

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.