



Developing Yourself as a Leader

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Purpose

Self-awareness and reflection are important characteristics of an effective Postsecondary Leader. They can help a leader understand how one's personal history shapes his or her understanding of power. This understanding is key to how leaders work with team members and foster team growth. Postsecondary Leaders should also reserve time to understand the culture they are working in and the dynamics that can create both formal and informal leadership.

How & When to Use

Tool Set A can help both Postsecondary Leaders and team members think about leadership at the beginning stages of team formation or to assess current team leadership. The tools offer ways to think about team dynamics and collaborative conversations where everyone's voice is heard.



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Reflecting on Yourself as a Leader

An article by Elena Aguilar, author of *The Art of Coaching Teams*, inviting educators to think about their leadership journeys and what it means to be transformative leaders.

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Developing Postsecondary
Leaders



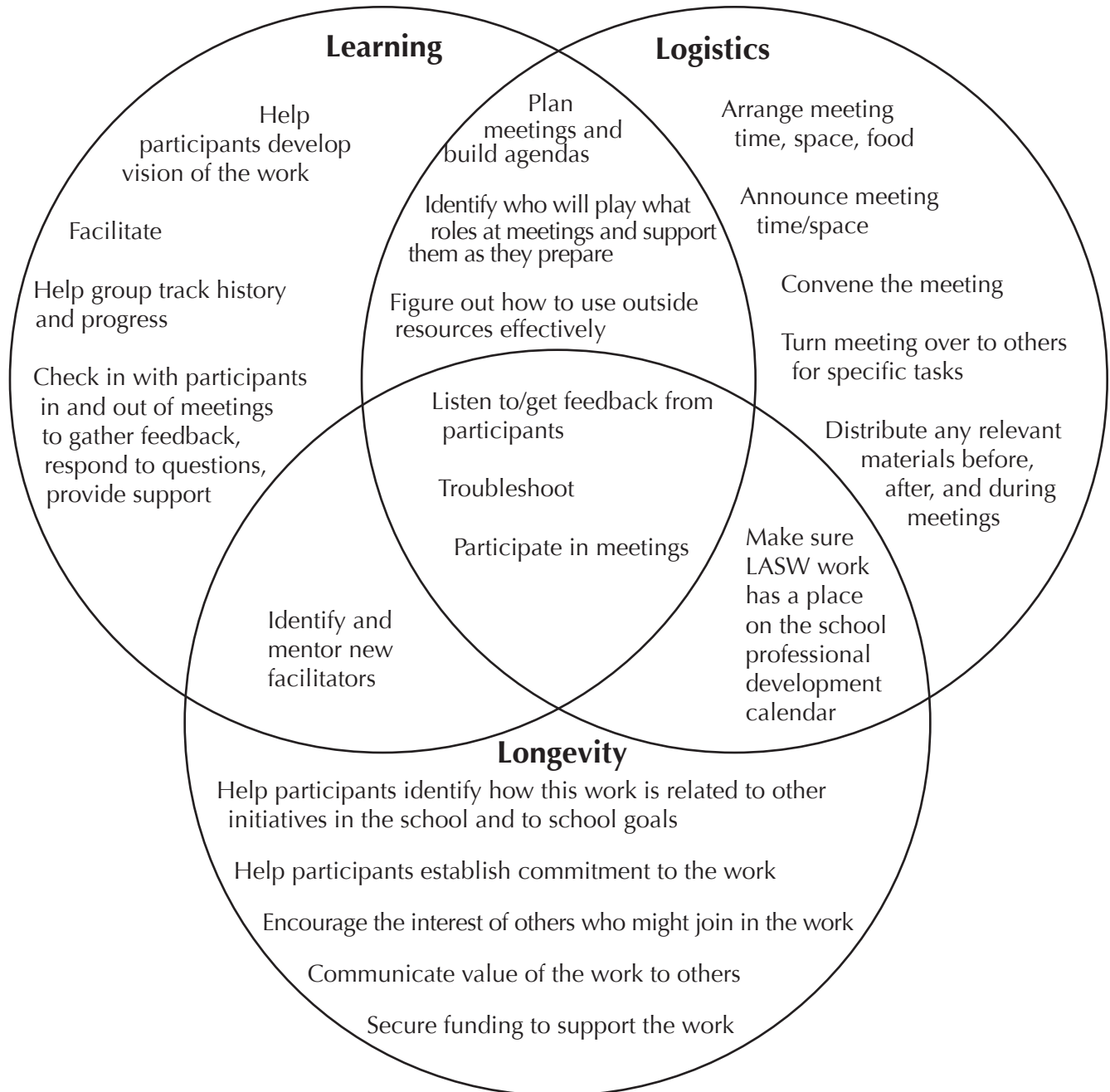
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What a Group Leader Does

A leadership framework that takes into account the development of a leader and key factors for leadership sustainability.

What a Group Leader Does: Learning, Logistics, and Longevity

Adapted from The Evidence Process: A Collaborative Approach to Understanding and Improving Teaching and Learning by the Evidence Project Staff (Cambridge, MA: Harvard Project Zero, 2001).





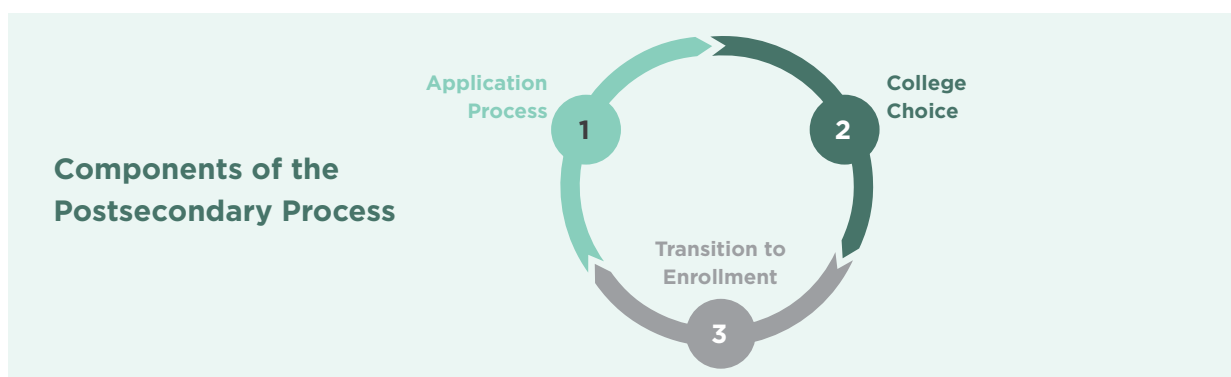
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Critical Questions for Administrators on the Postsecondary Process

This list of questions is designed for administrators to think about how to support and organize postsecondary efforts in schools. The questions are organized around key steps and timeframes that can impact student outcomes and underscore the importance of school-wide efforts to support the postsecondary process.

Critical Questions for Administrators on the Postsecondary Process

Use these critical questions to think about how you, as an administrator, are supporting and organizing postsecondary efforts in your building. The questions are targeted around the key steps for an effective postsecondary process throughout the school year. They also underscore the importance of the school-wide community when collaborating with Counselors.



Data and Accountability:

- Who is working on the postsecondary process in the school? Who facilitates this work and the team?
- How is data analyzed using various Naviance reports? Specifically, reports should show the following: number of applications, gender, type of college, and ethnicity. Is there data on the variety of options students are pursuing? Are there other data sources?
- How does the Case Manager for Diverse Learners participate in supporting the postsecondary process? How does he or she make sure Diverse Learner are applying to the appropriate postsecondary options and resources?
- How is data shared and socialized with the administration, Counseling Department, senior seminars, and schoolwide?

September to December:

- How do students' academic qualifications (grades, test scores, and other achievements) factor into their college application choices? How can students best “match” to four-year college choices that meet their academic qualifications and fit?
- How can you develop and support targeted strategies for your top-achieving students to ensure

that they apply to and meet priority deadlines and access scholarships?

- What is the process for engaging seniors in exploring their postsecondary college options – including selectivity, public/private, liberal arts, two-year institutions, and trade schools? What tools are available to make the appropriate decisions?
- What is the Counseling Department application policy? Do families and students know about it? How many students complete the Common Application?
- How do students let you know where they intend to apply? Do you have a senior survey form? What does it look like? How do tools like Naviance impact that data collection?
- What activities engage students in the application process? What happens in one-on-one interactions, advisory or homeroom, assemblies, workshops, and/or Career and Technical Education classes?
- How are students nominated or informed about special scholarships?
- Is there a postsecondary calendar? Is it shared schoolwide? How do the students first know about it?
- What preparation is needed for the October *FAFSA Season* kick-off? How are students who have special circumstances identified? How will that impact their FAFSA completion?

December to February:

- How are students prepared to work during the winter break to meet priority deadlines? What tools and resources do they have to work with?
- What FAFSA activities are available to meet targeted deadlines so students apply early? Do they know about the College Board's CSS Profile for private colleges, especially if they are applying to highly selective/selective institutions?
- Have you supported school-wide postsecondary efforts to complete recommendations, Common Application mid-year reports, etc.?
- Have you met your application and acceptance goals? How does the school socialize some quick wins and accomplishments? What is your target completion rate for the end of February?
- What are the targeted interventions for students with lower academic qualifications?
- How is the school doing on the FAFSA completion goal?

February to May:

- How are seniors being prepped on the transition to college? Does this include a discussion on schedules, credit hours, professors, navigating college offices, and overcoming college culture shock?
- What is the strategy to get struggling students to complete the FAFSA and/or college applications?

- How are students learning how to read award letters, compare college offers, and understand FAFSA verification?
- How are students being supported in discussions on their college options? Are their options matching their academic qualifications?
- How are families engaged in this critical decision-making time?
- How are students being prepared to respond for the May 1st deadline of notifying postsecondary institutions of enrollment? Are there school-wide Decision Day efforts?
- Is there a checklist for students so they know about responding to college deadlines, financial aid verification, orientation dates, and housing fees?
- How is the school-wide community aware of acceptances and enrollments, and how are they celebrated?

May to August:

- What is the strategy to ensure students enroll in the postsecondary option they said they are going to attend?
- How are you ensuring enrollment for students attending community college, vocational/trade school, and/or the military? How are you supporting Diverse Learners?