



OVERVIEW

Anyone who has been in the position of a school administrator knows that the job is both exhilarating and difficult. And for the first-time leader, the issues are magnified. The goal of CSI's New Leader program is to assist the new principal successfully navigate the minefields of administration, and gain experience and expertise in the job by matching him or her with an experienced administrator and together walking through a formalized mentoring program.

To accomplish this goal, mentors will guide new leaders through a number of activities throughout the year. Most of these activities will not be added work for the new leader—these are tasks the new leader must accomplish anyway. The heart of the New Leader Program is the mentor guiding the new administrator through these administrative tasks, providing principles learned from years of experience. As part of the curriculum, each team must identify the tasks that will be accomplished by the new leader under the mentoring eye of the veteran administrator.

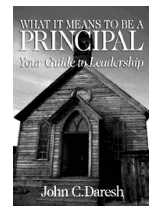
Communication is very important to the success of the New Leader Program. New leaders and mentors will be required to communicate by phone or email weekly, and in person monthly. Team members will also be required to communicate regularly with the other new leader-mentor teams and with CSI Support Services.

There are a number of tasks that are unique to the role of Christian school administrators—tasks that public school principals often do not have to perform unless they become superintendents. Some of these unique tasks include direct leadership in the development and design of the curriculum, effectively working with the school board, and acting as the school advancement officer. Because a new Christian school leader is only going to learn how to perform these tasks from one who has accomplished them personally, and not within a secular masters degree program, the New Leader Program curriculum focuses heavily on the tasks unique to the job responsibilities of the Christian school administrator.

CURRICULUM

By September 30 the new leader-mentor team must submit a planned curriculum for the school year, which must include the following elements. The actual development of this plan is the responsibility of the new leader with input from the mentor.

- A. *Required Reading*: Before the new school year begins, both members of the team must read *What It Means to be a Principal: Your Guide to Leadership* by John C. Daresh (©2002, Corwin Press). This book will help the team determine the new leader's needs. This book is available at Amazon.com or any other book outlet, and retails for about USD\$29.95.



- B. *Required Reading*: Early in the first semester the team must read Max De Pree's little book, *Called to Serve* (©2001, Eerdmans). This book explores the tasks of a non-profit governing board and its relationship to the head of the organization. The team should spend at least an hour discussing the principles that Max De Pree explores and then refer to the book frequently throughout the school year. The book can be purchased from Amazon.com or your favorite bookstore for about USD \$8.00.



- C. *Communications*: The team should discuss communications and identify in writing:
1. Monthly in-person visits (develop a calendar—when and whose school).
 2. Weekly phone or email communications.

Monthly meetings should include: prayer for each other and each other's schools; a discussion of readings, tasks, issues; and the mentor's advice.

Weekly phone or email contacts should include: the new leader's joys and challenges; questions; and advice from the mentor.

The mentor should listen carefully to the new leader, offering practical advice gained from years of experience and study.

- D. *Required Tasks*: The new leader must perform *each* of the following tasks sometime throughout the school year:
1. Lead the process of developing next year's budget.
 2. Lead the faculty through a change in the teacher professional development program, or develop such a program if the school does not have one.
 3. Lead the board through a change in the administrator evaluation program, or develop such a program if the school does not have one.
 4. Lead the faculty through a curriculum change.
 5. Communicate the school's mission and vision internally or externally.
 6. Write personal goals for the following school year.

The curriculum plan that is submitted to CSI by September 30 need only indicate ideas for each task, when work on the task will begin, and when the project will be complete. The new leader must write a simple plan (rationale, goals or ends, strategic steps or means, calendar, and evaluation) for each task before work actually begins and share it with the mentor. The mentor must evaluate the plan and upon completion help the new leader evaluate the implementation of the plan.

- E. *Elective Tasks*: The new leader must perform *two* of these elective tasks sometime throughout the school year. The same directions apply here as to the Required Tasks section above.
1. Write a school board development/education plan, passing it through the board, and implementing the plan.

2. Develop a plan for teacher evaluations including tools to be used, communications to use, and a calendar for visits and conferences. This is best done in conjunction with #2 under Required Tasks.
 3. Lead the board, a committee, or the faculty through annual goal setting, including an accountability plan (strategies, who, by when).
 4. Provide leadership to a facilities improvement project (remodel, renovation, new construction, etc.).
 5. Lead a school advancement project (financial development, student recruitment, promotions, etc.).
- F. *Discussion Topics*: The following topics must be discussed in depth during one or more of the monthly visits.
1. The effects of administration on your family and how to adjust.
 2. The change from being a teacher to being an administrator.
 3. The board-administrator relationship—who does what, who is responsible for what, etc.
 4. The administrator's role in enabling the board's work: board development, board transition, leading the board's visioning function, board strategic planning, accountability, etc.
 5. Communicating and partnering with the school family and local community.

The team should place these topics on a calendar. The team should return to these topics a number of times both in weekly communications and during monthly visits.

- G. *Journal*: The new leader will keep a journal of the New Leader Program experiences. Journal entries should be made every time the team members communicate. Journal entries need not be long. They can be as simple as what was discussed during the communication or visit, a key learning or two, and questions or notes for further exploration or discussion. CSI will require that journals be shared with the CSI Support Services office both at the semester and the end of the school year, so it would be easiest for the new leader to keep the journal on computer disk. Mentors may also find it helpful to keep a journal, but this is not required.
- H. *Writing*: Throughout the year the new leader must work on two statements, submitting them with the final yearend report.
1. A personal vision of Christian education in general (no more than one page).
 2. A personal vision for the school that the new leader is currently serving (no more than two pages).

These must be submitted to the mentor for comments prior to sending them to CSI with the yearend report.

- I. *Elective Readings*: Besides the required summer reading (Daresh book) and fall semester reading (De Pree book), each team is required to read together and discuss at least one other book on leadership or school administration. Here are some suggestions, but the team need not limit itself to these books:

Leadership in General

- *The Art of Leadership*, by Max De Pree
- *The Fifth Discipline*, by Peter Senge
- *The Making of a Leader*, by J. Robert Clinton

School Leadership

- *Leadership for the Schoolhouse*, by Thomas Sergiovanni
- *Total Leaders: Applying the Best Future-Focused Change Strategies to Education*, by Charles J. Schwahn and William G. Spady

Board Leadership

- *Boards That Make a Difference*, by John Carver
- *Board Member's Guide to Strategic Planning*, by Fisher Howe

Leading Change

- *Leading with Vision*, by Larry Lashway
- *Coming Clean About Organizational Change*, by Jerry Patterson

Curriculum Leadership

- *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*, by Heidi Hayes Jacobs
- *From Mission to Measurement*, by Daniel Vander Ark
- *Understanding by Design*, by Jay McTighe & Grant Wiggins

Professional Development Leadership

- *Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning*, by Dan Beerens
- *Good Teaching Comes from the Inside*, by Society for Christian Schools in British Columbia
- *Other:* _____

REPORTS

First Semester Report: In early January CSI Support Services will send a letter to each team requesting that a first semester report be mailed, faxed, or emailed to CSI by the end of January. Items that will be included in the report:

- (New leader & mentor) Name, school, address, email address.
- (New leader, mentor optional) Copy of journal.
- (New leader) Work done so far: tasks begun, tasks completed, written plans for each task begun or completed.
- (New leader) List of anticipated work for second semester.
- (Mentor) Reflections and evaluation of the new leader's work so far (to be shared with the new leader prior to sending it to CSI).

After CSI Support Service receives the first semester report and evaluates the work of the team, half of the scholarship, USD \$350, will be sent to the team.

Yearend Report: In early May CSI Support Services will send a letter to each team requesting that a yearend report be mailed, faxed, or emailed to CSI by the end of the school year. Items that will be included in the report:

- (New leader & mentor) Name, school, address, email address.
- (New leader, mentor optional) Copy of second semester journal.
- (New leader) Work done during second semester: tasks completed, written plans for each task completed during second semester.
- (New leader) Personal vision for Christian education in general.
- (New leader) Personal vision for the school that the new leader serves.
- (New leader) Copy of public writings by the new leader in which the mission and vision of the school is articulated.
- (Mentor) Reflections and evaluation of the new leader's work (to be shared with the new leader prior to sending it to CSI).
- (New Leader & Mentor) Evaluation of the New Leader Program.

After CSI Support Service receives the yearend report and evaluates the work of the team, the final half of the scholarship, USD \$350, will be sent to the team.