

Whose Vision Is It?

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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:

- The principle of developing and implementing strategic plans.
- Effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to the inclusion of all members of the school community

Performance

The administrator facilitates processes and engages in activities ensuring that:

- Barriers to achieving the vision are identified, clarified, and addressed
- The school community is involved in school improvement efforts
- The vision shapes the educational programs, plans and activities
- The vision and mission of the school are effectively communicated to staff, parents, students and community members
- Barriers to achieving the vision are identified , clarified and addressed.

Scenario

Your school district just completed a strategic planning process this past school year that engaged the community, parents, teachers and administrators in the development of a vision and mission as well as the development of five major goals for the district. The work was completed at the end of the school year and was distributed to all faculty and administration at the beginning of the new school year.

You are a new principal in a school district that includes 40 school building principals. Your school is located in the heart of the city and is surrounded by warehouses and industry with the majority of your students living in low-income housing including rental houses and apartment complexes. Your building has the highest diversity and lowest attendance rates of all schools in the district. There were no parents or teachers from your school on the original district planning committee. The principal at your school last year was on the committee but she was transferred to another school in the district. You were not a member of the district planning team last year; you are new to the district.

The Central Office met with the principals prior to the beginning of school to outline the new strategic plan, the accompanying PPBS budgeting system which was in place to augment the new plan, and the new task for each school building which includes the development of a building strategic plan which supports the district plan. Each building principal was given until the beginning of the second semester to complete their comprehensive plan centered around district mission, vision and the five goals

which primarily direct all of the schools to prepare students for a college preparatory curriculum.

There is a general feeling among your faculty and the leadership in your school PTA that the goals chosen by the district committee are not appropriate for your school. You are sure that any expenditure approved for instruction will not be made without a direct relationship to the district goals.

Assignment

- Describe what your efforts will be to ensure that the faculty and parents in your school will embrace the district vision, mission and goals.
- Design a plan of action that will support the work of the district strategic planning effort in building a strategic plan for your school.

Instructors' Notes and Scoring Guide

For

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Notes to Instructor

Main Issues

- Principal understands the strategic planning process
- Principal understands and has an effective consensus building and negotiation skills
- Principal recognizes barriers to achieving district vision

Author's Intent

While this could be a very complicated scenario, the author intended for the student to show their knowledge of consensus building and negotiation skills when working with the faculty, parents and community as well as an awareness of the strategic planning process involving all stakeholders at the school building level. It is apparent from the scenario that there will be a high degree of sensitivity needed to work through the issues of the perception of dis-connectedness that this school feels in relation to the school district.

Scoring Guide:

Criteria	2 Points	1 Point	0 Points
<p><i>Knowledge:</i> The administrator has knowledge and understanding of:</p> <p>...The principles of developing and implementing strategic plans</p> <p>...Effective consensus-building and negotiation skills</p>	<p>The principal shows excellent skills in developing</p> <p>...Strategic planning</p> <p>...Facilitation skills which include building consensus and practicing negotiation skills</p>	<p>The principal showed skills in only two of the following areas:</p> <p>...Strategic planning,</p> <p>...Consensus building and negotiation skills.</p>	<p>The principal shows skills in only one of the following areas</p> <p>...strategic planning,</p> <p>...consensus building and negotiation skills</p>
<p><i>Dispositions:</i> The administrator believes in, values, and is committed to:</p> <p>.... the inclusion of all members of the school community</p>	<p>The principal identified and involved all key individuals and groups in the school community; showed sensitivity to input from each.</p>	<p>The principal involved others but tended to show only an awareness of the values of the stakeholders; did not appear to be committed to ensure all heard and valued.</p>	<p>The principal selected a small select group to make decisions and showed little or no sensitivity to the school community.</p>
<p><i>Performance:</i> The administrator facilitates processes and engages in activities ensuring that:</p> <p>.... barriers to achieving vision are identified, clarified, addressed</p> <p>....school community is involved in school improvement efforts</p> <p>....the vision shapes educational</p>	<p>The principal became actively engaged in the strategic planning process, i.e. took a hands-on tactic to the problem to ensure that the strategic planning process was accomplished.</p>	<p>The principal delegated the responsibility for the strategic planning process—but did allow for the completion of the task</p>	<p>The principal did not correctly identify the problem and therefore did not begin the process of developing a strategic plan for the school</p>

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