


ERSKINE PHILOSOPHY

WHO ARE WE?

MISSION STATEMENT

"Authorize high-quality charter schools that elevate educational opportunities through innovation and creativity."



AUTHORIZING PHILOSOPHY

Trading Autonomy for Outcomes



HASHTAG

#MoveTheNeedle



WORK PHILOSOPHY

Process vs. Person



AUTHORIZING PHILOSOPHY

Trading Autonomy for Outcomes



STRIKE AN EQUAL BALANCE BETWEEN OVERSIGHT AND SUPPORT

- School support is a cornerstone of the Institute's definition of authorizing
- Oversight is an equal, but not superior, partner to support
- Schools are both our customers and our oversight responsibility
- Treat schools with dignity and respect even when acting in an oversight role
- Schools will be held accountable for their outcomes
- Schools will be empowered with autonomy equivalent to their outcomes
- The Institute will always work to identify and support schools in areas of need

INCUPLICATE A CULTURE OF EXCELLENCE WITHIN SCHOOLS AND INSTITUTE STAFF

- Respect and dignity in all interactions, both public and private
- Superior professionalism and professional competence
- Remove, not erect, barriers to success
- Take ownership and practice accountability for actions
- Do the right thing, especially when it is difficult

DEVELOP HIGH-QUALITY SCHOOLS TO ADDRESS THE SPECIFIC NEEDS OF SC STUDENTS

- Annual identification of unmet needs
- Rigorous application processes for new, transferring, expanding, replicating, or renewing charters
- Pre-opening conditions that ensure readiness for implementation
- Sustained technical assistance from new school interest through opening
- Robust performance contracting

HOLD SCHOOLS ACCOUNTABLE FOR THE PROMISES MADE TO SC FAMILIES AND COMMUNITIES

- Annual identification of unmet needs
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PROVIDE RESEARCH-BASED TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS TO AUTONOMOUSLY FULFILL THEIR OBLIGATIONS

- Fulfill all LEA obligations
- Deliver trainings delivered with superior competence and professionalism
- Create training and support opportunities that go beyond LEA obligations
- Develop and enhance analytical tools that support data-driven decision-making
- Ensure Institute team sustainability
- Avoid duplication and encourage cross-functional collaboration

ADVOCATE AND COMMUNICATE ON BEHALF OF CHARTER SCHOOLS

- Extensive social media presence
- Extensive earned media presence
- Cultivate and educate political and community leadership
- Cultivate and educate school leaders and local school boards

POSITION EXPECTATIONS

All must align with the core values and goals of the organization

CHIEF	EXECUTIVE DIRECTOR	DIRECTOR	COORDINATOR
Innovate in order to produce positive disruptions for the benefit of the organization & schools	Innovate in order to produce positive disruptions for the benefit of the organization & schools	Innovate in order to produce positive disruptions for the benefit of the organization & schools	Innovate in order to produce positive disruptions for the benefit of the organization & schools
Leads the organization's vision, mission, values, and goals	Supports the vision, mission, values, and goals	Implements the vision, mission, values, and goals	Reinforces the vision, mission, values, and goals
Formulates and monitors policy	Operationalizes policy	Communicate and implement policy	Implements policy
Participates in the legislative process	Participates in the legislative process	Communicates the legislative priorities or outcomes	Remains informed of the legislative priorities and outcomes
Develops the strategic plan of the Institute	Develops the departmental goals that operationalize the Institute's strategic plan	Designs the activities and strategies that will execute the departmental goals	Implement the goal activities and strategies
Inspires and models resourcefulness	Models resourcefulness within the department	Models resourcefulness within the department	Reinforces resourcefulness within the department
Challenges the status quo in alignment with organizational goals	Develops the processes and procedures to change the status quo	Implements the processes and procedures to change the status quo	Reinforces the processes and procedures to change the status quo
Executes high-stakes decisions based upon data	Use department-specific data to inform high-stakes decisions	Analyze the data to inform high-stakes decisions	Assemble the data to inform high-stakes decision
Required participation at Board Meetings	Required participation at Board Meetings	Attend Board Meetings as agenda demands	Attend Board Meetings as agenda demands
Creates a sustainable process for building and improving the organization	Implements and provides feedback for improving the sustainable processes	Implements processes for improvement and sustainability	Supports processes for improvement and sustainability
Creates systems for high levels of responsiveness and accessibility to leadership, staff, schools, and boards	Ensures high levels of responsiveness and accessibility to leadership, staff, schools, and boards	Demonstrates high levels of responsiveness and accessibility to leadership, staff, schools, and boards	Practices high levels of responsibility and accessibility to leadership, staff, schools, and boards
Develops a network of professional colleagues that spans a nationwide landscape	Develops a network of professional colleagues that spans a statewide or regional landscape	Develops a network of professional colleagues that spans a statewide landscape	Develops a network of professional colleagues across the Institute portfolio

CHIEF	EXECUTIVE DIRECTOR	DIRECTOR	COORDINATOR
Absorbs institutional risk and identifies processes to successfully mitigate risk	Identifies and predicts institutional and departmental risk	Implements procedures identified by Chiefs or Executive Directors to mitigate risk	Supports procedures to mitigate risk
Speaks publicly on behalf of the full organization	Exhibits the ability to speak publicly on behalf of the department	Willingness to speak publicly on behalf of the department	Supports communication on behalf of the department
Motivates and models effectiveness and productivity within the organization	Designs the practices that promote effectiveness and productivity	Monitors practices that promote effectiveness and productivity	Implements practices that promote effectiveness and productivity
Establishes the project priorities and objectives of the organization	Manages the project priorities and initiatives of the departments	Manages the project priorities and initiatives of the department	Implements the project priorities and initiatives of the department
Presents a deep understanding of charter authorization philosophies, practices, and processes	Contributes to a deep understanding of charter authorization philosophies, practices, and processes	Forms a deep understanding of charter authorization philosophies, practices, and processes	Initiates understanding of charter authorization philosophies, practices, and processes
Implements actions to establish and build culture	Implements actions to establish and build culture	Models and perpetuates a healthy culture	Reinforce a healthy culture
Implements responsibilities with autonomy	Implements responsibilities with autonomy	Implements responsibilities with direction	Implements responsibilities with support

WHO IS AN INSTITUTE EMPLOYEE?

POSITIVE ATTITUDE

- Brings fun into their workplace
- Conveys joy, even during difficult and challenging work
- Seeks to build others up instead of tearing them down
- Utilizes their strengths and skills to train other members who do not share the same attributes
- Believes success is defined by what we give, not what we receive
- Recognizes no person is perfect and everyone deserves patience and grace in temporary moments of difficulty
- Treats others (co-workers, schools, stakeholders, the public) as they desire to be treated

FOSTERS COLLABORATIVE RELATIONSHIPS

- Accessible to all stakeholders; Institute team members, schools, parents, teachers and students
- Is concerned for the wellbeing of their teammates and the schools
- Maintains a "Can Do" attitude and believes that any challenge can be overcome with teamwork and a positive attitude. Can't is never an option
- Works collaboratively to leverage others' skills and experiences for the benefit of the Institute

YEARNING FOR LEARNING

- Is committed to lifelong learning
- Consistently asks questions and challenges status quo in order to enhance their own skill sets for the purpose of personal and professional growth
- Is passionate and enthusiastic about acquiring new skills, knowledge, and experiences

RESOURCEFUL

- Actively seeks to resolve problems, comes up with possible solutions to correct the issues that cause it
- Is able to solve problems by interpreting multiple forms of data
- Develops strong networking skills by connecting with other sources to gather information and knowledge
- Thinks ahead in order to be proactive rather than reactive

FLEXIBLE EMBRACER OF CHANGE

- Is willing to embrace change, even when it is hard but is necessary for the benefit of the Institute
- Is flexible and willing to think or believe differently for the benefit of professional growth
- Has the capacity to see what can be, instead of what has always been

OPEN TO FEEDBACK

- Willingly receives and utilizes feedback
- Admits when they are wrong and takes responsibility for error
- Seeks feedback on their processes, norms, and procedures
- Uses feedback to evaluate their efficiency and looks for areas where they can improve

INNOVATIVE SPIRIT

- Constantly seeks to innovate or to bring existing structures to excellence for the benefit of the Institute, schools and students of South Carolina
- Seeks to remove barriers rather than erect barriers
- Has a visionary view on implementing new ideas and initiatives

COMMUNICATIONS AND LISTENING SKILLS

- Is well written and well spoken
- Does not gossip or spread rumors
- Is thoughtful, respectful, kind, humble, patient, and thankful
- Carefully thinks before they speak or act
- Is mentally present
- Is polite, calm, and presentable when communicating with co-workers, schools, and stakeholders

STRONG WORK ETHIC

- Is committed to the Institute Philosophy and Mission
- Sets clear goals and holds themselves accountable to the goals
- Is a committed, capable, and hard worker
- Is punctual, dependable, and does not procrastinate in their duty
- Always acts ethically, honestly and with personal and professional integrity even when it requires self-sacrifice to do so
- Is willing to deny themselves for the benefit of others
- Is diligent in the ordinaries and the extra-ordinaries of their job

SHOWS INITIATIVE

- Is committed to continuous personal and or organizational improvement
- Is a self-starter and project oriented
- Willing to go the extra mile to achieve the Institute's goals
- Shows eagerness to take on more significant responsibilities

PROFESSIONAL EXPECTATIONS

- Ask before you assume
- Trust, but verify
- Always present a professional image
- Always model a culture of continuous improvement
- Develop and utilize competent and effective communication through written and spoken communications
- Excellent Interpersonal skills
- Set and Achieve professional goals through yearly performance reviews
- Positive “Can Do” Attitude
- Ensure that you build time in your day to meet other team members to build relationships
- If you can't be on time, be early
- Always treat others with dignity and respect - especially when you disagree
- Train for cross-functionality
- Learn from and about all other departments
- Emails with heavy emotional content should be responded to only after a cooling-off period to ensure responses are measured and meet the professional and cultural expectations of the Institute. Please consult with your immediate supervisor or leadership for guidance when engaging in emotionally sensitive communications.

PROFESSIONAL OPERATIONAL EXPECTATIONS

- Clean and Organized Office Space
- Technological Literacy
- Always respond back to schools within 48 hours. If immediate assistance is needed for the school, share the email with your immediate supervisor. If you are busy, notify the school that you will get back to them at a certain time.
- Avoid emails to school leaders or stakeholders after 6pm, unless urgent and time-sensitive. Responses to previous emails are permissible.
- If you speak to the SCDE or a school leader on the phone, always document the details of the interaction in a follow up email.
- If your immediate supervisor/leadership is copied on the email, always include them on the reply. The same applies if an external or internal agency emails you and copies your immediate supervisor/leadership - include them in the reply.
- When an email from a school is addressed to multiple departments, the team should work collectively to craft a single response instead of sending multiple different messages.
- Staff should focus on meeting their goals rather than strictly adhering to an 8:00 - 5:00 schedule.
- Unless absolutely essential, keep emails as brief as possible.