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Assignment 1: Personality Leadership Analysis and Plan

Part 1: Personality Assessments

***Keirsey Temperament Sorter-II***

***Summary***

According to this assessment, I am a **Guardian**. Guardians make up 45% of the population and are the backbone of our society with their desire to “serve and protect our most important social institutions.” They are known for being “dependable and trustworthy” and believe in “law and order.”

***Aha***

This categorization accurately describes who I am. Specific descriptions of Guardians resonate with me including, “Guardians can have a lot of fun with their friends, but they are quite serious about their duties and responsibilities.” This sentence really captures who I am because I can be the life of the party—funny, and outgoing—yet I take my responsibilities very seriously. I know when to remove myself from fun situations, hunker down, and get a job done.

The following sentence accurately describes me: “Guardians also believe in law and order and worry that respect for authority, even a fundamental sense of right and wrong, is being lost.” I tend to be a black-and-white person that struggles with shades of gray. I worry that our society—our schools and other institutions, those in leadership, and therefore our children—are losing a sense of right and wrong.

***Self-Reflection to Improve Leadership***

As a leader in the school community, I see myself as a Guardian because I pride myself “on being dependable, helpful and hardworking” and am a “concerned citizen who trust[s] authority, join[s] groups, seeks security, prize[s] gratitude, and dream[s] of meting out justice.” I want to be part of creating a secure and “dependable” environment for staff and students.

### ***Myers Briggs Personality Inventory***

#### ***Summary***

- **Type:** Turbulent Protagonist
- **Code:** ENFJ-T
- **Role:** Diplomat
- **Strategy:** Social Engagement

I am 74% **Extraverted**—which means I prefer “group activities and get energized by social interaction” and “am enthusiastic” and “more easily excited than introverted.” I am 63% **Intuitive**—which means I am “very imaginative, open-minded and curious.” My score of 63% **Feeling** indicates that I am “sensitive and emotionally expressive” and “more empathetic and less competitive.” My score of 76% in **Judging** reveals that I am “decisive, thorough and highly organized.” It also means I “value clarity, predictability and closure, preferring structure and planning to spontaneity.” I am also 88% **Turbulent** which means I am “self-conscious and sensitive to stress” and “[am] likely to experience a wide range of emotions and to be success-driven, perfectionistic and eager to improve.”

#### ***Aha***

I think it is interesting that my **Turbulent** score (88%), my **Judging** scoring (76%), and my **Extraverted** score (74%) were so extreme. I know that I feel many emotions, am decisive, and enjoy being around others. Together those three traits make me an intense person. However, two of the descriptors provided by Meyers-Briggs explain my heart and my deepest desires. The first is that “Protagonists are genuine, caring people who talk the talk and walk the walk. Nothing makes them happier than motivating other people to do what’s right.” The second descriptor is that “protagonists tend to have a clear vision of what people can or should do to better themselves, but not everyone is ready to make those changes. If Protagonists push too hard, their loved ones may feel resentful or unfairly judged.” Sadly, this has happened to me many times. When my desire to help is combined with my decisiveness, I am often perceived as being critical and judgmental when that is not my intent at all.

#### ***Self-Reflection to Improve Leadership***

According to this assessment, Protagonists are “born leaders” who “strive to have a positive impact on other people and the world around them.” They are committed to doing the “right thing” even when it is difficult. All those traits are needed for leadership in a school community. Being a Protagonist will help me in my new role as a library media specialist and as a leader at Twin Ridge Elementary School. As a Protagonist, my inner calling “to serve a greater purpose in life” can be applied to how I want to motivate students to read, learn, and thrive.

### ***True Colors***

#### ***Summary***

- **Orange: 8**
- **Green: 11**
- **Blue: 16**
- **Gold: 16**

I received equal points in the blue and gold categories. The blue descriptors that resonate the most with me include: valuing close relationships, being adaptable, desiring quality time with loved ones, needing opportunities to create, sharing emotions, making decisions based on feelings, being drawn to literature, being drawn to nurturing careers, willing to compromise and cooperate, being committed to ideals, and nurturing living things. The gold descriptions with which I most identify include: are dutiable and stable, need to be useful, make and keep commitments, measure worth by completion, value rules, are inclined to join groups, desire structure, bring stability to society, are drawn to respected occupations, are responsible and dedicated.

#### ***Aha***

It makes sense that I am equally split between blue and gold because I deeply and equally value both categories. However, if my blue needs are not met then I won't exhibit the gold attributes. If I am not able to have quality time with loved ones, if I am unable to share emotions, if I have little opportunity to nurture others, if there is little room for making decisions based on feelings, if I am in a situation where I am not committed to expressed ideals, then I will not value the rules. Nor will I feel responsible or be dedicated to the cause. While I equally exhibit both blue and gold traits, I believe my blue traits are more important because if those are not fulfilled, I won't exhibit the gold ones.

#### ***Self-Reflection to Improve Leadership***

Having both blue and gold traits helps me be an effective leader in the school community. My blue traits help me to be adaptive and allow me to compromise and cooperate with others. My desire to "bring unity to society" causes me to want to bring unity to a school. However, my gold traits give me the framework to allow that to happen. These gold traits especially—enjoy[ing] positions of authority, desir[ing] structure, mak[ing] and keep[ing] commitments—allow me to be an effective leader in my school community.

## Part 2: Teacher Leadership Assessments

### ***Marilyn and Bill Katzenmeyer's 2004 Leadership Self-Assessment***

#### ***Summary***

- Self-Awareness: 27
- Leading Change: 22
- Diversity: 27
- Communication: 26
- Instructional Proficiency and Leadership: 26
- Continuous Improvement: 18

My strongest traits, according to this assessment, include Self-Awareness and Diversity. Self-Awareness is defined as the “teacher ha[ving] an accurate picture of self in terms of strengths, values, philosophy and behaviors.” It means that I regularly self-reflect, seek feedback, and am committed to teaching according to my beliefs and philosophies. Diversity is defined as the “teacher demonstrat[ing] respect for, and respond[ing] to differences in perspectives” and means that am committed to my beliefs, that I respect the beliefs of others, and that I understand how beliefs are shaped by many different factors. My weakest area is Continuous Improvement which is defined as “teacher demonstrates commitment to reaching higher standards and readiness to take action to improve.” According to this assessment, this aspect of leadership includes using assessment data when planning, setting goals and monitoring progress, and working with others to improve the school.

#### ***Aha***

I agree with the results of this test because I regularly practice self-reflection and use my values and philosophies to inform how I conduct myself as a teacher and a professional. I also enjoy learning about others. I have always desired to understand how others have come to subscribe to their beliefs and philosophies. Likewise, in my approach to teaching, I tend to rely upon my beliefs about student learning and education rather than relying upon assessment data, goals, and monitoring progress through a spreadsheet.

#### ***Self-Reflection to Improve Leadership***

Since library media specialists are leaders in the school community, I believe that I must grow in Continuous Improvement. I must become invested in student data to measure student learning. I must seek professional development opportunities and begin collaborating with other stakeholders in the community. I must learn to see how my beliefs and data can work together to increase student learning.

### ***Katzenmeyer & Moller Assessing Your Readiness for Teacher Leadership***

#### ***Summary***

On this assessment I scored a 36, which comes with the following description: “Virtually all your attitudes, values, and beliefs parallel those related to teacher leadership.” I am at the lower end of that category since you must score between 35-50 to get that result.

#### ***Aha***

While I scored very high on most of the traits, I realize that I need to be more committed to “plan[ning] professional development activities at my school.” I need to find ways to get outside of my library media center and support the over-all learning in the school. Often, I am so focused on what is occurring in my library media center that I do not think about the teachers, their curriculum, and how I can support them in their classrooms. However, as a leader in the school community I must be committed to all the learning that occurs in the school.

#### ***Self-Reflection to Improve Leadership***

The Katzenmeyer and Moller’s self-assessment, makes it easy to identify the areas in which I can improve. After gaining several years of experience as a library media specialist, I would like to mentor new library media specialists in the county. My mentor has helped me become more acquainted with the county’s expectations. I would like to do that for others. By making these leadership changes, my score would change from “no opinion” to “strongly agree.” I would also like to become “very effective in working with almost all of my colleagues.” Doing so would change my score on that axis from “no opinion” to “strongly agree.”

### ***Levin and Schrum’s Metacognitive Assessment Scale***

#### ***Summary***

I scored a 75 on this assessment which put me in the average range. I received 4’s on the following questions: How often do you seek out partners or allies? Is reflection a habit for you? How often do you seek assistance? Are you aware of both what you know and do not know? How often do you evaluate your plans (before, during, after)? How well can you detect errors and correct them? Are you willing to shift and change/revise strategies?

#### ***Aha***

My lowest score was to the following questions: Are you a do-it-myself person? I thought this was a misleading question because I think I know when I can do something myself and when I need to seek help. Although the questionnaire says this is a weakness, I believe it should be paired with the question on which I scored a 4: “How often do you seek out partners or allies?” I believe it is important to know when you can do something yourself and when you need to ask someone for help.

#### ***Self-Reflection to Improve Leadership***

I would like to grow in becoming a “consensus builder”, viewing “problems as opportunities” and becoming more of a “do-it-myself person.” Often, I can get very overwhelmed when new problems come up and I don’t believe I have what it takes to solve an issue myself. I need to work on these areas to become an effective leader.

### Part 3: Professional Development Plan

#### ALA/LLAMA's 14 Foundational Competencies

**Strengths:** After self-reflecting, I believe I currently possess ALA/LLAMA Foundational Competencies **Communication skills** and **Emotional intelligence**.

A leader having strong **Communication skills** is defined by the ALA/LLAMA Foundation Competencies as one who “effectively employs a wide range of well-developed verbal, non-verbal and written communication methods to interact with employees and stakeholders, conveying information clearly and efficiently and using active listening for consistent, mutual understanding.” I believe I purposefully pursue conversations with other educators, effectively listen to their needs, and clearly discuss situations that affect our students. I regularly use emails and newsletters to communicate with stakeholders—including teachers, staff, administration, and parents—in the community. However, I would like to continue to grow in my **Communication skills**. With this in mind, I have created the following SMART Goal to guide my progress.

SMART Goal #1: I will send monthly newsletters to the teachers at Twin Ridge Elementary School describing what their students are learning and doing in the library media center to build communication between the teachers and library media specialist. In June 2022, I will send a Google form to teachers asking if the increased communication is beneficial to their understanding of what their students are experiencing in the library media center.

An **Emotionally intelligent leader** is defined by the ALA/LLAMA Foundation Competencies as “a leader [who] is effective in understanding and improving the way he or she perceives and manages his or her own and other people’s emotions, applying concepts such as self-awareness, self-regulation, motivation, empathy, and social skills to inform interpersonal interactions.” I believe that I can intuitively understand how others are feeling. I regularly ask people how they are doing and how I can help them. However, I would like to continue to grow in my Emotional intelligence and have created the following SMART Goal to guide my progress.

SMART Goal #2: Once a week, I will open the library media center thirty minutes before school starts, to provide teachers an opportunity to check out books, collaborate on lessons, discuss issues in their classrooms, and troubleshoot answers to any problems they are facing. In June 2022, I will send a Google form to teachers asking if this weekly opportunity provides teachers time to feel heard and to solve issues they are facing in their classrooms.

**Areas for Improvement:** After self-reflecting, I believe I need to work on the ALA/LLAMA Foundational Competencies **Forward thinking** and **Budget creation and presentation**

A **Forward-thinking** leader is defined by the ALA/LLAMA Foundation Competencies as one who “maintains an understanding of important trends and developments in the library landscape, and uses that understanding to position their library to take advantage of opportunities as they arise, moving forward the library as position of strength.” As the new library media specialist at Twin Ridge Elementary School, I would like to make changes in the library media center based on important trends in the field of school librarianship. I would like our library to reflect current and future teaching practices, access, and organization. Since this is a current area of weakness, I would like to use the following SMART Goal to guide my progress.

SMART Goal #1: To be aware of current trends, I would like to start a yearly subscription to School Library Journal, American Libraries Magazine, and Booklist Online and implement at least three suggestions from these resources during the 2022-2023 school year.

**Budget creation and presentation** leadership is defined by the ALA/LLAMA Foundation Competencies as “create[ing] a budget that considers the needs of the department or organization, incorporates the input of team members, and reflects institutional mission and priorities, and then communicates the value of library services to stakeholders, presenting qualitative and quantitative data to making a case for their proposed budget.” At this point in time, stakeholders in our learning community are not aware of the library media center’s budget, what the money is spent on, how our library media center could better support academic achievement, and the financial needs of our library media center. To better order materials to support teachers’ instruction of their students, I would like to gain a better understanding of the resources our teachers desire from the library media center. Since this is a current area of a weakness, I have established the following SMART Goal to guide my progress.

SMART Goal #2: To develop my awareness of the academic needs in the school community, I will send a Google form to teachers in May 2022, inquiring as to which books, digital materials, and technology tools they would like to see the library media center purchase for their use. I will use this information to create a list of the resources and a projection of costs. My goal will be to procure as many of the listed items as possible to support their instructional needs. During a staff meeting, I will present my revised budget in the Fall of 2022 based on my library needs and the teachers’ needs. Additional fundraising maybe required—depending on the needs and the resources available to Twin Ridge Elementary.

## Annotated Bibliography

### Communication skills

#### Blog

“Communication for School Leaders- Supporting Your Community During This Time of Uncertainty.” *All4ED*, 3 April 2020, //all4ed.org/blog/communication-for-school-leaders-supporting-your-%E2%80%A8community-during-this-time-of-uncertainty/. Accessed 24 October 2021.

This blog post was written in April 2020, when American educators were beginning to face many obstacles due to the COVID-19 pandemic. This article encourages school leaders to remember that humans need to belong to a community. In order to foster a sense of belonging within a school community in a time of crisis, school leaders must create multiple communication channels.

#### Podcast

“144 Teaching Teachers.” *School Librarians United with Amy Hermon*, September 19, 2021. //schoollibrariansunited.libsyn.com/144-teaching-teachers. Accessed 24 October 2021.

On September 19, 2021, Amy Hermon interviewed Lindsey Weaver (a library media specialist in Frederick County Public Schools) on her podcast School Librarian United with Amy Hermon. Together they discussed how to lead teacher training sessions and professional development seminars.

### Emotional intelligence

#### Book

Chapman, Gary and Paul White. *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*. Northfield Publishing, 2012.

Based on Chapman’s bestseller *The 5 Love Languages*, Chapman and White created a resource to help organizations understand how to help workers feel more appreciated. This resource is useful to help build morale in the workplace.



## Journal

Sadovyy, Max, et al. "COVID-19: How the Stress Generated by the Pandemic May Affect Work Performance through the Moderating Role of Emotional Intelligence." *Personality and Individual Differences*, vol. 180, Oct. 2021. EBSCOhost, doi:10.1016/j.paid.2021.110986.

Researchers sought to understand how the stress of the COVID-19 pandemic affected one's performance in the workplace. The study sought to understand how emotional intelligence skills could combat the new stresses of the COVID-19 pandemic and help maintain productivity at work. The research also sought to understand how poor emotional intelligence skills could impact a worker's occupational health.

## Virtual Event

"Future Ready Librarians Fall Summit: Supporting SEL Through the Library." *All4Ed*, 20 November 2021, [all4ed.org/event/future-ready-librarians-fall-summit/](https://all4ed.org/event/future-ready-librarians-fall-summit/). Accessed October 30, 2021.

This free, live, virtual, interactive, event will occur on November 20, 2021. Shannon Miller and Mark Ray will lead discussions on how to foster social and emotional learning in the school library and in the school community. School librarians will be asked to reflect and collaborate on ways to support students and staff socially and emotionally.

## Forward thinking

### Documentary

"Trust Me | How Do You Know What to Believe?" American Library Association, August 5, 2021, [www.ala.org/aasl/trust-me](https://www.ala.org/aasl/trust-me). Accessed 30 October 2021.

Between August 16 and October 31, 2021, the AASL is providing an on-demand viewing opportunity where educators can view the documentary "Trust Me" created by the Getting Better Foundation. The AASL desires to advance the school librarian's role of media literacy educator and is using this documentary to support this aim. This documentary focuses on the importance of media literacy and teaching the correct way to consume media.

### Webinar

"Designing Collaborative Spaces." *YouTube*, uploaded by All4ED, August 15, 2017, [//youtu.be/kNh0Qhd2yhs](https://youtu.be/kNh0Qhd2yhs). Accessed 24 October 2021.

While this Future Ready Librarians webinar was recorded on August 15, 2017, it is currently available for viewing. Carolyn Foote, Andy Plemmons, and Shannon McClintock Miller discussed how to design collaborative spaces in school libraries. The purpose of these spaces is to create spaces that foster- inquiry, creativity, collaboration, and community.

## Budget creation and presentation

### Webinar

“Future Ready Librarians: Investing Strategically in Digital Resources?” *Alliance for Excellent Education*, December 11, 2018, //all4ed.org/webinar-event/future-ready-librarians-investing-strategically-in-digital-resources/. Accessed 24 October 2021.

This webinar, recorded on December 11, 2018, is still available to watch today. Panelists discuss how Future Ready Librarians should bring awareness to their school and community regarding the importance of digital resources for student learning. These resources would be utilized in the school libraries and in Makerspaces. Such resources include eBooks, digital tools, and apps.

Part 4: Website

<https://twinridgemedia.weebly.com>

## Works Cited

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