stakeholders, and how you used the program to improve organizational effectiveness. This is your opportunity to demonstrate the way your management skills and strategies that guide you in your work as an administrator.

This entry will provide considerable evidence on Standard 3, but may also provide evidence on the following:

Standard 1: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Standard 2: The administrator manages by advocating, nurturing and sustaining a culture and instructional program conducive to pupil learning and staff professional growth.

Standard 3: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 4: The administrator collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 6: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which your management skills and strategies are most evident in your school or district. What would you identify as evidence of your success in using your managerial skills to improve organizational effectiveness in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the specific initiative that will provide the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce

A Narrative.....

Description (suggested 2 pages)

Describe the specific initiative to improve organizational effectiveness within the school/district

Describe the management skills and strategies you brought to the initiative.

Describe how this initiative was connected to the vision and mission of the school/district.

Describe the status quo prior to the intervention.

What resources and data were required?

What procedures were used to manage the initiative?

What stakeholders were involved in the management of the initiative?

What challenges (if any) were identified in fulfilling the initiative?

Analysis (suggested five pages)

How was research-based best practice used in this initiative? What data were collected and how were they used within the management of this initiative? (Std 3)

What evidence is there you involved, motivated, engaged and supported a variety of stakeholders in the initiative? (Stds 3, 4)

How did you build and manage effective relationships to support the initiative? (Std 4)

What effect did teachers and other stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the initiative? (Std 4)

What was done to honor and celebrate successes and contributions? (Std 2)

What internal and external challenges, including the different perspectives and varying views of stakeholders, occurred during the intervention and how did you manage these challenges? (Std 4)

What management skills did you use to identify, prioritize, and address challenges presented by the initiative? (Std 3)

What feedback was solicited, from whom was it solicited, and how was it used in the management of the initiative? (Std 4)

How were decisions made in obtaining, allocating or reallocating resources (e.g., time, financial, personnel, professional development) for the management of this initiative? (Std 3)

In what ways were teachers and/or stakeholders supported throughout the management of this initiative? (Std 2)

What opportunities and what challenges were presented by laws, regulations, and policies that affected the change and how did you address these? (Std 6)

How did the management of this program positively impact teaching and learning? (Std 2)

Reflection

How effective was the management of this initiative? What evidence do you have to support your beliefs?

What management practices worked well and how do you know?

What might you do differently if you had to do it over again?

What did you learn that will inform your management practice?

What management changes would you recommend for the continuation of this program?

How will you use what you learned through this initiative to support other educators involved in this or future initiatives?

Supported by Artifacts

You may include up to ten artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your organizational management skills will guide the type of artifacts that you use. For this entry artifacts might include: Data management process; Evidence of successful grant writing and implementation; Flow chart; Timelines; Organizational chart; Policies; Formulas; Communication (i.e., memos, e-mails, newsletters); Press releases; Awards; Training; Using identified criteria (i.e., Baldrige Award, Effective Schools, Blue Ribbon Schools); Certification of completion; Presentations; Budget samples; or other documents that help to illustrate your narrative.