

Running Head: PROFESSIONAL LEADERSHIP DEVELOPMENT REPORT

Professional Leadership Development Report

John Shoemaker

Jones International University

EDU791 Facilitating a Shared Vision of Learning

Dr. Barbara Orr

October 2009

Abstract

In this report, the author discusses a shared vision of learning he created as part of a cohort followed by an analysis of relevant literature, self-analysis, and goals for the future. The author describes his journey through the process of creating a shared vision of learning, and he explains how the shared vision process related to his everyday career.

Executive Summary

I was a member of a group of three doctoral candidates that formed a cohort to support one another through the doctoral process. We were tasked with examining their shared values, creating a vision and mission statement, and creating the group's goals and objectives. Once we completed the shared values, vision statement, mission statement, goals, and objectives, we moved away from the group setting and individually conducted a review of relevant literature, completed an inventory of our current ability, and set goals for our individual future.

As group members, we evaluated effective communication procedures and addressed any challenges that could arrive throughout the implementation. We stressed the importance of the relevance of the task in relation to our professional careers. We agreed that it was vitally important for the shared vision of learning to transcend the doctoral course work and into our professional careers.

Throughout the completion of this project, we divided the work equitably, worked collaboratively, relied on each other's strengths, and developed an effective routine to complete work in a timely manner. We were enriched with the diverse areas of expertise and teaching experience each of us brought. A common vision to strive for academic success was evident throughout our projects. We were able to overcome challenges faced by relying on each other and reminding one another of the mission of the group. We reminded each other that

The cohort is committed to excellence in education and dedicated to working together to create a unified learning environment where each member is treated with unconditional regard and acceptance. Within this environment, group members are empowered and inspired to reach their full academic, emotional, and spiritual potential (Marcelin, Monette, & Shoemaker, 2009, p. 2).

After working as a group, we separated and began working individually. I began by researching relevant literature on the six key processes of leadership and the six core components

of school performance. This research process led me to evaluate myself and create a matrix and analysis of my current abilities. Once that analysis was completed, I was able to evaluate my future and create a leadership capacity plan for development.

In the end, when evaluating my personal progress on the path to being able to facilitate the development, articulation, implementation, and stewardship of a vision of shared learning, I realize I am extremely confident in my ability to go through the vision creation process.

Through this in depth learning process and interesting events in my current job, I learned how to take the knowledge gained and translate it into reality.

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I was a member of a group of three doctoral candidates that formed a cohort to support one another through the doctoral process. We were tasked with examining their shared values, creating a vision and mission statement, and creating the group's goals and objectives. Once we completed the shared values, vision statement, mission statement, goals, and objectives, we moved away from the group setting and individually conducted a review of relevant literature, completed an inventory of our current ability, and set goals for our individual future.

The group is enriched with the diverse areas of expertise and teaching experience each member brings. One member is Nationally Board Certified and brings 9 years of teaching experience in an elementary setting. She also possesses a Master's degree in the field of T-ESOL. Another member has been a Special Education Teacher for thirteen years and teaches in an alternative school. Her Master's degree is in Divergent Learning. Another is a Technology Program Specialist who has also taught as a Reading Coach and a Special Education Teacher. The experience and knowledge each member possesses enabled us to be effective in developing a sound vision of learning. "Basic requirements of team effectiveness are thinking members of high skill and ability who passionately want to excel, succeed, and win" (Turner, 2004, p. 504).

Some of us may have more to contribute in the field of online learning as their technological knowledge is more advanced than others are. The ability to impart one's knowledge for the benefit of others fosters a relationship of growth because ". . . people are empowered by their independent use of information technologies and that they are united by opportunities to share resources" (U.S. Charter Schools, 2009, para. 8). Because each member works with groups in their professions, we come prepared knowing "working with groups, however, is one of the most demanding activities we engage in during our life" (Fujishin, 2007, p. xi). As educators, we have fine-tuned the ability to be flexible and active listeners. In

dealing with divergent, disengaged, and low-functioning students, we know the importance of delivering praise and constructive criticism. When facing deadlines at our places of employment, we utilize our time management skills. Our jobs require that they are highly qualified, and we possess the ability to be knowledgeable and professional. We draw from our areas of expertise and teaching experience, and values to develop our shared vision of learning. “Visions are aesthetic and moral, they come from within as well as outside” (CorporateCoach, 2009, para. 11). Developing a vision establishes a clear and compelling sense of purpose. To develop our shared vision, group members each completed the Identified Shared Values worksheet (see appendix A, appendix B, and appendix C).

Our commitment to excellence is evident in the accomplishments we have made thus far. These accomplishments have motivated us to continue the commitment to strive for success and continue to support each another. We empower each other as we foster group relationships and provide support as needed. The cohort has built an alliance to bring the vision of learning strategy to fruition by promoting communication skills, trust, dependability, integrity, and professionalism. Adhering to a timeframe has guided our progress and strengthened accountability skills. Our vision includes a goal of life-long learning as we derive “. . . the pleasure of greater understanding of the surrounding world” (Jarvis, 2003, p. 214).

Individual contributions and perspectives were used to make goals and objectives that assessed progress. The group became unified as we adapted to the needs of each other. “Research shows that groups develop across time just like people do” (Wheelan, 2005, p. 11). The development of the team's shared vision of learning proved to be a challenging, but it was an empowering exercise, which provided a foundation for the future as educational leaders.

Cohort Shared Vision of Learning

Collective Values

Trust

Trust is the bond that keeps a group together. Group members must be able to trust one another and to be open and honest about everything. The “first lesson is the importance of trust.

Nothing works without it. Trust, as Warren Bennis has pointed out, is ‘the glue that maintains organizational integrity’” (Bennis, 2003; Stonecipher, 1998, p. 507). In order for people to work together and be successful, a sense of trust must be established within a group.

Dependability

Being dependable is an extremely important requirement for all involved because it places ownership of projects on people and requires them to do their part. Dependability and trust build on each other. As members demonstrate their dependability, more trust will develop among all team members. As this cyclical rotation continues, a group becomes more unified and solidified.

Faith

Group members must have faith in each other to be successful. This complete trust in one another allows them to become more dependable on each other in order to be more successful in tasks placed before them. In addition to faith as trust, we bring our personal faith to the group dynamic. These deep, usually spiritual, beliefs can be seen in the final product.

Fairness

While fairness is vague, the cohort prefers the word equitable; they believe it is vital to be equitable for all people involved in a project. Group members must be fair to one another in regards to workloads and things required from one another. They also believe that if the

workload is inequitable, members have the freedom to come to the group and discuss our feelings.

Freedom

Freedom is another important value when addressing group dynamics. Members need to have a sense of freedom when working on specific tasks. This freedom allows for creativity and thinking outside of the box to come up with solutions to problems. “Flow and creativity thrive on *freedom* and *control* – not only in choosing goals and selecting means to reach them . . . one can’t achieve this goal by forcing people into rigid roles and behaviors” (Pearce, 2003, p. 231).

Integrity

Integrity has a dual definition, and both are applicable to group situations. Marcia Wieder (2005 n.p.) defines integrity as “say what you mean and mean what you say. Honor your word and agreements and you will be living with integrity, where dreams really do come true.” Integrity also means being whole, undivided, and unified. As a group, members must work in a way that everything is unified.

Love and Compassion

Love and compassion are two values that work together and are important to this group. In order to love someone, one must have compassion for another. Love brings fulfillment and peace to people. Love will drive out hate, and seek respect. Love teaches us to be sensitive, caring, and compassionate. The group member’s believe:

Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance (*Holy Bible, New Living Translation, 2004 1 Corinthians 13:4*).

Family

Family is the support team in the background giving members the inner strength to stand up for what is right and push forth to obtain goals. They are someone to call in the midst of chaos or victory, and they help keep a well-balanced life. Thomas Jefferson (1900, p. 398) said, "The happiest moments of my life have been the few which I have passed at home in the bosom of my family." The cohort believes that they must call on our families when the going gets tough to find strength.

Success

Utilizing all of the values, the cohort achieves success. Success is how one perceives the results of every situation. Whatever the challenge, an optimistic outlook will keep one striving for excellence. It forces people to challenge themselves to be the best they can be. Most of all, it taps into faith. "There are no quick or easy fixes. When all is said and done, observes [Colin] Powell, 'There are no secrets to success. It is the result of preparation, hard work, and learning from failure'" (Harari, 2002, p. 164). Success is always attainable; however, it is not always easy to achieve.

Professionalism

"Professionalism emphasizes both technical skills (to do 'things right') and ethical skills (to do 'right things'). Together, they are key to defining leadership" (Bowman, 2004, p. xi). In order for something to be deemed successful, it must be completed with the highest possible professionalism so others can see it means something to the creators. Most times, educators are not highly respected or valued as professionals; however, it is still important to be professional in demeanor and products.

Strategic Plan

The cohort's shared vision.

Our vision is to create a group that will empower each other to strive for academic success and life-long learning by promoting communication skills, trust, dependability, integrity, and professionalism in a nonthreatening environment.

The cohort's shared mission.

We are committed to excellence in education and dedicated to working together to create a unified learning environment where each member is treated with unconditional regard and acceptance. Within this environment, we are empowered and inspired to reach our full academic, emotional, and spiritual potential.

Goals and objectives.

Goal 1.

Facilitating the belief of life-long learning, we will research best practices to meet the needs of all learners.

Objective 1.

We will collaborate using online resources like Google Docs to compile best practices to promote the success of all students.

Objective 2.

We will familiarize themselves with the Educational Leadership Policy Standards and begin implementing them into their doctoral studies and job description.

Goal 2.

We will create an environment of trust and dependability among themselves.

Objective 1.

We will practice active listening during telephone meetings to make the best use of members' time.

Objective 2.

We will complete assigned work in a timely manner and submit work to the appropriate editor.

Objective 3.

We will keep open lines of communication and work together to when disagreements occur.

Goal 3.

We will explore the important beliefs of group members and assist in reaching our highest potential and work better as a group.

Objective 1.

We will share engaging stories about ourselves with each other in order to develop trust and cohesiveness.

Objective 2.

We will make ourselves available for discussions and advice in academic, emotional, and spiritual issues to bring us closer together.

Communication strategies.

We value effective communication and they engage in “active listening.” This is defined as “listening with a purpose” (Clark, 1997, p. 1). With these values and common goals in mind, the group members engage in expression through telephone contact, email transmission, posting in the course workspace, and on Google Docs. Before beginning, group members agreed to a

contract on how to communicate with one another. This commitment can be found in appendix D.

Each member intends to adhere to the Group Identifying Contract while being reliable and personally accountable to the team. The discussion elements are aligned to the professional discussion rubric, and adhering to the Educational Leadership Consortium Council (ELCC) standards is of utmost importance. The cohort prioritizes their work according to the timelines and group members' availability.

Initially, members engage in asynchronous work as they feel each member is diverse and has unique points to contribute. They feel comfortable enough to inquire or challenge each other's work in the belief that "When you know something, say what you know. When you don't know something, say that you don't know. That is knowledge." as Kung Fu Tzu (Confucius) points out. When applicable, the group will use negotiation skills and take part in practice consensus building to arrive at a body of work that represents the vision.

The group's work is then compiled and the assigned editor is charged with contacting a member for clarification should the need arise. They respect each other's opinions and offer constructive criticism. "To be truly effective as a communicator, one must consider the perceptions of the listener to the environment, his or her response to situations, motivations and the dominant mode of responding" (Gilbert, 2004, p. 5). The shared vision of learning is an authentic example of individual and collaborative participation in effective communication.

Resource strategies.

The members of our cohort rely on the resources provided by Jones International University's e-global library, course readings, and input from instructors and mentors. According to Georgetown University Library (2009 n. p.), good research involves retrieving ". . .

information using a variety of methods.” The cohort possesses the ability to use critical thinking to find valid Internet sites.

The group members realize the need to evaluate the quality of information derived from all resources. The criteria for valid Internet resources include “objectivity, authenticity, reliability, timeliness, relevance, and efficiency” (Johnson, 2007, p. 2). They value the opinion and input the instructors and mentors provide, as they possess the experience and knowledge to guide the cohort through every process. The required textbooks *A New Agenda for Research on Educational Leadership: Critical Issues in Educational Leadership*, *Shared Leadership: Reframing the Hows and Whys of Leadership*, and *Publication Manual of the American Psychological Association* (APA), will serve as the theoretic basis for the mission. The APA manual serves to guide them in proper citation. In educational research, the ultimate goal is to advance knowledge and improve education practice.

Challenges.

Most people in life have a desire to succeed. Many barriers can prevent that from happening. A common barrier to achieving success is a lack of support. To be successful in life, people need to be around others who also want to succeed. All members in this group are striving for excellence. They began this project as a collaborative effort, by stating our values and vision. Consequently, they see this team as a shared leadership. Pearce and Conger (2003, p. 1) define a shared leadership as a “dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group organizational goals or both.” Some of our challenges are applying the APA guidelines correctly throughout writings, not as technically savvy as others, and managing a well-balanced life.

Despite the current barriers, the group has a strong will and desire to be the best they can be. All members believe failure is not an option.

Now that a vision has been established, the cohort can all move towards common goals. They have delegated responsibility to each team member, and if anyone seems perplexed on the task, they will always refer back to the vision and mission to clarify any misunderstandings. Collaboration and encouragement is essential to overcoming any barriers that might arise. “The collaborative effort needed is made worthwhile by the importance of developing a generation of strong, skilled leaders who can create schools that provide expert teaching for all students in settings where they can succeed” (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007, p. 154).

Performance.

The cohort’s measure of success will be based on the feedback from the course instructor and one another. After viewing the posted comments, members will make changes accordingly and apply comments for future improvements. In order to improve on a continual basis, members will review what has already been completed, and they will learn from any mistakes.

In the end, the goal of continuous improvement is to create a purposeful community – a group of leaders that works together to use all available assets, manage the implications of change, and establishes structures and processes that support them in finding solutions, to the challenges they face” (Cicchinelli, Dean, Galvin, Goodwin, & Parsley, 2006, p. 15).

They will also continue to communicate on a regular basis and discuss ways to improve and streamline our performance. Everyone will contribute by submitting their portion, reviewing all components, and making any necessary revisions. The Google Docs website will provide an opportunity for all to proofread and edit rough drafts so everyone equally participates in the writing process.

Once the group comes to an agreement on final revisions, assignments will be posted. This lengthy process takes team effort. The group will celebrate one another's hard work by using words of encouragement and support. The group editor will especially be recognized for compiling all parts into a well-flowing and structured format and submitting it in a timely and orderly fashion, according to APA guidelines. Specific praise builds confidence and motivates others to achieve at their highest potential. "Shared leadership may improve the experience of work by offering an incremental measure of self-determination and opportunity for meaningful impact" (Pearce, 2003, p. 54). Reflection is essential to establishing continuous improvement. In order to be effective educators, the cohort needs to make improvements on a continual basis. As they recognize their successes throughout the course, they will continue to strive for excellence towards the culminating project.

Strategic Plan Evaluation

Vision, mission, goals, and objectives.

The cohort has created a mission and vision as well as learning goals and objectives that will maximize success in the doctoral program as well as in their professional career. To ensure the success of all group members, ongoing formal and informal assessments of their progress must be completed. The majority of the goals and objectives are subjective, making them difficult to assess. It is often difficult to assess subjective goals especially when in relation to a group.

In group assessment, . . . [one] must attend to processes that occur at both the individual and group levels, including emerging themes or patterns, in an effort to enhance the functioning of individuals and the group as a whole (Hepworth, 2009, p. 286).

In order to fulfill the vision and hold true to the mission, each member must be accountable to the other. One of the goals is life-long learning. In order to fulfill this goal,

group members will share best practices with one another, and work to fit those practices into their professional career, thus linking the theoretical to the real life application. Evaluation of this goal will occur through discussion of the shared best practices, which include required standards. Appendix E is a rubric that breaks down the definition of successfully meeting the cohort's vision, mission, and goals.

Communication strategies.

The cohort depends on effective communication to prioritize, evenly divide work, and use research to express our mission. Prioritizing tasks enables the group to efficiently focus on work according to its importance or relevance while keeping time constraints in mind. “Good time management means defining priorities and scheduling activities” (Martin, 1991, para. 1). The cohort strives to divide work evenly while using consensus-building and negotiation skills, as they know that the outcome is only as good as its parts.

Understanding that information sources, data collection, and data analysis strategies should be comprehensive and convincing guides them as they research. They assess the effectiveness of factors that prioritize work along with the communication system of learning with the communication assessment rubric in appendix F.

Resources.

The cohort realizes that they must rely on outside resources and support to gain knowledge and uphold their intent. The members intend to work intensely in an effort to include a variety of relevant resources that support the vision. Those resources will be cited properly according to APA guidelines and copyright laws will be followed with no use of plagiarism in the work. The expertise that can be offered from mentors and course instructors is invaluable to group members. The cohort relies on their constructive criticism and advice. “Through the

assignments they make, faculty have the power to influence students' development as seekers and users of information” (The Regents of the University of California, 2009, para. 1). In an effort to assess which resources and support are necessary to accomplish plan, the cohort will utilize the resources assessment rubric shown in appendix G.

Challenges.

To assess the group’s success to overcoming any challenges or barriers of the vision, they will use the challenge assessment rubric in appendix H. In order to have support and encouragement, members must work collaboratively. Since some of the group members are more technically savvy than others, they will be patient and help one another to utilize various resources such as Google Docs, Skype, Email, and the E-Global Library. Each assignment group project begins by equally dividing the work, the cohort commits to submitting high-quality work. This will include utilizing the APA guidelines correctly. No material will violate copyright laws or be plagiarized in any way. Furthermore, each group member will show respect for one another’s ideas. “Values associated with healthy human relationships include a love of learning, consideration of and compassion for others, and optimism” (Collinson, 2006, p. 111). Having a positive outlook and believing that the cohort can achieve, will help members to strive for excellence.

Performance.

To measure the group’s performance, they will use the Performance Assessment Rubric in appendix I. Effective management of time will determine meeting the required deadlines. They will contribute useful ideas and guidance to one another. Their continuous improvement plan is to monitor their progress throughout the course. After the assignment is submitted, members will apply all suggested changes from the instructor and cohort. “When results are

disappointing, seek solutions rather than assigning blame” (Togneri, 2003, p. 52). The goal is to provide the highest quality of work. Most importantly, the group will have a positive attitude that will foster continuous improvement. Internal gratification will help to assess how the group celebrates each other’s accomplishments.

Analysis of Relevant Literature

Six Key Processes of Leadership (Role-based evidence)	Visioning Instructional Leadership (One book or article critique; theory or practice-based)
<p>1) Planning Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance <i>Evidence: Developing Mission and Goals</i></p> <ul style="list-style-type: none"> • <i>Framing school goals</i> • <i>Communicating school goals</i> 	<p>“IESD (Instructionally Effective School Districts) data also confirm that superintendents provide a vision of the district’s instructional programs by articulating clear instructional and curricular goals and monitoring the district’s instructional and curricular focus to ascertain the extent to which district goals are being implemented and are influencing student learning and by providing sound financial planning for instruction as reflected in district budget allocations” (Murphy & Hallinger, 1986, p. 137).</p>
<p>2) Implementing Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance. <i>Evidence: Focusing on Learning (content)</i></p> <ul style="list-style-type: none"> • <i>Coordinating the curriculum</i> 	<p>“Gaining a shared commitment to a new vision for education, with its focus on the highest quality of learning for every student, is the challenge for instructional leaders in the years ahead” (Beare, Caldwell, & Millikan, 1989, p. 171).</p>
<p>3) Supporting Create enabling conditions; secure and use the financial, political, technological, human, and social capital necessary to promote academic and social learning. <i>Evidence: Focusing on Teaching (pedagogy)</i></p> <ul style="list-style-type: none"> • <i>Promoting quality instruction</i> • <i>Supervising and evaluating instruction</i> • <i>Allocating and protecting instructional time</i> 	<p>“In order to meet the challenges associated with national and state expectations, principals must focus on teaching and learning – especially in terms of measureable progress – to a greater degree than heretofore. Consequently, today’s principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities” (Stronge, Richard,</p>

	<p>& Catano, 2008, p. 4).</p>
<p>4) Advocating Act on behalf of the diverse needs of students within and beyond the school. <i>Evidence: Promoting an Academic Learning Climate</i></p> <ul style="list-style-type: none"> • <i>Establishing positive expectations and standards</i> • <i>Maintaining high visibility</i> • <i>Providing incentives for teachers and students</i> • <i>Promoting professional development</i> <p><i>Evidence: Developing a Supportive Work Environment</i></p> <ul style="list-style-type: none"> • <i>Creating a safe and orderly learning environment</i> • <i>Providing opportunities for meaningful student involvement</i> • <i>Developing staff collaboration and cohesion</i> 	<p>“Effective leadership is essential to the development and continuing improvement of any organization. An education leader is needed to focus efforts on excellence and equity.” “Leaders demonstrate knowledge, respect, and responsiveness to the diverse cultures, contributions, and experiences that are part of the school and society.” “Successful schools have leadership that responds to the needs of culturally and linguistically diverse students and their families” (Zepeda, 2007, pp. 4-5).</p>
<p>5) Communicating Develop, utilize, and maintain systems of exchange among members of the school and with its external communities. Evidence: Developing a Supportive Work Environment</p> <ul style="list-style-type: none"> • Securing, allocating, and using resources in support of school goals • Forging links between home, school, and other stakeholders 	<p>“In recent years we have witnessed a proliferation of communication tools, yet sheer quantity of communication methods is not the route to effective communication. Our efforts of communicating effectively must focus on quality not quantity, and we must focus on the outcomes we are looking for through our communications as opposed to the communication device or message itself. We communicate to our teachers, students, and other stakeholders for a wide variety of purposes. We must examine our practices to determine whether they are aligned with our intended outcomes. As with most leadership responsibilities, we need not focus on more communication; rather, we must focus on purposeful communication” (Zoul & Link, 2007, pp. 117-118).</p>
<p>6) Monitoring Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement. Evidence: Focusing on Learning</p> <ul style="list-style-type: none"> • Monitoring student progress • Data-driven decision making 	<p>“Schools that succeed in advancing equity and excellence in student learning have sophisticated data collection, management, and analysis in place. They also have created a culture of reliance on data to inform decision making: teachers crave feedback to sharpen their focus and</p>

	redirect their work for continuous improvements in teaching and learning” (Kelly & Shaw, 2009, p. 16).
Six Core Components of School Performance (Organizationally grounded evidence)	Transformational Learner-led Communities (One book or article critique; theory or practice-based)
1) Planning Evidence: High Standards for Student Performance <ul style="list-style-type: none"> • There are individual, team, and school goals for rigorous student academic and social learning 	<p>“Thus good high schools not only have a vision and develop concrete goals from that vision, they also ensure that the vision and goals are central to the planning process of the school. Goals provide the direction for action, but it is the daily activities of school staff that affect learning, and in good high schools, those goals are ‘taken seriously and [are] translated into daily actions that affect many day to day activities’” (Corcoran & Wilson, 1988, p. 75; Murphy, Beck, Crawford, Hodges, & McGaugy, 2001, p. 147)</p>
2) Implementing Evidence: Rigorous Curriculum (content) <ul style="list-style-type: none"> • There is ambitious academic content provided to all students in core academic subjects. 	<p>“A U.S. Chamber of Commerce revealed that 96 percent of business organizations want rigorous curriculum in K-12 classrooms to help prepare students for college and the workplace; less than one-third believe that schools’ current state curricula adequately prepare students for their future professional careers” (Glatthorn & Jailall, 2009, p. 8).</p>
3) Supporting Evidence: Quality Instruction (pedagogy) <ul style="list-style-type: none"> • There are effective instructional practices that maximize student academic and social learning. 	<p>“To maximize the performance of all students, including students with disabilities, teachers especially must focus on what takes place (or doesn’t take place) in the classroom. Although there is no one right way to teach all students, empirically proven ways exist for increasing student performance through the implementation of direct and effective instructional strategies and tactics” (Elliot & Thurlow, 2006, p. 140).</p>
4) Advocating Evidence: Culture of Learning & Professional Behavior	<p>“Staff may well have high expectations for students and may establish a</p>

<ul style="list-style-type: none"> • There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus. 	<p>productive climate, but achievement is not likely to be high in the absence of effective arrangements for delivering instruction. Similarly, focus on student acquisition of central learning skills will have little impact unless the staff insist on high expectations and requirements” (Reynolds & Cuttance, 1996, p. 30).</p>
<p>5) Communicating Evidence: Connections to External Communities</p> <ul style="list-style-type: none"> • There are linkages to people and institutions in the community that advance academic and social learning. 	<p>“Among the common traits of the high-performing schools were a schoolwide ethic of high expectations; caring, respectful relations between stakeholders; a strong academic and instructional focus; regular assessment of individual students; collaborative decision-making structures and a nonauthoritarian principal; strong faculty morale and work ethic, and coordinating staffing strategies” (Cooper, 2010, p. 54).</p>
<p>6) Monitoring Evidence: Systemic Performance Accountability</p> <ul style="list-style-type: none"> • Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students. 	<p>“All organizational members bear the responsibility to ensure that organizational objectives are achieved in a manner that is consistent with these ideals and serve their own welfare as well as the larger interests of society. However, the primary duty and responsibility for providing the proper direction and the high standards of performance rest chiefly with the organizational leader” (Mendonca & Kanungo, 2007, p. 3).</p>

Matrix and Analysis of Leadership Strengths and Challenges

Vision of Learning	Leadership Strengths	Leadership Challenges	Relevant Literature	Plan and/or Implement for a Brighter Future	Reflect and/or Evaluate
<p>Element 1.1 Develop a Vision a. Candidates develop a vision of</p>	<p>I believe that any educational vision should require the</p>	<p>Being in a new ‘district-level position,’ I am not sure who I</p>	<p>“Success is the most motivating outcome a student can</p>	<p>I will seek articles and texts that give suggestions and ideas on</p>	<p>To ensure success, I will evaluate my self-reflection monthly. A</p>

<p>learning for a school that promotes the success of all students.</p>	<p>success of all students.</p>	<p>always need to speak with to support the vision. I have difficulty self-reflecting and evaluating my strengths and weaknesses.</p>	<p>experience. The most potent source of self-belief and what lays the soundest foundations for its sustainability is the real experience of success” (Spence, 2008, p. 46). “Therefore the superior man, when this mind is quiet, unfailingly preserves and nurtures it to maintain its substance; when the feelings and intentions issue forth, he unfailingly exercises self-reflection and discernment in order to rectify its function” (Hwang, trans. 1988, p. 170).</p>	<p>how to reflect and evaluate my strengths and weaknesses, and I will work to be more self-reflective.</p>	<p>calendar reminder will help me budget time to spend reflecting on my strengths and weaknesses.</p>
<p>Element 1.1 Develop a Vision b. Candidate bases this vision on relevant knowledge and theories, including but not limited to</p>	<p>I am good at finding and evaluating current theoretical trends, theories, and research.</p>	<p>Often times, I am limited in time to complete the research. Research is time consuming, and it is not</p>	<p>“The ongoing process of developing a vision statement operates from a research-based framework that includes</p>	<p>I will keep up on current trends in my district relating to data collection and share my input with my manager and</p>	<p>I will continue following the strategic plan created in this class as a model in my upcoming courses, and I will seek out</p>

<p>an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</p>		<p>always easy to get everything evaluated.</p>	<p>background information about the school such as longitudinal achievement data, demographic trends, and external and internal factors affecting the district” (Smiley & Salsberry, 2007, p. 184).</p>	<p>director.</p>	<p>new theories and research and update the plan as needed.</p>
<p>Element 1.2 Articulate a Vision a. Candidate demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p>	<p>I am extremely successful and confident at communicating my message via email or in writing to all necessary stakeholders.</p>	<p>I have some insecurity when communicating with stakeholders in person. Often times I worry that I will say something wrong, which causes me to get off track and hinders my message.</p>	<p>“The most important leadership skill is the ability to communicate effectively. Communication skills are what separate highly successful coaches from less successful coaches. The very essence of coaching is communication” (Martens, 1987, p. 31).</p>	<p>I will begin researching and implementing effective communication tips for leaders and speakers.</p>	<p>As I implement new strategies to communicate better, I will include communication in my self-reflections from element 1.1.</p>
<p>Element 1.2 Articulate a Vision b. Candidate demonstrates the ability to use data-based research strategies and</p>	<p>As a former reading coach, I am extremely effective at evaluating data and implementing data-based</p>	<p>Accessing school and student data has become a significant challenge in my new position. As</p>	<p>An important issue is “using the data so that instruction is characterized by precision, and teaching is focused on the</p>	<p>I will seek out information on district policies regarding access to EDW.</p>	<p>I will share the policy information with my manager and director and determine if it is an</p>

<p>strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p>	<p>research strategies. I am successful at evaluating school and student data in my district using our Educational Data Warehouse (EDW).</p>	<p>part of my position, I am unable to access information in EDW.</p>	<p>learning needs of each student. There is no value in assessing students if it does not impact learning and instruction” (Fullan, Hill, & Crevola, 2006, p. 69).</p>		<p>appropriate policy for my job description.</p>
<p>Element 1.2 Articulate a Vision c. Candidate demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p>	<p>I have strengths in creating activities and facilitating ceremonies for a variety of things. I am extremely organized and able to easily execute large events.</p>	<p>As explained in a prior element, I have some insecurity when communicating with adults in front of larger groups, so serving as a master of ceremonies is difficult for me. I also have difficulty coming up with initial ideas and themes for activities.</p>	<p>“One way of communicating the vision is by telling a story. A story gives life to the vision, helps people see and remember it, and grounds it in common values and truths” (Cartwright & Baldwin, 2006, p. 28).</p>	<p>I plan to take my vision statement from this course and transform it into a story.</p>	<p>I will share the story with colleagues who can help me perfect it. I will also share this information with my director as we create a mission and vision for our department at the district.</p>
<p>Element 1.3 Implement a Vision a. Candidate</p>	<p>Once an idea is given, I am extremely</p>	<p>My biggest weakness in motivation is</p>	<p>“Employees are influenced by factors</p>	<p>I would like to come up with some</p>	<p>I will follow-up with my director and</p>

<p>can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.</p>	<p>successful in following through. I have great ways to motivate others to meet goals. I enjoy finding and providing incentives for stakeholders to increase their motivation.</p>	<p>coming up with an initial idea/theme. Once that has been established I am usually successful.</p>	<p>associated with their company, its goals and mission, and its organizational culture. They are more productive when they work in structures that motivate them” (Mead, 2005, p. 131).</p>	<p>incentives I could use with my particular professional development program for those stakeholders trying to meet the mission and vision of the program.</p>	<p>manager regarding funding to implement the incentives.</p>
<p>Element 1.3 Implement a Vision b. Candidate develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed</p>	<p>Perhaps my biggest strength is developing and implementing long range plans. I am very organized and detail oriented, and I am good at plotting out milestones of important things.</p>	<p>I am not good at dealing with confrontation when I am in a leadership role. I tend to avoid confrontation.</p>	<p>“In working with difficult group members, leaders need to be aware of their power and recognize the impact of the power differential between members and leaders. This is especially critical when confronting members” (Corey, Corey, & Corey, 2006, p. 197).</p>	<p>To implement a plan, one needs to know how to address difficult stakeholders, I will continue to research ways to address difficult members in advance.</p>	<p>I will work with my manager to determine if there are any specific policies or regulations regarding implementation of plans and processes.</p>

resources).					
<p>Element 1.4 Steward a Vision a. Candidate demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.</p>	<p>For me, I understand that communication is extremely important in keeping a vision going.</p>	<p>Effective communication takes time, and it is often difficult to have enough time to gather all stakeholders together.</p>	<p>“Because the process of developing and validating the vision may take some time, it is important to maintain dialogue about the change initiative to keep momentum” (Cohen, 2005, p. 79).</p>	<p>When creating the vision, it is important to plan meetings with stakeholders.</p>	<p>Creating specific times to meet allows people to plan events around important meetings.</p>
<p>Element 1.4 Steward a Vision b. Candidate designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</p>	<p>As a Technology Specialist, I have access to a wide variety of programs that can track and record data required to monitor things. I have a lot of experience using action plans and action research to monitor progress.</p>	<p>While I have access to many programs, there are some district policies and restrictions in place that cause roadblocks to success.</p>	<p>“All action plans must tie to the vision. The plan may become tiered with specific tasks identified at multiple levels within a district, but the vision should be the glue that keeps everything connected” (Kallick & Colosimo, 2009, pp. 6-7).</p>	<p>I will create some action plans that contain data-based research strategies that I can implement.</p>	<p>Once they are created, I can have my manager review them and see which would be appropriate to use in our district.</p>
<p>Element 1.4 Steward a Vision c. Candidate assumes stewardship of the vision through various</p>	<p>Much of my undergraduate focused on servant-leadership. That education has provided</p>	<p>I have trouble when policies and procedures hinder progress because we</p>	<p>“The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then</p>	<p>I would like to share the concept of servant-leadership with fellow employees at</p>	<p>Servant-leadership is important and many more businesses and educational institutions</p>

methods	me with a mentality when working in a leadership role that allows me to see things from multiple vantage points.	have to wait for certain things or have other things approved which could take a significant amount of time.	conscious choice brings one to aspire to lead. . . . The best test is this: do those served grow as persons? Do they, <i>while being served</i> , become healthier, wiser, freer, more autonomous, more likely themselves to become servants” (Greenleaf, 2002, p. 27)?	the district level. All too often, employees at the district level forget that they are serving their employees, or teachers and students.	could be more successful if they implemented servant-leadership.
Element 1.5 Promote Community Involvement in the Vision a. Candidate demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts.	I have been successful in the past at getting local community businesses and members involved in the local school.	At the district level, it is easier to get community stakeholders involved in the district; however, numerous policies and restrictions are in place that are sometimes confusing and not clear.	“Leaders of schools involved in inclusive education stress the importance of clarifying for themselves, school personnel, and the community a vision that is based on the assumptions that all children are capable of learning” (Villa, 2005, p. 59).	As part of the technology conference, a component of our mission and vision, I will solicit community members and businesses to volunteer for the conference.	I will analyze information from former conferences and use that as a starting point to meet the goal.
Element 1.5 Promote Community	I am strong at communicating with large	Often times, the community is	“When staff is trustworthy as stewards of the	I would like to create an organized	A good way to do this would be to create

<p>Involvement in the Vision b. Candidate acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.</p>	<p>groups through email and written correspondence. In the past, I have been very successful with this type of communication.</p>	<p>the first stakeholder to stop receiving communication when I run out of time. I need to focus on keeping everyone 'in the know.'</p>	<p>vision and keepers of the dream, behaviors will change, as will communication and conversations” (Bernhardt, 2002, p. 145).</p>	<p>communication system to effectively communicate to specific groups of stakeholders.</p>	<p>groups in Address Book and categorize people based on the communication needed with each person.</p>
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Current Leadership Capacity

Develop a Vision

Upon close inspection and analysis of ELCC Element One, I believe I possess many qualities that make a successful leader. When I was a teacher in the classroom, ensuring the success of all my students took top priority. I worked with the lowest readers in the school, many of whom were also the most misbehaved in the school. My students were the ones teachers groaned over when they appeared on their rosters at the beginning of the year. In addition to reading strategies, I had to teach my students how to advocate for themselves in their other classes because of their poor reading skills. I also had to work with other teachers and act as an advocate for my students when teachers would not consider changing requirements for my low-level reader.

In my transition to a district-level administrator position, I am continuing to keep my philosophy of success for all students as one of my main priorities. “A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment” (Morgan, Hertzog, & Gibbs, 2002, p. 57). One of the best ways for a school

administrator to ensure the success of all students is to stay up to date with the most effective strategies to use in instruction.

Articulate a Vision

Of all components of ELCC Element One, articulating a vision is perhaps my weakest area. While I have excellent writing skills, I run in to some trouble when I have to articulate something verbally or in front of groups. I know I do not have a fear of public speaking as I have done numerous conference presentations without an issue. I am most fearful when I am not completely solid in my knowledge of a subject. When I waiver on a topic, I find myself beginning to stutter and stumble over words, which begins to compound on itself until I need to stop and gather my thoughts. My confidence waivers significantly when my boss is present. In order to be more successful, I need to begin studying ways to be a better communicator. Martin Broadwell and Carol Dietrich (1998) suggest, “we should practice our opening remarks until they’re as precise as we can make them. If we start off well, the rest will come easier. Our confidence will be higher and the audience’s reception will be better” (p. 260).

Implement a Vision

Once a vision has been created, it must be implemented in order to be successful. I believe I have strength when it comes to implementation. I am a very regimented, organized, and scheduled person, which allows me to map out a plan of implementation that includes all stakeholders in the organization. The first part of the implementation strategy is to gather a core group of stakeholders that are faithful to the mission. “The visionary leader begins the process of implementing the vision with a strong base of support from the key actors in the system” (Wren, 1995, p. 406). Utilizing my organizational skills and starting

with a group that is faithful to the vision, I am confident that I could implement a vision successfully.

Steward a Vision

After the vision has been implemented, it needs to be monitored to ensure it is being implemented to fidelity. Data needs to be collected to ensure the vision is on the right track, and feedback from stakeholders must be taken into account. It is important at this stage to ensure all policies and procedures align with the vision, and if they do not, they must be reexamined. I believe this to be the most challenging part of implementing a vision. I believe the key to a successful vision is to have a servant/steward-leader who serves the stakeholders. “The steward-leader demonstrates these critical skills: building shared vision, surfacing and challenging mental models, and systems thinking. Steward-leaders build corporate vision from their own personal vision” (Fairholm, 2000, p. 198).

Promote Involvement in a Vision

In order for a vision to be long lasting and have the most impact, ongoing involvement from community stakeholders must occur. I believe this is another one of my biggest strengths. I enjoy going into the community and encouraging them to become involved in the school district’s vision and mission. This feedback and involvement from community stakeholders brings the vision full circle and allows input from everyone.

Leadership Capacity Plan

<i>Plan Development, Articulation, Implementation, and Stewardship of a Shared Vision of a Learning Community</i>			
Development Goals	Articulated Action Plan ELCC Elements	Expected Implementation / Outcomes	Stewardship and Success Indicators
ESSENTIAL: <i>Communities</i> ELCC Element 1.1 Develop a Vision a. Candidate develops a vision of learning for a school that promotes the success of all students.			
An effective leader promotes an educational vision requiring the success of all students. I will increase my understanding of how to make all students successful. I also believe that an effective leader introduces strategies that utilize technology. It is my goal to share these technology resources with Project SMaRT, the project I manage.	I will seek articles and texts that give strategies for the success of all students. “Success is the most motivating outcome a student can experience. The most potent source of self-belief and what lays the soundest foundations for its sustainability is the real experience of success” (Spence, 2008, p. 46).	I will subscribe to several journals in the field of Educational Leadership and Technology Integration to review for strategies that teachers can share with my SMaRT Ambassadors, Project SMaRT’s trainers, to achieve success for all students.	I will make this a goal that will be ongoing indefinitely. Any information I gain from my article reviews will be transferred to Project SMaRT. The information will be shared with my SMaRT Ambassadors, who will then share it with their Lead Teachers, a group of teachers they lead in the project. The information will trickle down to the classroom level to be implemented. Success will be measured with feedback from participants.
ESSENTIAL: <i>Pluralistic Learning</i> ELCC Element 1.1 Develop a Vision b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.			
An effective leader bases their vision on current theories including the diversity of learners. I will increase my understanding of theories the school district vision was based upon, and how the vision	In order to increase my understanding, I will actively seek out information related to the school district’s vision. I will work with my department to create a vision that is based on current	I will share information learned in my EDU 791: Facilitating a Shared Vision of Learning course with the colleagues in my department in order to create an effective vision	To evaluate the success of this goal, I will evaluate the vision created by my department and see how well it aligns to standards learned in EDU 791.

<p>of my school district and department relate to the diversity of learners and learners' needs.</p>	<p>theory and the diversity of learners. "To maximize the performance of all students, including students with disabilities, teachers especially must focus on what takes place (or doesn't take place) in the classroom. Although there is no one right way to teach all students, empirically proven ways exist for increasing student performance through the implementation of direct and effective instructional strategies and tactics" (Elliot & Thurlow, 2006, p. 140).</p>	<p>statement for our department.</p>	
<p>ESSENTIAL: <i>Articulation</i> ELCC Element 1.2 Articulate a Vision a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p>			
<p><i>An effective leader is able to communicate processes necessary to implement and support a vision. I will become a more effective communicator and speaker when addressing stakeholders.</i></p>	<p>I will begin researching effective communication tips for leaders and speakers. "The most important leadership skill is the ability to communicate effectively. Communication skills are what separate highly successful coaches from less successful coaches. The very essence of coaching is communication" (Martens, 1987, p. 31). Taking cues from other areas of study, and not just education, will give me a variety of strategies to address all</p>	<p>Utilizing the tips gained from my research, I will implement them immediately. I will try to focus on one new tip every two weeks, while reinforcing previously learned tips.</p>	<p>I will plan time during my monthly reflection to think about the changes in the way I communicate. During these reflections, I will take notes on what is effective and what was not effective.</p>

	stakeholders effectively.		
<p>ESSENTIAL: <i>Data Collection and Analysis</i> ELCC Element 1.2 Articulate a Vision b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs</p>			
<p>An effective leader uses data based research strategies to develop the vision. I will work with district administrators to see if there is a way to monitor classroom data of teachers in Project SMaRT.</p>	<p>I will seek out information on district policies regarding access to the Educational Data Warehouse (EDW). While I am not directly affecting students, I still need information regarding how my program affects student learning. “All organizational members bear the responsibility to ensure that organizational objectives are achieved in a manner that is consistent with these ideals and serve their own welfare as well as the larger interests of society. However, the primary duty and responsibility for providing the proper direction and the high standards of performance rest chiefly with the organizational leader” (Mendonca & Kanungo, 2007, p. 3).</p>	<p>If I am able to gain access to the teachers’ data, I will analyze the data and adjust the vision of Project SMaRT as needed to ensure the professional development is providing the biggest impact in the classroom.</p>	<p>Success of this goal primarily depends on district policies regarding access to EDW. While I am not able to change those policies, it may be possible to share the reasons why I would like access to gain support.</p>
<p>ESSENTIAL: <i>Motivation</i> ELCC Element 1.3 Implement a Vision a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision</p>			
<p>An effective leader creates initiatives and incentives to motivate stakeholders to achieve the vision. I would like to give</p>	<p>In times of budgetary constraint, a unique method of finding incentives is necessary. It is important to remember “monetary</p>	<p>Working with two of my colleagues that are major stakeholders in the project, we will come up with incentives</p>	<p>Success will be measured based on how many participants qualify for incentives. The more people qualifying for incentives, the more</p>

<p>incentives and initiatives to Project SMaRT participants that meet the mission and vision of the program.</p>	<p>incentives alone may not be significant motivators . . . Different leaders have different motivations for action, and it is your job as a leader of other leaders to figure out what those motivations are” (Salacuse, 2006, p. 156). I will try to find unique funding and work with vendors to supply incentives for participants in Project SMaRT.</p>	<p>for our participants. Some suggested incentives include iPod Touches, software programs, and upgraded hardware purchased through the grant.</p>	<p>they are focused on the vision and mission of the program.</p>
<p>ESSENTIAL: <i>Implementation</i> ELCC Element 1.3 Implement a Vision b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</p>			
<p>An effective leader develops a solid plan to implement a vision. One component of implementation is facilitating teamwork. I have many strategies to work with stakeholders interested in the vision; I want to learn how to address stakeholders that are unsupportive of the vision.</p>	<p>I will begin to research ways to address unsupportive stakeholders, and I will have that information in advance. It is important to keep in mind that “leaders need to be aware of their power and recognize the impact of the power differential between members and leaders. This is especially critical when confronting members” (Corey, et al., 2006, p. 197).</p>	<p>I will begin by finding two articles per month that share information on how to handle unsupportive stakeholders and learn the strategies for addressing any issues that may occur.</p>	<p>Success would be measured on how well I handle any unsupportive stakeholders. Ideally there will be no unsupportive stakeholders; however, if there are, I will have the strategies necessary to defuse the situation and, hopefully, show them why it is important to support the vision.</p>
<p>ESSENTIAL: <i>Member Involvement</i> ELCC Element 1.5 Promote Community Involvement in the Vision a. Candidates demonstrate the</p>			

ability to involve members in the realization of the vision and in related school improvement efforts			
<p>An effective leader demonstrates the ability to involve members in the realization of the vision. My goal is to involve as many local, state, and national businesses as possible to participate as stakeholders in our annual technology conference.</p>	<p>I will solicit community members and businesses to volunteer and/or donate prizes for the conference. Involving them in the conference allows them to continue their input in the department and school district vision. “Once the vision is implemented don’t just thank all the people who helped you develop it and then let them disappear. Solicit their continued involvement with the school. Never stop working with them to get their ideas of how things are working” (Wilmore, 2004, p. 37).</p>	<p>I will develop a working relationship with community members and stakeholders to see if they are interested in partnering with the school district to support the teachers through volunteerism or donations.</p>	<p>Success will be measured through feedback from the conference and the participation of community members in the conference.</p>

Conclusion

When evaluating my personal progress on the path to being able to facilitate the development, articulation, implementation, and stewardship of a vision of shared learning, I realize I am extremely confident in my ability to go through the vision creation process. This confidence did not come quickly; however, as the course progressed, I have gained valuable insight to the importance of the vision creation and implementation process. I have realized the importance of a strong, clear, and compelling mission and vision statement for any organization. “Strategic leadership starts with the creation of meaning and purpose for the organization with a compelling mission and vision” (Lussier & Achua, 2010, p. 424).

At the beginning of this journey, I thought most of the information I was going to learn would be irrelevant and distant. While I worked hard as a contributing member of my group, I struggled the relevance of the project. While learning about vision implementation in this course, a firestorm was brewing in my school district. I came to the realization that the firestorm revolved around exactly what I was learning.

To recap, major changes were implemented this past summer in the School District of Palm Beach County. These changes caused added work and stress on both teachers and students. Parents in the school district began to fight back against the district administration demanding immediate changes, including some calling for the school board to remove the Superintendent and the Chief Academic Officer.

As I began to bring my school life and reality together, I realized that the administration implemented major changes in vision without working together with stakeholders to encourage a shared vision rather than the vision of one person. As the drama continues in the district, it reaffirms my understanding of the vision creation and implementation process and just how

important it is. I quickly learned the importance of creating a vision that is shared among all stakeholders to ensure the biggest acceptance among all stakeholders. “You cannot have a learning organization without a shared vision. Without a pull toward some goal, which people truly want to achieve, the forces in support of the status quo can be overwhelming. Vision establishes an overarching goal” (Senge, 2006, p. 195).

In addition to things going on at the district level, we were informed that my department has to undergo a reorganization including changing the department’s name, creating a mission and vision statement, and finding a way to renew the department. Once again I referred back to the knowledge I gained from the course regarding a shared vision of learning. As we continue the process of developing a vision, I am able to share the knowledge I have gained from the course with my colleagues.

I began this journey a little reluctant and discouraged, but through real life examples and non-examples, I have gained an insight into the vision process that I would have never expected. While developing and implementing a shared vision of learning is a difficult process, I am confident I have gained a valuable skill set to accomplish the task.

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Appendix A: Identifying Shared Values ~ Marcelin

Procedure

1. **Initial Rating:** Read the word and apply a rating without thinking about your personal definition of the word. 1 = not important to you; 10 = very important to you
2. **Scenario Rating:** Think of an extreme scenario where the value would be tested. How likely are you to live by that value in that scenario? 1 = wouldn't live it; 10 = would always live it
3. **Others Rating:** How important is it to you that others live by this value? 1 = not important; 10 = vitally important
4. **Average:** Sum the three ratings and divide by three. Round to the nearest number.

Value	Initial Rating	Scenario Rating	Others Rating	Average Rating
1. Accountability	5	5	5	15
2. Balance	10	10	10	30
3. Celebration	10	10	7	27
4. Challenge	8	8	8	24
5. Choice	6	6	6	18
6. Commitment	9	10	9	28
7. Community	4	4	4	12
8. Compassion	10	10	5	25
9. Courage	8	6	6	20
10. Creativity	6	5	6	17
11. Dependability	6	6	6	18
12. Dignity	4	4	4	12
13. Discipline	8	10	6	24
14. Effectiveness	10	9	6	25
15. Empowerment	7	6	5	18
16. Engagement	10	10	4	24
17. Excellence	9	8	4	22
18. Fairness	10	10	10	30
19. Family	10	10	10	30

20. Faith	9	10	6	25
21. Flexibility	4	6	4	14
22. Freedom	10	10	10	30
23. Growth	8	8	8	16
24. Humor	9	9	8	26
25. Independence	10	9	7	26
26. Integrity	10	10	10	30
27. Introspection	4	4	4	16
28. Knowledge	7	10	7	24
29. Logic	7	8	4	19
30. Love	10	10	10	30
31. Peace	10	10	10	30
32. Productivity	7	8	4	19
33. Professionalism	8	10	10	18
34. Relationship	4	8	3	15
35. Relevancy	9	10	7	26
36. Service	7	8	7	22
37. Stability	10	10	7	27
38. Success	10	10	10	30
39. Tradition	3	8	3	14
40. Trust	10	10	10	30

Appendix B: Identifying Shared Values ~ Monette

Procedure

1. **Initial Rating:** Read the word and apply a rating without thinking about your personal definition of the word. 1 = not important to you; 10 = very important to you
2. **Scenario Rating:** Think of an extreme scenario where the value would be tested. How likely are you to live by that value in that scenario? 1 = wouldn't live it; 10 = would always live it
3. **Others Rating:** How important is it to you that others live by this value? 1 = not important; 10 = vitally important
4. **Average:** Sum the three ratings and divide by three. Round to the nearest number.

Value	Initial Rating	Scenario Rating	Others Rating	Average Rating
1. Accountability	1	1	10	4
2. Balance	5	1	5	3
3. Celebration	7	1	7	5
4. Challenge	3	1	3	4
5. Choice	2	1	2	2
6. Commitment	1	10	1	2
7. Community	1	10	1	4
8. Compassion	1	10	1	4
9. Courage	3	10	3	4
10. Creativity	5	1	5	5
11. Dependability	1	1	1	4
12. Dignity	1	10	1	1
13. Discipline	1	10	1	4
14. Effectiveness	1	1	1	1
15. Empowerment	3	1	3	3
16. Engagement	2	1	2	2
17. Excellence	1	10	1	4
18. Fairness	1	10	1	4
19. Family	1	10	1	4
20. Faith	1	10	1	4

21. Flexibility	2	10	2	4
22. Freedom	4	1	4	3
23. Growth	3	1	3	3
24. Humor	5	1	5	4
25. Independence	4	1	4	3
26. Integrity	1	10	1	4
27. Introspection	1	1	1	1
28. Knowledge	3	1	3	2
29. Logic	3	1	3	2
30. Love	1	10	1	4
31. Peace	1	10	1	4
32. Productivity	3	1	3	3
33. Professionalism	3	1	3	3
34. Relationship	1	10	1	4
35. Relevancy	3	1	3	3
36. Service	3	1	3	3
37. Stability	3	1	3	2
38. Success	3	1	3	2
39. Tradition	3	1	3	2
40. Trust	1	10	1	4

Appendix C: Identifying Shared Values ~ Shoemaker

Procedure

1. **Initial Rating:** Read the word and apply a rating without thinking about your personal definition of the word. 1 = not important to you; 10 = very important to you
2. **Scenario Rating:** Think of an extreme scenario where the value would be tested. How likely are you to live by that value in that scenario? 1 = wouldn't live it; 10 = would always live it
3. **Others Rating:** How important is it to you that others live by this value? 1 = not important; 10 = vitally important
4. **Average:** Sum the three ratings and divide by three. Round to the nearest number.

Value	Initial Rating	Scenario Rating	Others Rating	Average Rating
1. Accountability	9	7	10	9
2. Balance	6	4	2	4
3. Celebration	8	7	4	6
4. Challenge	6	8	6	7
5. Choice	8	5	2	5
6. Commitment	10	10	10	10
7. Community	8	7	7	7
8. Compassion	9	10	9	9
9. Courage	4	1	1	2
10. Creativity	4	5	6	5
11. Dependability	10	10	10	10
12. Dignity	10	10	10	10
13. Discipline	6	3	7	5
14. Effectiveness	8	7	6	7
15. Empowerment	7	5	3	5
16. Engagement	8	5	9	7
17. Excellence	7	8	8	8
18. Fairness	10	10	10	10
19. Family	8	8	1	6
20. Faith	8	10	1	6

21. Flexibility	5	1	6	4
22. Freedom	6	7	1	5
23. Growth	8	3	7	6
24. Humor	8	4	5	6
25. Independence	9	5	9	8
26. Integrity	10	10	10	10
27. Introspection	5	1	6	4
28. Knowledge	8	7	9	8
29. Logic	4	1	7	4
30. Love	9	8	3	7
31. Peace	7	5	8	7
32. Productivity	10	8	10	9
33. Professionalism	10	10	10	10
34. Relationship	9	7	10	9
35. Relevancy	6	4	2	4
36. Service	8	7	4	6
37. Stability	6	8	6	7
38. Success	8	5	2	5
39. Tradition	10	10	10	10
40. Trust	8	7	7	7

Appendix D: Group Engagement Contract

Name	Karen Marcelin	Lara Monette	John Shoemaker
Address	222 Carpenters Way, Unit 59 Lakeland, FL 33805	214 Snow Lane Lexington, SC 29073	500 Crestwood Ct N. Apt 519 Royal Palm Beach, FL 33411
Home Phone	N/A	(803) 800-4430	N/A
Cell Phone	(863) 513-5555	N/A	(561) 315-1242
Work Phone	(863) 853-1240	(803) 400-1650	(561) 434 – 8204
Email	kmarcelin@jiu.edu	lmonette@richlandone.org	MrShoemaker@mac.com
Time Zone	Eastern	Eastern	Eastern
Skype Name	kmarcelin	N/A	johnshoemaker
Primary Communication	Email	Email	Email
Secondary Communication	Forum	Telephone	Skype
Frequency of Contact	As needed	As needed	As needed
Word Processing Program & Version	Microsoft Word 2007	Microsoft Word 2007	Microsoft Word 2008 for Mac
Platform	Windows	Windows Vista	Mac OSX Snow Leopard
Decision Making	Whole group/Editor	Whole group/Editor	Whole group/Editor
Editor Week 1	John Shoemaker	John Shoemaker	John Shoemaker
Editor Week 2	Karen Marcelin	Karen Marcelin	Karen Marcelin
Editor Week 3	Lara Monette	Lara Monette	Lara Monette
Editor Week 4	John Shoemaker	John Shoemaker	John Shoemaker
Workload share-how to handle	Equally divided amongst group members	Equally divided amongst group members	Equally divided amongst group members

Appendix E: Vision, Mission, and Goals Rubric

Category	4	3	2	1
Vision	The cohort is highly successful in academics and promotes all of the group's shared values.	Most of the cohort was successful in academics and they promoted the majority of the shared values.	The cohort is either successful in either academics or they promoted the majority of the shared values, but not both.	The cohort is unsuccessful in academics and did not promote the group's shared values.
Mission	The cohort created a completely unified learning environment and all members reached their full academic, emotional, and spiritual potential.	The cohort created a unified learning environment and most members reached either their academic, emotional, or spiritual potential.	The cohort created a somewhat unified learning environment and some members reached either their academic, emotional, or spiritual potential.	There was no unified learning environment evident, and no members reached their academic, emotional, or spiritual potential.
Goals	The cohort has met and/or exceeded all goals and objectives.	The cohort met two of out of three goals, and two thirds of the objectives.	The cohort met less than half of the goals and/or objectives.	The cohort did not meet any goals or objectives.

Appendix F: Communications Assessment Rubric

Category	4	3	2	1
Division of Work	Group members evenly divide work and use consensus-building and negotiation skills.	Group members divide work and use only one skill-either consensus-building or negotiation.	Group members evenly divide work and use neither consensus-building nor negotiation skills.	Group members do not evenly divide work. Only one or two people contribute.
Sources and Data	Evidence that information sources, data collection, and data analysis strategies are comprehensive and convincing.	Evidence that information sources, data collection, and data analysis strategies are only comprehensive or convincing.	Evidence that information sources, data collection, and data analysis strategies are neither comprehensive nor convincing.	No evidence of data analysis strategies is used.
Type of Communication	Evidence of discussion of pros and cons of asynchronously and synchronously communication.	Only pros or cons of asynchronously and synchronously communication is discussed.	Only pros or cons of either asynchronously or synchronously communication is discussed.	Only cons of either asynchronously or synchronously communication is discussed.

Appendix G: Resources Assessment Rubric

Category	4	3	2	1
Partner Input	Group members work cooperatively. Include a variety of relative resources that support vision.	Some group members work cooperatively. Include a variety of relative resources that support vision.	Some group members work cooperatively. Include only a few relative resources that support vision.	No group members work cooperatively. The vision is not supported by relative resources.
Format	Proper citation using APA guidelines is used through each assignment. Copyright laws are followed and no use of plagiarism is evident in material.	Proper citation using APA guidelines in most assignments is used. Copyright laws are followed and no use of plagiarism is evident in material.	Proper citation using APA guidelines are not always followed in assignment. Copyright laws are not always followed and no use of plagiarism is evident in material.	Proper citation using APA guidelines are barely followed in assignment. Copyright laws are barely followed and some use of plagiarism is evident in material.
Mentor Input	Constructive criticism is offered. Feedback and examples are given in a timely manner.	Constructive criticism is offered. Feedback is given in a timely manner. Examples are not given.	Constructive criticism is offered. Feedback is not given in a timely manner. Examples are not given.	Constructive criticism is not offered. Feedback is not given in a timely manner. Examples are not given.
Course Instructor Input	Offers clear expectations, examples, constructive criticism, in a timely manner.	Offers clear expectations and constructive criticism in a timely manner. Examples are not given.	Offers clear expectations in a timely manner. Examples are not given. Constructive criticism is not given.	Clear expectations are offered but not given in a timely manner. Examples are not given. Constructive criticism is not given.

Appendix H: Challenges Assessment Rubric

Category	4	3	2	1
Cooperative Work	Group members show respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.	Group members show respect for one another's ideas and divide the work fairly. There is commitment by some members toward quality work and support of one another.	Group members show respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.	Group members argue or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.
Format	APA Guidelines are followed and evident throughout each assignment with accurate citations. No materials violate copyright laws or are plagiarized in any way.	APA Guidelines are followed and evident for almost all assignments with accurate citations. No materials violate copyright laws or are plagiarized in any way.	APA Guidelines are barely followed and is not evident throughout writings. Citations are inaccurate for most borrowed material. Some materials violate copyright laws or are plagiarized in any way.	APA Guidelines are not followed or evident for hardly any of the assignments. Borrowed materials do not contain accurate citations. Most material violates copyright laws or is plagiarized.
Utilizing Technology	The group members have an exceptional understanding of using Google Docs, Skype, Email, and the E-Global Library. Knows how to get additional information about using technology through tutorials and cohort directions.	The group members have a good understanding of using Google Docs, Skype, Email, and the E-Global Library. Can easily get additional information about using technology through tutorials and cohort directions.	The group members have a fair understanding of using Google Docs, Skype, Email, and the E-Global Library. Does not attempt to get additional information about using technology through tutorials and cohort directions.	The group members did not appear to learn much from this project. Cannot get additional information about using technology through tutorials and does not follow cohort directions.

Appendix I: Performance Assessment Rubric

Category	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Monitoring Group Effectiveness	Routinely monitors the effectiveness of the group by applying feedback from professor and cohort, and makes other suggestions to make it more effective.	Routinely monitors the effectiveness of the group by applying feedback from professor and cohort, and makes other suggestions to make the group more effective.	Occasionally monitors the effectiveness of the group without applying feedback from professor and cohort, and barely makes other suggestions to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Time-management	Routinely uses time well throughout the project to ensure things are done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

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John Shoemaker

November 27, 2009

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