

## **Administrative Interview**

### **Short Term Goals:**

- Better my own practice
  - Further understand the field of education in its entirety
    - Understand the demands and angles of the key figures in education
    - How all the actors relate to one another
      - Board
      - Admin
      - Union
      - Teachers
      - Students
      - Staff
      - Community
    - Pure interest right now
- Gain a better understanding of the financial aspects of education
  - Public schools are a business, students are the invested \$, the school is the bank, without money, there is no bank
- Understand what it takes to be a better leader
  - Speak up
  - Read local, state, federal news
    - Be more aware
  - Find ways to bring everyone's uniqueness together to strengthen building morale
    - Identify strengths and weakness in people
      - Utilize them to their fullest

### **Long Term Goals**

- Genuinely want to make a difference in as many children's lives as possible
  - Can do so in the classroom but there is a desire to move beyond that and help more
  - Reach more children in some way and help them succeed
    - Not always just academically but to be successful in some way in our society
- Be a better leader
  - In the classroom or out
  - Build and maintain building morale through leadership
- Strengthen community
  - Be a part of the community and carry out or create a mission and vision of a school and/or district that betters everyone involved

### **ISLLC Standards**

- **Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### **Knowledge**

The administrator has knowledge and understanding of:

- information sources, data collection, and data analysis strategies
- effective communication

### **Dispositions**

The administrator believes in, values, and is committed to:

- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

### **Performances**

- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- assessment data related to student learning are used to develop the school vision and goals
- barriers to achieving the vision are identified, clarified, and addressed
- existing resources are used in support of the school vision and goal

### **Examples:**

- Analyze assessment data – DIBELS, STAR, and DRA – Identify patterns, strengths, weaknesses, trends.
- SWIS Data- referral patterns
- GASP

**Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

## **Knowledge**

The administrator has knowledge and understanding of:

- student growth and development
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- adult learning and professional development models
- the role of technology in promoting student learning and professional growth

## **Dispositions**

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- Life-long learning for self and others
- professional development as an integral part of school improvement
- preparing students to be contributing members of society

## **Performances**

The administrator facilitates processes and engages in activities ensuring that:

- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- Life-long learning is encouraged and modeled
- technologies are used in teaching and learning
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined

## **Examples:**

- ELA Leadership Meetings monthly
  - o Sharing with district
- GASP and basketball charity for Hurley – thank yous – newsletters
- Technology classes at U of M
- Custodial Evaluation/Observation
- Student Council – Staff basketball event

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

### **Knowledge**

The administrator has knowledge and understanding of:

- operational procedures at the school and district level
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space

### **Dispositions**

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes

### **Performances**

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used

- effective communication skills are used
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- human resource functions support the attainment of school goals

**Examples:**

- Attending Board Meetings
- MPA Program at U of M
- Custodial Review/Evaluations/Observations
- Job Shadowing

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Knowledge**

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- community resources
- community relations and marketing strategies and processes

**Dispositions**

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- an informed public

**Performances**

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

- effective media relations are developed and maintained

**Examples:**

- GASP
- PTO Involvement
- Swartz Creek View Articles
- Present at Board Meetings in the past

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Knowledge**

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society

**Dispositions**

The administrator believes in, values, and is committed to:

- the right of every student to a free, quality education
- development of a caring school community

**Performances**

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- recognizes and respects the legitimate authority of others
- opens the school to public scrutiny

**Examples:**

- MPA Program
- Everyday practice

- Learn from failures and mishaps
  - o Reflect
- Discussions with Lauren and other figures of authority
  - o MPA instructors

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### **Knowledge**

The administrator has knowledge and understanding of:

- the role of public education in developing and renewing a democratic society and an economically productive nation
- global issues and forces affecting teaching and learning

### **Dispositions**

The administrator believes in, values, and is committed to:

- Education as a key to opportunity and social mobility
- importance of a continuing dialogue with other decision makers affecting education

### **Performances**

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

### **Examples:**

- GASP
- Board Meetings
- Job shadowing
- Discussions with Lauren

### **Leadership philosophies**

- Possess courage and character to build and establish new cultures that focus on long lasting relationships and energizing the people within the building to become self-managing bodies.
- Courage and capacity to build new cultures based on trusting relationships and become more efficient when you are working with a body of people that are morally bound or committed to the school and its character/values.
- Schools are more than numbers, they possess people of various backgrounds, cultures and character traits and each of them bring their own set of values into one building
- Look past the numbers and be willing to change their own theories of thinking to fit the world/community rather than a leader who constantly wants to change the world/community to fit their own theories or thinking.
- Create new connections among people and essentially bridge the gap and connect everyone to an idea structure via binding and bonding to build followership in the school.
- In a world of so many differences among people and responsibilities growing as changes are being made at the political level, a leader needs staff who want to be self-managing and willing to accept more responsibilities on themselves.
- Everyone in the building plays a role in the successful functioning of the institution.
- Everyone needs to step up and do their part if they are truly committed to the values of their learning community.
- Presents the building something worth following, then in return everyone will become morally committed.
- Subordinates comply with management rules and procedures and with the leader's directives; the job gets done. Followers, however, respond to ideas, ideals, values, and purposes; as a result, the job gets done well.
- Management by followership and tasks being completed by those committed to a common purpose is key to a truly successful school.
- A school that is filled with people committed to a common purpose truly blossoms the learning community.
- Successful schools are filled with a staff that is committed to shared goals and expectations and so those schools are more cohesive and have a true identity established.
- These individuals are self-motivated and thus end up doing what is right for the school and doing it very well.



- Possess time, feeling and focus. You must have all three when you want to build that purpose within your building and thus fill your building with followers.
- Care very deeply enough and essentially wear my heart on a sleeve. When things do not go right, my passion can turn to outrage.
- Not perfect and need to work on finding the right time and place for my actions before responding immediately.
- Believe in exercising everyone's talents and including everyone as an important part of our successful learning community.