

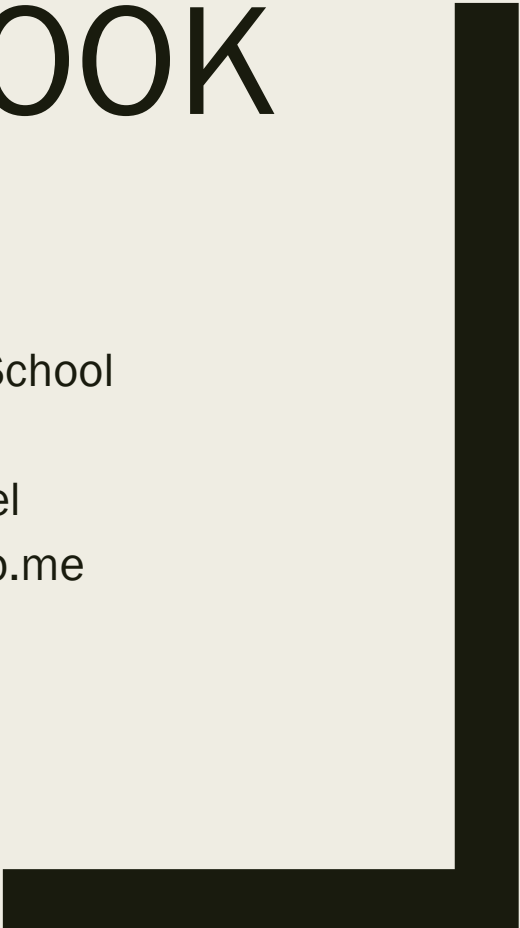


GOING OFF BOOK

Name of School: New Castle Middle School

Principal's Name: Adam McDaniel

Principal's Email: amcdaniel@ncweb.me



Background Leading to this Inquiry

- New to my school
 - *New People*
 - *New Procedures*
 - *New Community*
 - *New Resources*
- Previously Elementary
- As a former Music and Drama Teacher I am used to seeing the task and putting people in the right roles to tell the story.
- I believe as a school we need to tell our story. This requires us to understand where we are going and having the opportunity to go “off book” over time.

Purpose of This Inquiry

- To utilize growing relationships to influence others
- Develop leadership in others
- Build capacity in others and reduce personal control
- Ultimately make myself increasingly unnecessary

My Wondering

- What satisfaction will there be for me as a leader if I take actionable steps to deepen relationships with staff, build capacity in those I interact with on a regular basis, and provide real leadership opportunities for others?
- Likened it to my experience as a drama teacher.

My Actions

- Determined areas in need of leaders
- Identified individuals with passion and/or potential
- I changed my perception of what was essential for me to do
- Recorded descriptions of individuals and characteristics
- Documented each time I took actionable steps to build capacity

Data Collection

- Documented individuals and characteristics
- Documented discussions, interactions, and opportunities for growth
- Identified areas where it was evident that responsibilities had shifted

My Data

- I would like to see Kelley become the leader of PBIS/Restorative Justice Practices in the building. Specifically in regards to expectations and procedures.
- Positive relationship established especially after returning to work full time. No previous experience with PBIS.
- 12/3/2018- Discussed with Kelley the need for PBIS and Restorative Justice at NCMS. Explained that it would be a fantastic experience for her to have.
- 1/7/2019 Provided Kelley with resources to study and begin to implement PBIS techniques.
- 1/17/2019 Discussed a vision for the PBIS Committee
- 2/13/2019 - Developed plan for 2019-2020 School Year for PBIS
- 3/15/2019 - Kelley leading PBIS committee meetings.
- 3/24/2019 - ideas for 2019-2020 school year being developed by committee led by Kelley.

My Data

- I would like to see Kyle fully engaged and the building leader for STEM as we work our way to certification. Laid back and dependable. Excited about new opportunities and ways to implement instruction. Great connection with students.
- November- Kyle became the Lead STEM Teacher for NCMS.
- November- Kyle was recommended to receive PLTW Training and agreed to see it through.
- December- Kyle started a program for students to compete in a STEM competition.
- 1/9/2019 Kyle presented on STEM at staff meeting. Adam no longer attends STEM committee meetings.
- 2/25/2019 - Kyle sends out information requests to whole staff. Increases staff buy in and his own credibility.
- 3/5/2019 - Kyle leads staff and students in creating actionable plan for the 2019-2020 school year.

Meetings

- 45% Less time overseeing committees and meetings.
- Better relationships with staff
- Boosted my own credibility

My Discoveries

- Learning Statement One: My ability to control programming, events, and buy-in is limited to how effectively I influence and encourage others to lead.
- Learning Statement Two: People want to grow and lead, but they also want boundaries and specific guidance. They want to know their roles but have the opportunity to make it their own.

Where Am I Heading Next

- I've learned that my school is a building full of people who want to grow and be better.
- The teachers are ready for collegial growth opportunities and the potential for an increase in buy-in is always improving.
- This process has taught me how important it is to value and trust the people instead of just the ideas.
- I can't do it alone.



Going Off Book

Principal Name: Adam McDaniel

School Name: New Castle Middle School

Principal's Email Contact: amcdaniel@ncweb.me

Background Leading to My Inquiry (Slide 2)

Being new to my building this year, I was flooded with new of everything. New people, new places, new procedures, new culture, etc. It was quite the learning curve. I knew I needed to develop relationships and to develop an awareness and actionable opportunities to build capacity in those I influence on a regular basis. It is my desire to use the relationships I currently have with colleagues, staff members, friends, and family to influence real change and growth. As a former Music and Drama Teacher I am used to seeing the task and putting people in the right roles to tell the story. My students would receive their roles and over time would learn through collaboration how to perform effectively and would go "off book" no longer needing the script. This is a skill I knew I could bring to the table as a building administrator. I believe as a school we need to tell our story. This requires us to understand where we are going and having the opportunity to go "off book" over time.

The Purpose of My Inquiry (Slide 3)

As relationships grew I desired to utilize growing relationships to influence others to build capacity. I began thinking about what it would look like to develop leadership capacity in others. Ultimately the purpose would be to reduce my personal control over small details and trust those who have increased capacity to make decisions. Just like to role of a good teacher, I would like to make myself increasingly unnecessary.

My Wondering (Slide 4)

With this purpose, I wondered What satisfaction will there be for me as a leader if I take actionable steps to deepen relationships with staff, build capacity in those I interact with on a regular basis, and provide real leadership opportunities for others?

My Actions (Slide ?)

I began by determining areas in need of leaders. Deciding where leadership was needed that didn't require me to do it. I then Identified individuals with passion and/or potential that would line up with these areas. I changed my perception of what was essential for me to do. I knew

there were many areas I wanted to have control over, but needed to relinquish to others. I started recording descriptions of individuals and characteristics. I described and documented individual strengths of those I saw as potential leaders. In this same spreadsheet I began documenting each time I took actionable steps to build capacity. I would date and describe the interaction and what happened as a result.

Data Collection (Slide 6)

I documented individuals and characteristics that indicated leadership potential. I documented discussions, interactions, and opportunities for growth. This also ended up looking like a description of goals for each individual. I also identified areas where it was evident that responsibilities had shifted. There were often turning points when staff members began showing leadership and areas changed for the better.

My Data (Slides 7 and 8)

The following are submissions in the spreadsheet documenting conversations regarding leadership potential.

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My Discoveries (Slide 9)

Learning Statement One: My ability to control programming, events, and buy-in is limited to how effectively I influence and encourage others to lead.

Learning Statement Two: People want to grow and lead, but they also want boundaries and specific guidance. They want to know their roles and have the opportunity to make it their own.

Where I Am Heading Next (Slide 10)

I've learned that my school is a building full of people who want to grow and be better.

I've learned that the teachers are ready for collegial growth opportunities and the potential for an increase in buy-in is always improving.

This process has taught me how important it is to value and trust the people instead of just the ideas.

I can't do it alone.