

Outcome 2

Educational Leadership Platform Statement

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Supervision and Evaluation: People, Programs and Performance Appraisal

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Bridges takes us from what we know to what we don't know – from place that is familiar and safe to someplace that may be less safe....And yet that is exactly the role of education and leadership. The role of an educational leader is to build a bridge and lead people across it, because it is only by crossing that bridge that people can find a new place to stand. (Houston & Blankstein)

As an alternate route education professional and prospective administrator, I believe I bring an assortment of experiences to the table which will benefit, those entrusted to my care. My platform touches on a varied of key elements all designed for the end purpose of educating children and providing those children with the best academic environment possible with the financial, physical and human resources at my disposal. The following focus is the heart of my platform.

There are many equally important purposes of schooling, which range from academic to socio-emotional preparation.

In my opinion, the ultimate purpose of schooling is to ignite a fire in children for knowledge and create lifelong learners in this 20th century environment who are prepared to be productive member of this society. If you think about the average length of life currently, many people are living much longer than ever before- well into their 80s and 90s. The statistical truth is that formal schooling is only about 12 to 16 years of your life and if you live to be in your 80s, only 15% of your life is spent being educated for you to live for the remaining 85%. I have always believed that the information should be impactful and preparatory for much of a person's lifetime while sparking a desire to grow even deeper academically along the way. Students must be prepared for the careers that will be waiting for them. Whether they are departing from secondary institutions or the hallowed halls of higher education, student preparation for whatever

awaits them is the job of all instructional educators - great or small. As a purposeful instructional leader, my vision is to make the student learning informational, progressive and relevant for them, while also developing socially mature and responsible citizens of the world.

Though the following social-emotional core factors may be perceived as the “warm and fuzzies” of education they are none-the-less important. The element of socio-emotional growth is embedded in the child’s early years interacting with others. School provides a place to learn the basic keys to living with others. People with strong and broad social relationships are happier, healthier and live longer. Students also learn how to experience positive interactions and share activities together – success on a group assignment, a party, etc.- which translates into enjoyment and fun. They learn about being able to talk openly and feel understood while in school. For many students, school the only place where giving and receiving support is provided. But of course, the world is not perfect and into each life a little rain must fall. School teaches us how to handle negative situations. People get under our skin sometimes and we must learn coping mechanisms when they are inconsiderate, rushed, malign our character, question our motives, or just don’t get our jokes at all — but expect us to laugh at all theirs. School is our coping playground where we learn to deal with life. Even students who are educated in a home-school environment experience social growth and interaction when encountering their peers and fostering friendships in a scheduled event. All students must learn the importance of navigating group dynamics.

My beliefs about the teaching and learning process are born of a very sturdy academic upbringing in a college preparatory, private school environment, therefore I tend to focus on a combination of two of Glickman’s supervisory approaches the first being collegial, which is characterized by purposeful adult interactions about improving schoolwide teaching and learning

and the congenial school, which is characterized by friendly social interactions and professional isolation. I am completely entrenched in the multisensory model of teaching and learning because in my short career, I have seen huge growth in students taught with this pedagogy in mind. There is also a lot of support for brain-based learning, which is connected to the multisensory approach. I learn best when information is not thrown at me, but rather is presented in a linear, organized and sequential format and I believe others are like minded. There must be flexibility in style and delivery when teaching, which is always connected to the learning objective. Many ‘old-school’ things still work best, so I have not an advocate of throwing the baby out with the bath water.

When thinking of any aspect of teaching children, their progress and well-being should be at the heart of our motivation. In many districts the administration the mantra has been monitoring the problem, but very few endeavor to find solutions to fixing it. Some fixes don’t take all the much to actuate significant changes in student outcomes as well as output. There are some environmental adjustments that can be made in classrooms, like the flexible seating concept that is all the rage in suburban schools. Even raising scores on certain tests can be done by adjusting the delivery of instruction and services. Administration needs to listen more and allow teachers to experiment with new ways of doing things. I am thankful to my administrators for trusting me to create a “big kid” reading area which I call The Jungle. All of the students gravitate toward it because it makes the place for learning fun. After visiting another district just recently, I discovered that what I had been doing is now being called flexible seating. Who knew?

Planning, in my ideal utopic world, would be done one week prior and one week ahead so allow teachers to show me how they got where they are in this snapshot of time and where they

plan to go in the immediate future. The lesson planning model must be designed with some flexibility for change – change in the student learning and sudden and often awkward, abrupt changes in the school’s schedule (if only we knew that the fire drill would occur in the middle of a test I was giving).

Educational pedagogy is incredibly impactful on actualizing what we value and believe as educators. There must be a stalwart strength behind your convictions because there are hosts of naysayers in any pursuit. The action research model is core to gathering support for a change. Group consulting and collaboration among team members is important to letting people have a stake in the end-product. Respecting colleagues even when they disagree with you is a sign of maturity. I believe that I have an intuitive nature even now in the classroom with my students. As an instructional supervisor, I would display an understanding for the needs of teachers, help them to clarify the problem and ultimately find an acceptable solution. I believe in passing on the skills I have been taught.

I have held posts as a photojournalist in an iconic news company and as a corporate communications professional in an entertainment industry giant. Communicating is in my DNA. Since teachers, by their nature represent isolation and individualism (Glickman, 2013), I would recommend using technology to open up the window of my teachers rooms and allow for other teachers to peer in. This can be done through videocam live-streaming or asking them to videotape a special class and share it with the school community (including parents). This would begin to chip away at the perception of “special scattering and isolation throughout school buildings.” (Dreeben, 1973, p. 468)

Leading is rooted in having passion and pursuing a vision that dwells in your core is how an educator, whether teacher or administrator, will ride out the storms (and there will be storms).

“Into each life a little rain must fall,” which is how the flowers grow.

References

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Glickman, C.D., Gordon, S.P. & Ross-Gordon, J. (2013). *The basic guide to supervision and instructional leadership*. Pearson, The United States of America.

Houston, P. Blankstein, M. & Cole, R. (2007). *Out-of-the-box leadership: (The soul of education)*, Corwin Press, Thousand Oaks, CA.

As an instructional supervisor my leadership platform is based my supervisory approach from Glickman's collaborative, which is described as when "both supervisor and teacher share information and possible practices as equal in arriving at a potential mutual plan." (Glickmn, Gordon & Ross-Gordon, p. 92) I believe in expanding the horizons of teachers through peer-conversations and professional developments. Teacher cognition varies due to their age and experience. As a supervisor, I would pride myself on the same approach I use for teaching students, which is:

When a student is motivated, the sky is the limit as to what he or she can achieve in all facets of life. My goal is to have an intrinsic understanding of each of my students' needs and abilities so that I can find a way to help each of them reach for the stars and beyond.

NOTES for platform:

Conventional School- characterized by dependency, hierarchy, and professional isolation.

Leadership is shared with teachers, and it is cast in coaching, reflection, collegial investigation, study teams, explorations into the uncertain, and problem solving. It is position-free supervision. Alternatives, not directives or criticism, are the focus, and the community of learners perform professional – indeed, moral- service to students. (cited in Gordon, 1995)

- (1) I believe that I am a facilitator of change.
- (2) I also believe the task of building community across all stakeholders.
- (3) Direct assistance is key to support.
- (4) Curriculum development is also important to me.

- (5) Action research is important as well.

Notes:

Modeling and have reflective conversations with her staff.

More global perspective comes into being an administrator.

We Prospective transformational 20th century leaders teaching and preparing 20th century learners

Group Meeting

Culturally inclusive

Restructuring Schools (Theodore Sizer's model) Thinking outside of the box

Schools need to be reconstructed. Look at strengths of the teachers and do what is best for the children. K-8 makes the children grow up too quickly. When they are segmented into young people together they learn on their own steam.

In our district, there is a lot of corruption which filters into the fabric of the culture. It would take a strong group of educators and politicians to reconstruct the education system. Politicians should be excluded from the conversation. Money is always involved so that eliminating politicians is not possible.

Middle school should be 6-8 run like military style behavior.

Is that assumption... Testing is made that all students are on the same level.

Total restructuring of school enter at an age

Not every child should go to college.

Create a vocational alternative.

There should be data on the use of Academies in the district.

Culinary academy has more of the SPED students than any other.

The H Wing – for SPED students at Passaic County Technical and Vocational HS

What is my goal as a supervisor?

What do I know about developing a professional development program for my staff?

Utilize questioning skills...

How do I view spending the time evaluating and observing my teachers?