2014-2015 LEADERSHIP DEVELOPMENT PROGRAM

CALDWELL COUNTY SCHOOLS
Stepping Into A Bright Future

1914 HICKORY BLVD SW • LENOIR, NC 28645 PHONE 828.728.8407 • FAX 828.728.0012

Mission Statement:	**Vision:**
To provide quality instruction in a safe caring environment.	Every student will graduate from high school, be globally competitive for work or postsecondary education, and be prepared for life in the 21st century.

A NEW VISION OF SCHOOL LEADERSHIP

Public education has changed its mission and now dictates the need for a new style in school leadership – executive rather than administrator. No longer are school leaders maintaining the status quo by managing complex operations, but just like their colleagues in business, they must also be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change – executives who can build relationships with and across staff that not only tap into the collective knowledge and insight they possess, but also tap into powerful relationships that stir their passions for their work with children. From these relationships, the executive must create a common, shared understanding of the school's purpose, its values that direct its action, and its commitment and ownership of beliefs and goals that drive everyone's decision making. The staff members' common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture where leadership is distributed and encouraged among teachers. It must consist of open, honest communication that is focused on the use of data, and where teamwork, research-based best practices, and modern tools are used to drive ethical, principled, and goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

PHILOSOPHICAL STANDARDS FOR THE NEW SCHOOL ADMINISTRATOR

The standards are predicated on the following beliefs:

- Today, schools must have proactive school executives who possess a great sense of urgency.

- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.

- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished, and what students learn will prepare them for success in their futures, not ours.

- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.

- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change in leadership or leadership as learning, people are always the medium for the leader.

- Leadership is not about doing everything oneself, but it is always about creating processes and systems that will cause everything to happen.

- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.

- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.

- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.

- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

THE SEVEN STANDARDS OF EXECUTIVE LEADERSHIP

- Strategic Leadership

- Instructional Leadership

- Cultural Leadership

- Human Resource Leadership

- Managerial Leadership

- External Development Leadership

- Micro-political Leadership

PROGRAM OUTLINE

Objective: Caldwell County Schools require administrators who are capable, willing, and ready to lead students, schools, and communities into the Twenty-First Century.

Day	Time	Topic	Presenter	Hours
Wednesday TBD	8:30 AM – 3 PM	Relationships and Caldwell County	Libby Brown and Chamber of Commerce	6.5
Thursday 10/16	3-6 PM	Assessments, Data, Plans, and Reports,	Stone, Burns, and EPS Staff	3
Thursday 10/23	3:30-6:30 PM	Curriculum Initiatives by Grade Levels/Title 1, and Exceptional Children and Finance	Stone, Burns, EPS Staff, and D. Johnson	3
Thursday 11/6	3-6 PM	Conversations and Q/A with Board Members	Stone and Board Members	3
Monday 11/24	3-6 PM	Superintendent and Board Protocol	Stone	3
Wednesday 12/3	3-5 PM	Principal's Evaluation and Resumes	Stone and T. Johnson	2
Monday 1/12	2-6 PM	Interview Techniques/ Strategies	Stone, T. Johnson, and Former Program Members	4
Tuesday 1/27	3-5 PM	Roundtable Discussion/Closure	Stone, T. Johnson, Burns, Church, and D. Johnson	2

Other Requirements:
- Attendance at two Board of Education Meetings
- Attendance at one Curriculum Council Meeting
- Attendance at one Principals' Meeting
- Job Shadowing for 2 days with a principal (different levels and different areas of county)
- Continuous Improvement Group Project – Assess, critique, and change the Leadership Development Program for the next class

Name _____

Current Position _____

School _____

Contact Information _____

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Answer the following question in the space provided:

1. Administrators must provide leadership in at least seven areas: strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external leadership, and micro-political leadership. Describe specifically how you have already provided leadership in at least two of these areas.

Principal Approval _____