

Wright State University
Department of Educational Leadership
EDL 771 - Educational Leadership Behavior

Requisites of a Leader

Wright State University's Department of Educational Leadership personnel work continuously to develop school leaders. Coursework is designed to prepare students for many different leadership responsibilities that encompass official and unofficial leadership positions.

As we prepare leaders, we strive to help each student reach their leadership potential. Using the Interstate School Leaders Licensure Consortium (ISLLC) Standards as our guide and focus for programming, we have developed an improvement model and assessment rubric that addresses different leadership skill areas that enhance each students' self-competence as a leader. Those skill areas and their relationship to the ISLLC standards are represented in Illustration 1.

The leadership skill areas identified as worthy of focus are related to specific ISLLC Standards. The rubric that will be used to assess your ability level in each of the skill areas identified is attached. The rubric will be used during the review of your portfolio, which should contain evidence of developing skills in each of the areas mentioned above.

Examples of Skill Development Activities (Learned Society Objectives)

Communication Skills

- 7.3 Apply appropriate communication strategies (e.g., identifying audiences, determining messages, identifying reaction of receivers)

- 10.2 Articulate the district's or school's vision, mission, and priorities to the community and media (e.g., form collaborative relationships with businesses, citizen groups, social services agencies).

- 10.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the school and community.

Conflict Resolution Skills

- 7.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.
- 3.1 Create with teachers, parents, and students a positive school culture that promotes learning.

Team Member Skills

- 2.3 Engage staff, group, or team in an ongoing study of current best practices.
- 3.2 Develop collaboratively a learning organization that supports instructional improvement.

Decision-Making Skills

- 1.3 Frame, analyze, and resolve problems using appropriate decision-making skills.
- 6.4 Monitor and assess the progress of activities, making adjustments and formulating new actions steps as necessary.

Planning Skills

- 1.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
- 6.1 Establish operational plans and processes to accomplish strategic goals.

Professional Growth Skills

- 4.4 Develop a portfolio to begin to formulate and implement a self-development plan, endorsing the value of career-long growth.
- 4.1 Focus on authentic problems and tasks, utilize mentoring, coaching, conferencing, and other peer involvement activities that lead to improving student outcomes.

Managing Change Skills

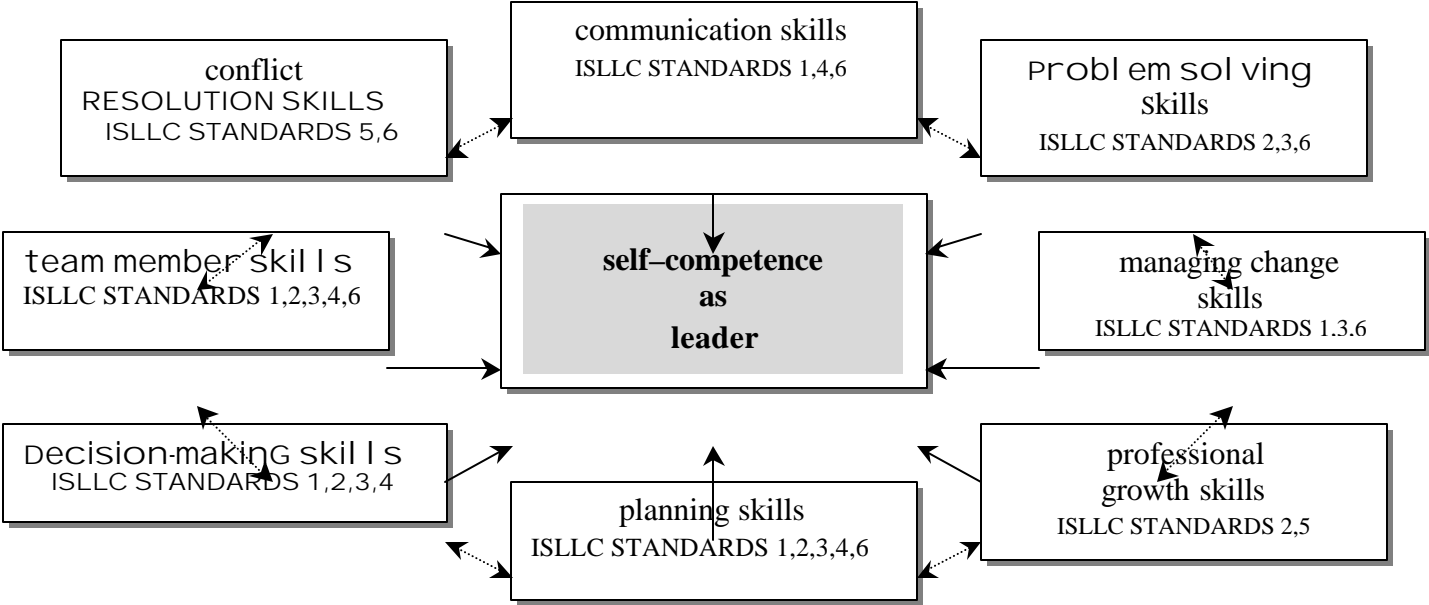
- 1.4 Initiate, manage, and evaluate the change process (e.g., continually survey faculty after the implementation of a new plan).

Problem Solving Skills

- 1.3 Frame, analyze, and resolve problems using appropriate problem solving techniques (e.g., consider all possibilities for solving problem, involve others in the solving the dilemma).
- 11.5 Make decisions based on the moral and ethical implications.

leadership potential

[illustration 1]



Administrator's Portfolio Assessment Rubric

SKILL AREA	ISLLC STANDARD(S)	UNACCEPTABLE	ACCEPTABLE	TARGET
Communication Skills Listening Skills Speaking Skills	1, 4 6	No plan for effective communication has been developed Survey incomplete	Speaking and listening skills plan has been developed based on completion of personal needs survey	Evidence of improvement plan implementation Strategies for improvement currently being employed
Conflict Resolution Skills	5, 6	No plan for resolution of conflict has been developed Skill survey incomplete	Conflict resolution skills plan has been developed Resolution of conflict survey has been completed	Evidence of improvement plan Conflict resolution strategies for improvement are currently being used
Team Member Skills	1, 2, 3, 4, 6	No plan for effective team member capacity	Plan has been developed for team member effectiveness	Evidence of improvement plan implementation Strategies for improving team member skills in use
Decision-Making Skills	1, 2, 3, 4	No plan for decision-making skills evident	Decision-making survey complete Plan of action for improvement completed	Evidence of implementation of improvement plan Alternative decision-making skills being employed
Planning Skills	1, 2, 3, 4, 6	Plan for improving planning skills non-existent	Planning skills survey complete Plan of action fully developed	Evidence that plan of action is being implemented Student has measurable plan for assessing improvement
Professional Growth Skills	2, 5	No professional growth plans evident	Survey for professional growth needs completed Plan for improvement developed	Evidence of plan being implemented Professional growth activities scheduled
Managing Change Skills	1, 3, 6	No plan for managing change skill improvement	Plan has been developed based on survey completion	Evidence of improvement plan employment Managing change skills being used
Problem Solving Skills	2, 3, 6	Plan for improving skill areas in problem solving incomplete	Problem solving skills growth plan developed	Evidence problem solving skills plan being implemented