

Instructional Leadership Vision Project

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5/31/16

Gund School

Marilyn Mauck, Principal

- ❑ Marilyn exhumed passion and caring for her students.
- ❑ She choose to apply for the principal position to be able to help students. She has made great changes while in this position. When she first arrived, the school was “workbook” driven. She quickly changed this style of learning so students are able to develop their 21st century skills and best practices. She related all proposals back to the students and how it will benefit them in reaching their academic success.
 - ❑ According to Goldhaber and Lavery (2015) states, “Disadvantaged students should actually have greater access to higher-quality teachers than should advantaged students”. (p. 305)
 - ❑ Grogan (2013) states “Though radically different in content and kind, all these organizations managed to bind people together around a common identity and sense of destiny” (p.9).
- ❑ Marilyn understood what it meant by instructional leadership because she does not consider transforming the program as “I”, but as “we” or “team”. She realizes it takes a village to raise a student. The team looks at what is best for the students and how it will impact them. She believes students need to be goal setters, engaged, and monitor their own learning through collaboration.

Gund School

Marilyn Mauck, Principal

- ❑ While listening to Marilyn, I learned that to be an instructional leader, students need to be the center of your rationale. How can making changes benefit the students? You need to be passionate and caring.
- ❑ To be an instructional leader, you need to analyze the data, know the reason “why”, educate staff to be skilled themselves, and be present to parents, students. It is important that professional development is differentiated to meet the needs of the staff. Surveys can be sent out to learn what professional development would be the most beneficial to the staff.

The Lawrence School

Cheryl Cook, Academic Dean

Jason Culp, Head of Upper School

- ❑ Both Cheryl and Jason were passionate about analyzing data and continuing to move the students in a forward progression. They are always look for new and alternative ways to differentiate instruction to meet individual needs of all their students.
 - ❑ According to Marshall & Oliva (2009), the achievement gap, or democracy and a sense of community and belongingness (or our nostalgia for that), or inclusion of groups that do not immediately come to mind in our planning, such as the “differently abled,” girls and women, or those American families with different cultures, languages, or religions.
 - ❑ According to Bambrick-Santoyo (2010), Data-driven instruction properly implemented does not require teacher buyin-it creates it.
- ❑ Cheryl and Jason understood what it meant to be an instructional leader by ensuring that they are filling the appropriate role in the school, being collaborative, providing coaching and structure, and paving the path for success. At the same time, it is important to hold the staff accountable.
 - ❑

The Lawrence School

Cheryl Cook, Academic Dean

Jason Culp, Head of Upper School

- ❑ While listening to the administrators at The Lawrence School, I learned that to be an instructional leader, it is beneficial to be not only a guide but hold staff accountable.
- ❑ To be an instructional leader, you need to set the precedent that when entering a classroom it is looked as a “coach” or someone to help. Only when a problem arises, should you be looked at as a “disciplinarian”. You want to be supportive to both students and staff. It is important to set aside time for collaboration and planning with staff and not for them to listen to “announcements”.

Firestone High School

Judy Harrison, International Baccalaureate Program Coordinator

- ❑ Judy has been the program coordinator for the last 10 years. She understands that the concept of IB can be scary for some students, however, she often discusses this option/process with her students to reassure them they are more than capable. Judy is extremely passionate about her program. She values the quality education that she is able to give her students.

- ❑ Judy understands instructional leadership as a way to motivate, display compassion, and have meaningful conversations with students to achieve academic success. She consistently reiterated that even those students with learning differences and those with below an “A” average can be successful in the IB program. She continuously presents professional development for teachers who are going to be teaching in the IB program to make sure their lesson plans have enough rigor to qualify as an IB class.
 - ❑ According to Bambrick-Santoyo (2010), Core Idea of Leading Adult Professional Development: start by defining the end goal you want adults to reach and then design activities that can allow people to get there mostly on their own.

Firestone High School

Judy Harrison, International Baccalaureate Program Coordinator

- ❑ I learned to be an instructional leader in an IB program, you need to keep the lines of communication between students, teachers, and parents open. Due to the high transient population of public school staff, you need to be the consistent face in the program allows you to be a support system for those students.
- ❑ To be an instructional leader at an IB school, passion is a necessity. Wanting to retain and work with high quality teachers is valuable. An instructional leader needs to inspire students to become success stories and develop ways to grow the program.
 - ❑ Grogan (2013) states, when there is a genuine vision (as opposed to the all-too-familiar “vision statement”), people excel and learn, not because they are told to but because they want to.

Akron Public School-Digital Learning

Macy Ebright, Digital Learning Program Coordinator

- ❑ Macy is the program coordinator for the digital section of Akron Public Schools. This program is designed to attract students who are APS students, but are currently enrolled elsewhere. It offers both satellite and in-home computer access.
- ❑ Macy understood what is meant by instructional leadership by supporting staff and students in their educational process. She is driven to give her staff the professional development and tools needed to help students earn their degree by working online. She involves families which is a vital piece in a students education.

Akron Public School-Digital Learning

Macy Ebright, Digital Learning Program Coordinator

- ❑ While listening to Macy, I learned in order to shift the school community, you need to look at what is best for the students and make their learning accessible for all students.
 - ❑ Calabrese, et al., (2004) stated, if we could help build the right kinds of spaces for the parents to share their stories with one another and with us, then we might begin to see these barriers go away.
- ❑ To be an instructional leader, you need to have a fire that ignites others to what to do better with their lives. You need to inspire students, staff, and parents. You need to understand the vital part that parents play and embrace their opinion and help.
 - ❑ Lindsey, Robins, and Terrell (2009) state that people do not recognize the need to make personal and organizational changes in response to the diversity of the people with whom they and their organizations interact. They believe, instead, that only the others need to change and adapt to them.

Spring Garden Waldorf

Amy Hecky

- ❑ Amy truly believes in the Waldorf system and everything it stands for. She enjoys looking at the child as a whole and leading staff and students at an appropriate pace.
 - ❑ Freire (1970) states, through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges; teacher-student with students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach.
- ❑ Amy understood what is meant by instructional leadership by seeing the students as a whole and collaborating. Trying to take a lot of emotions out of decisions and focus on the task at hand and be an effective communicator along with, developing a rapport with the families.

Spring Garden Waldorf

Amy Hecky

- ❑ While listening to Amy, I learned that it is imperative to work together and look at each child individually, building a relationship, and supporting them in their education endeavors.
 - ❑ Lindsey, Robins, and Terrell (2009) noted holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, your students, their families, and their communities as an advocate for lifelong learning to serve effectively the educational needs of all cultural groups.
- ❑ To be an instructional leader, you need to build rapports with all those involved in the student's life. Along with being an effective communicator by making decisions with a level head and attempting to remove emotions.

My vision as an Instructional Leader

To provide a positive, equitable, enriched school and home community for all stakeholders.

CCSSO Standards

Standard 1: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

A. Develop an educational mission for the school to promote the academic success and well-being of each student.

Standard 2: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

CCSSO Standards

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

Research Support

- ❑ According to Skrla et al (2009), It requires that equity be present in all parts of the educational system, including environment and resources, rather than just to be focused narrowly on achievement equity.
- ❑ According to Lindsey, Robins, & Terrell (2009), a professional recognizes and develops skills to manage conflict in a positive way.
- ❑ According to Lindsey, Robins, & Terrell (2009), educators need to prepare learners to function well and to interact effectively with the richly diverse peoples of their worlds.

Understanding my responsibility as an instructional leader

- ❑ I understand my responsibility as an instructional leader as someone who impacts the lives of staff, students, and families. It is my job to have the entire school community working together as a team for all stakeholders. I am the support system for the building.
- ❑ I want to provide differentiated and appropriate professional development to meet the needs of my staff members.
- ❑ I want my rationale for all things to be linked directly back to the students.
- ❑ I want to exude passion and excitement for my job.
- ❑ I want teachers to want to work for me and allow me the opportunity to guide them professionally.

Challenges I may face

- ❑ Challenges I may face will be school community byin. I know as a new instructional leader, I will have to gain the respect of my staff.
- ❑ I will have to prove myself to them that I am not all “talk”, but I “walk” as well.
- ❑ There will always be the one or two teachers who are “negative” and no matter what I do, will never be happy. I need to develop those relationships and not let them get in the way of change.
- ❑ I have to show that I am authentic and want what is best for the community.

Challenges the instructional leaders I met face.

Gund- At the Gund school, outside of facing being closed, it is challenging to not only get the “perfect fit” staff on board to help students, but also have the students receive the same resources as a “regular” public school. As an instructional leader in this setting, it is imperative to have a fight and drive to stand up for students in this setting.

Lawrence- At the Lawrence school, a challenge would be providing the proper professional development for teachers to meet the needs of their students. Along with keeping technology programs current, and staffing relevant to the number of students.

Akron Digital- At Akron Digital, a challenge would be spreading the word that Akron provides this service and how it is different compared to an online school such as ECOT. Also, tracking data of the students and mentors of this program.

Challenges the instructional leaders I met face.

Firestone-At Firestone, a challenge would be to continue to increase enrollment and demonstrate to students that even if they do not have an “A” average, they are still able to complete the IB program. A second challenge would be to continuously have staff trained and to keep up with the changing rigor of the standards needed to receive an IB degree.

Spring Garden Waldorf-At Waldorf, a challenge is to continue to keep enrollment at a level to hire teachers, provide professional development according to the “Waldorf” standards, and meet the needs of Waldorf standards along with meeting the needs of the children as a whole “organism”.

Scholarly References to Support Claims

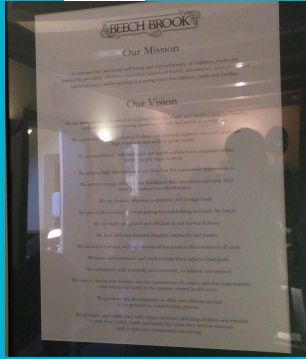
- ❑ According to Skrla, McKenzie, & Schurich (2009), utilizing the data these system provide to assess the current state of the school or district and to track progress.
- ❑ According to Skrla, McKenzie, & Schurich (2009), relationships are instead very complicated, dynamic, and messily interwoven with other things going on in schools.
- ❑ “Authentic thinking, thinking that is concerned about *reality*, does not take place in ivory tower isolation, but only in communication” (Freire, 2000, p. 77)

Comparing my vision to those I met

While thinking about my personal vision and the vision of those I met, there are a few similarities.

- ❑ We are all passionate and caring individuals
- ❑ We all put the students in the center and as our focus
- ❑ We want to provide differentiated and specific professional development
- ❑ We have a drive for us to promote change, involve parents, and move the school in a positive direction.
- ❑ We want to look at the child as a whole and what is best for them.
- ❑ We want to have a standards aligned curriculum involving rigorous and problem-based learning.

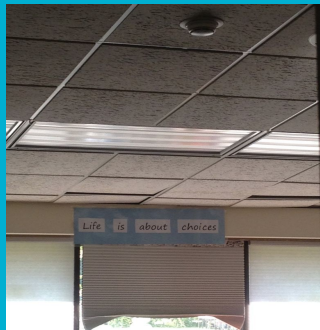
Photograph Symbolism- Gund School



This is the mission and vision statement. This is what the instructional leader follows and lives her professional life by. This is the foundation which she builds upon.



This tree represents the school as a whole. Everyone is part of it. The instructional leader is the trunk, teachers the branches, and students the leaves. This symbolises everyone working together and being the base to help students achieve their greatness.



"Life is about choices" - as the instructional leader you have choices daily and you want to keep your focus on the students. All rationales point to students and providing them the resources needed to be successful.

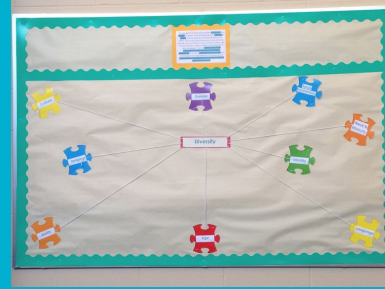


This playground represents the unknown. Since this school is closing, what once held laughter and happiness, will become barren. However, the instructional leader no matter where she goes, will bring laughter and happiness to her next adventure.

Photograph Symbolism- Lawrence



As an instructional leader, technology is important. Due to technology always changing, there is new professional development training needed to reach the needs of these specific students. Students using one-on-one technology allows for differentiation to meet their needs.



As an instructional leader, diversity is key. The instructional leaders are in the center, and bring awareness to students, staff, and parents.



This tree represents being a solid foundation for the students. Giving them the opportunity to grow and reach their potential, while as an instructional leader being the trunk to allow them to grow while being there catch them if needed.



The mission and vision statement represents the school as a whole. It is supported by the trees which represent the stability of the staff lifting students up.

Photograph Symbolism- Akron Digital



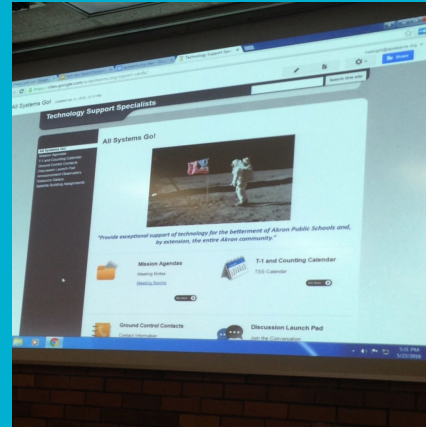
This mission and vision statement is the first slide on every presentation given by APS. This is what the instructional leader lives by and strives to strive to meet these daily.



A computer is the main way she connects to students and parents. She wants to support students who are not successful in a “traditional” school setting and wants to increase enrollment.



As an instructional leader with technology, she is projecting onto others her positivity. She uses this as a way to effectively communicate to staff, students, and parents.



She inspires everyone to be involved in the students including the technology team who developed their own vision.

Photograph Symbolism- Firestone



This welcomes students and shows them they will be successful and the instructional leader is there to support and guide them to their future.



She lets the students know what a big world we live in and the possibilities are endless and you can reach your goals by working hard.



The instructional leader is diverse and not only continues to teach, but includes students who do not have an "A" grade point average.



The school is open and large, just like the students future. She is positive and wants the best for the students.

Photograph Symbolism- Spring Garden Waldorf



The instructional leader wants to help grow the students. They want to look at the student as a whole and help developing them into a remarkable human



Students are able to be free and while they are being supported, they are able to development on their own time.



As an instructional leader, they look at their students as a whole. They look at what is best according to age development.



The instructional leader's guide students from K-8 grade. They help intertwine the futures of the students.

My photograph representations

Freire (2000) stated, education must begin with undoing the student-teacher contradiction, by reconciling so that both are simultaneously teachers and students.



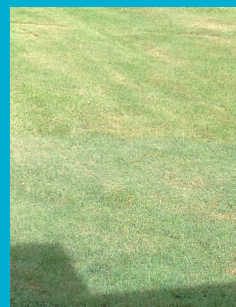
As an instructional leader, I want to be an open door. I want to welcome staff, students, and parents. I want the school community to want to come into my school. I also am able to shut the door and protect what is inside from the outside forces.



I want to always put the students first and in the center of all decisions made. Although the outside may change, be molded, and manipulated the rationale must always be for the students.



As a tree trunk, I am the support, stable, and grounded instructional leader. It is my job to uplift and let my staff and students grow.



As an instructional leader, it is my job to let students grow and be able to weather any storms.

My Poem

I believe in all
Being inclusive always
Time to start right now

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