

## Week 1 DQ

One day after you interview for a principalship in your district, the Superintendent calls and offers you the job. You, of course, graciously accept and will soon meet the staff at your new school. You have five minutes to introduce yourself. In a 150-250 word summary, address the following:

- What would be the major points you would like to present?
- What else would you do to prepare for the introduction?

## Week 2 DQ

Key stakeholders often resist change. Consider that you are principal in a school with two stakeholders who are strongly resistant to change. The best teacher on your staff believes he or she will continue being wildly successful without the change. The president of the Parent-Teacher Organization stated that, “This needs to be a year that we stop making huge changes.” Describe how you would establish a collaborative, trusting environment for needed change.

As the saying goes, “it is not what you do, but how you do it.” Change is usually always met with resistance, and in this case, it is coming from some of my key stakeholders. Depending on the change and the timeline of its implementation, I will need to decide how exactly to present this change to staff and create a plan for it. Is this something that needs to happen overnight? If so, I would definitely want to remain communicative and reach out to my staff, keeping them informed and if and applicable, allow avenues for input. Communication is key, and letting our stakeholders know we value them is important- their feedback should be welcomed, and included in the decision-making process.

In leadership, I know there will be times where changes must be made, and there will be no opinions that can change that. However, I still have to be willing to listen, and hear the concerns and suggestions from stakeholders. In actuality, there may even be better ideas shared than the ones I have suggested. As stated in *Establishing a System for Continuous Improvement*, “The best way to continuously improve is to get feedback from your stakeholders, and see what works and was helpful to them.” (cecillinois, 2017). The key to establishing an environment of collaboration and trust is communication, and understanding as a leader that we all have to work together to achieve our goals.

**Consortium for Educational Change, Illinois. (2017, May 24). Establishing a System for Continuous Improvement. [Video].**

## Week 3 DQ

How could you empower your faculty and staff to use data in their daily tasks or teaching to continue to improve their roles and responsibilities? Provide an example of how data could help staff (i.e., custodial, nurse, librarian, bookstore, front office) enhance their productivity and guide decision-making. Provide an example of how data could improve instruction and student performance for faculty.

## **Week 4 DQ**

Collaboration among faculty can strengthen the culture, sustain retention among faculty, and increase student achievement. What are two strategies you will do to support collaborative time among faculty to promote this type of collegiate environment?

## **Week 5 DQ**

The principalship provides one ethical challenge after another. What systems of accountability do you believe a principal should have in place to ensure the highest level of ethical conduct?

In most districts, as well as private school, there is a policy handbook. There should be policies set in place...

-quarterly reviews of policies and procedures. In meetings or other appropriate settings, staff should all be informed of the expectations in place to ensure accountability across the board. There should be no opportunity for staff, myself included, to say they were unaware of the regulations and consequences for not adhering to policy. In discussing consequences, all stakeholders should be provided with resources

## **Week 6 DQ**

What are five integrity-related traits you would want your staff to identify with you and why are these traits important to you?