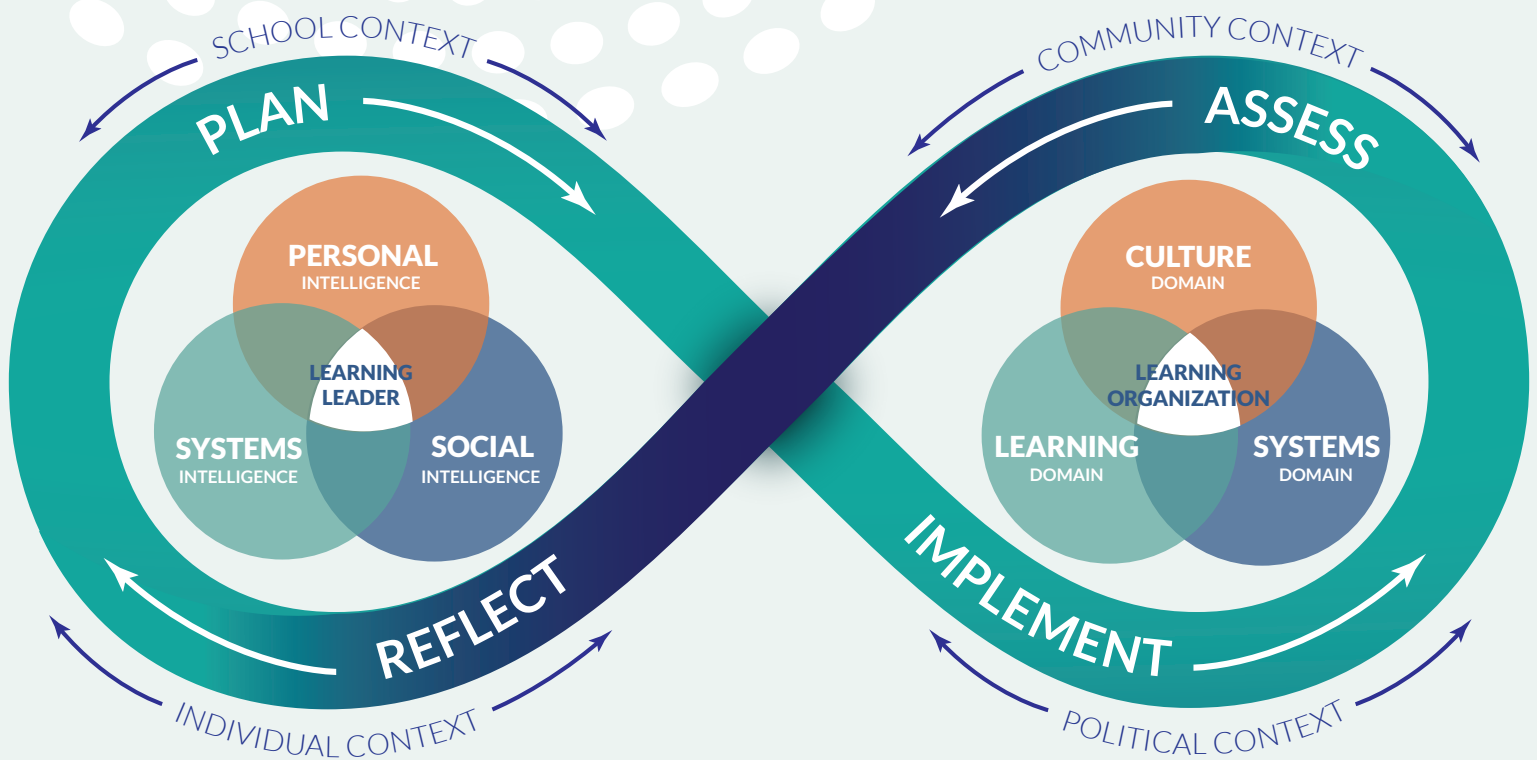


SCHOOL LEADER PARADIGM™

Becoming While Doing



Creating Hope for All



NATIONAL
SCHOOL
LEADER
COLLABORATIVE



The School Leader Paradigm is a groundbreaking framework designed to empower school leaders for success. Developed by the National School Leader Collaborative (see back cover), it includes leadership intelligences school leaders need to self-actualize (becoming) as learning leaders while simultaneously focusing on the work of building and sustaining culture, systems, and learning (doing) in their learning organizations. Aligned to the Professional Standards for Educational Leaders (PSEL), the School Leader Paradigm zeroes in on the exact behaviors and skills needed to lead learning organizations.

Embedded within the shape of the School Leader Paradigm (an infinity loop) is a cycle of inquiry, which symbolizes the continuous cycle of planning, implementing, assessing, and reflecting. This process ensures school leaders are always growing and adapting to meet the needs of their schools. The infinity loop accounts for the two sides of leadership — the learning leader and the learning organization. While the leader and the organization can be described separately, the two are inextricably connected.

The School Leader Paradigm recognizes that effective leadership operates within four crucial contexts: the individual leader, the school environment, the broader community, and the political landscape. Each context plays a vital role in shaping a leader's approach and driving change throughout a school leader's journey.

By fostering continuous growth, the School Leader Paradigm aims to keep leaders in their positions longer and accelerate their impact. Central to this work is hope — the currency of leadership. Hope is

not wishful thinking, but the purposeful belief that improvement is possible and that leaders can help make it happen. Hopeful school leaders inspire confidence, cultivate collective efficacy, and create the conditions for meaningful change. By combining hope with the knowledge, skills, and dispositions outlined in the School Leader Paradigm, leaders are better equipped to navigate challenges, sustain momentum, and advance learning for all.

The School Leader Paradigm has evolved over time through ongoing research, practitioner feedback, and real-world application. As understanding of effective school leadership has grown, the framework has been refined to intentionally connect the personal growth of the leader with the work of building and sustaining culture, systems, and learning within the organization.

Ultimately, the School Leader Paradigm is about creating the conditions for lasting impact. It recognizes that leadership is not a destination but a continuous process of growth, reflection, and action. Through the integration of becoming and doing, a commitment to inquiry, and the belief that improvement is always possible, the Paradigm empowers leaders to cultivate hope, inspire others, and build learning organizations where every individual has the opportunity to succeed.

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In many ways, the school principal is the most important and influential individual in any school.

He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school.

If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability; one can almost always point to the principal's leadership as the key to success.

— U.S. Senate, 1970¹



“Effective leadership is vital to the success of a school.”

School Leadership Matters

Even over a half-century ago, members of the U.S. Senate understood what was needed to ensure the success of our nation's schools, teachers, and ultimately students — school leadership. Fifty years later, we have the research to back this up. In 2009, the Wallace Foundation determined in their report, *Assessing the Effectiveness of School Leaders: New Directions and New Processes*:

Effective leadership is vital to the success of a school. Research and practice confirm that there is a slim-chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning.²

More recently, Wallace amped up the importance of school leadership, notably principal leadership, in its 2021 report, *How Principals Affect Students and Schools: A Systemic Synthesis of Two Decades of Research*, which states:

The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline.³

That finding has only grown more urgent. In 2026, the Learning Policy Institute (LPI) confirmed that the principal's role reaches every major challenge now facing public schools — chronic absenteeism, learning recovery, teacher shortages, and student mental health. Rather than treating these challenges separately, the research points to the school leader as the common thread: principals shape student outcomes by supporting effective instruction, retaining teachers, and creating positive school climates. As the LPI observed, “It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”⁴

Additionally, researchers have shed light on the central role school leaders must play to ensure all students, especially those who have been historically marginalized, are treated equitably.⁵ Of note, studies indicate school leaders have the greatest impact on student performance in schools with the greatest needs.⁶ To support all students adequately and appropriately, school leaders must dismantle inequitable systems that perpetuate “the gaps” (access, opportunity, achievement, expectations, relationships and hope) resulting in ongoing student failure, chronic absenteeism, high suspension rates, consistently low graduation rates, and systemic racism.⁷

Overall, schools require school leaders who are capable of collaboratively crafting a vision for student success, cultivating a student-centered culture, building others' leadership capacity, improving instruction, and leading school improvement efforts.⁸ Essentially, effective school leaders lead effective schools.⁹

Our National Problem of Practice

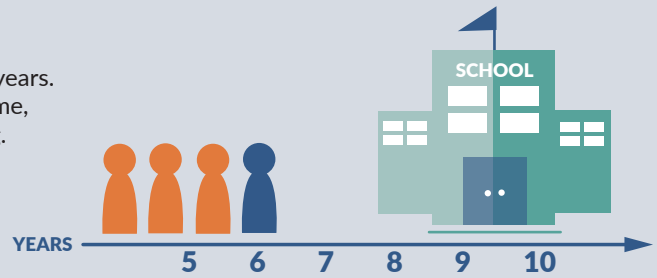
While we have gained a greater understanding of the importance of school leadership and the impact school leaders have on their schools, our nation's schools face a serious problem of practice — leadership churn. According to a 2019 report from the National Association of Secondary School Principals (NASSP) and LPI, principals across the country have an average tenure of just four years at their schools.¹⁰

Drilling down into the data paints a starker picture showing that 35 percent of principals are in their schools less than two years with only 11 percent of principals being at their schools for 10+ years. The School Leaders Network plainly states that only 1 in 4 principals stay in a given leadership position longer than 5 years.¹¹ Of those that are brand new to the principalship, fifty percent do not make it past year three.

OUR NATIONAL PROBLEM OF PRACTICE

Only one out of four principals are in the same building after five years. This high turnover rate of building principals is costly in dollars, time, relationships, and —most importantly—impact on student learning.

It takes five to ten years for a principal to turn around a large school.



School leaders choose to leave their positions for a variety of reasons both positive and negative. District level opportunities or other building level positions may motivate individuals to move on. While these transitions are likely positive in most circumstances, negative forces have been mounting over the past couple of decades that keep prospective leaders from considering school leadership as a career path, push individuals out of positions, or cause some to leave the profession altogether. These forces include longer hours, tough political environments, mounting mandates, and rising expectations not backed with adequate resources.¹² In their 2019 report, *Understanding and Addressing Principal Turnover*, NASSP and LPI identified five reasons principals choose to leave their positions:

1. Inadequate preparation and professional development
2. Poor working conditions
3. Insufficient salaries
4. Lack of decision-making authority
5. High-stakes accountability policies¹³

The costs of school leadership churn are high in terms of its impact on the ability of school leaders to enact meaningful change in their schools, on student performance, and on the bottom line. For example, research tells us it takes 5-10 years for a principal to lead and institutionalize improvement efforts depending on the size of their school.¹⁴ Further, student performance in math and English Language Arts typically falls the year after a principal leaves with the next principal needing up to three years to make up the loss.¹⁵ Where the bottom line is concerned, preparing and onboarding a new principal carries an average price tag of \$75,000 nationally.¹⁶

The 2026 LPI brief reinforces this urgency, finding that principal turnover is associated with both teacher turnover and declines in student achievement — effects that are largest in high-poverty schools. Critically, the research also shows a path forward: better-prepared principals are more effective and more likely to stay in the profession. High-quality preparation — including strong internships, mentoring, and ongoing professional development — is directly linked to higher teacher retention and greater student achievement gains, particularly for students from historically underserved communities.¹⁷

Intuitively, we know that school leadership churn negatively impacts a school's culture and teachers' willingness to try something new. It is not uncommon to hear a veteran teacher utter the phrase “this too shall pass” when learning of an initiative introduced by yet another new principal. Even if the initiative is based on sound research, is there any doubt as to why the veteran staff member turns cynical? They have become accustomed to the coming and going of one initiative after the other with the coming and going of one school leader after the other. In order for promising practices to be implemented that equates to improved student performance, we must work to greatly reduce school leadership churn, which takes us to our theory of action.

Our Theory of Action

Recognizing school leaders' potential for impact and the detrimental effects leadership churn is having on that potential, we have been wrestling with several critical questions:

- How do we keep school leaders in their positions longer? What can we be doing to provide school leaders with the right ongoing encouragement, support, and development?
- How can we help school leaders accelerate the impact of their leadership? How can we help school leaders get better faster?
- What attributes must school leaders possess to be reflective, servant-oriented, equity-minded, and student-centered?
- What essential behaviors must school leaders demonstrate to cultivate culture, build systems, and improve learning in their schools?

To develop and support school leaders, we know they require robust preparation as well as rigorous induction, mentoring, and ongoing professional development throughout their careers, not just the first couple of years.¹⁸ Further, school leaders must be given autonomy to do their work, support with difficult decisions, and assurance when taking calculated risks that may fail.¹⁹ Additionally, school leaders should be allowed to connect with their peers, commonly known as professional learning networks, to learn from each other, offer encouragement, deliver constructive feedback, and from time-to-time, provide collegial accountability.²⁰

For school leaders to account for their own growth and for principal preparation programs, school districts, principals' associations, and other organizations to be able to provide school leaders the critical ongoing support they need over the course of their careers, all require a leadership framework that:

- Accounts for the ever changing and complex nature of leadership and leading schools;
- Outlines not only what school leaders should be doing to be successful but also the leadership dispositions school leaders must possess to be effective;
- Details a process for professional growth and school improvement;
- Describes the influence of context on school leadership;
- Emphasizes equity and how school leaders must ensure each and every student is provided equitable opportunities to maximize their potential; and
- Captures the essence of school leaders as learning leaders leading their learning organizations.²¹

They need the School Leader Paradigm.

“What we know about school leadership today is that it takes significant time for school leaders to change a school's culture, build systems that support the culture, and nurture the learning environment so all students and adults may succeed.”

Learning Leader

A leader who uses personal, social, and systems intelligences to transform a school into a learning organization through a mindset of growth, service, and cultural responsiveness.

Learning Organization

An organization that uses ongoing cycles of inquiry to drive a student centered culture, vision- and mission-focused systems, and reflective learning practices that results in producing equitable opportunities and outcomes for students and adults.

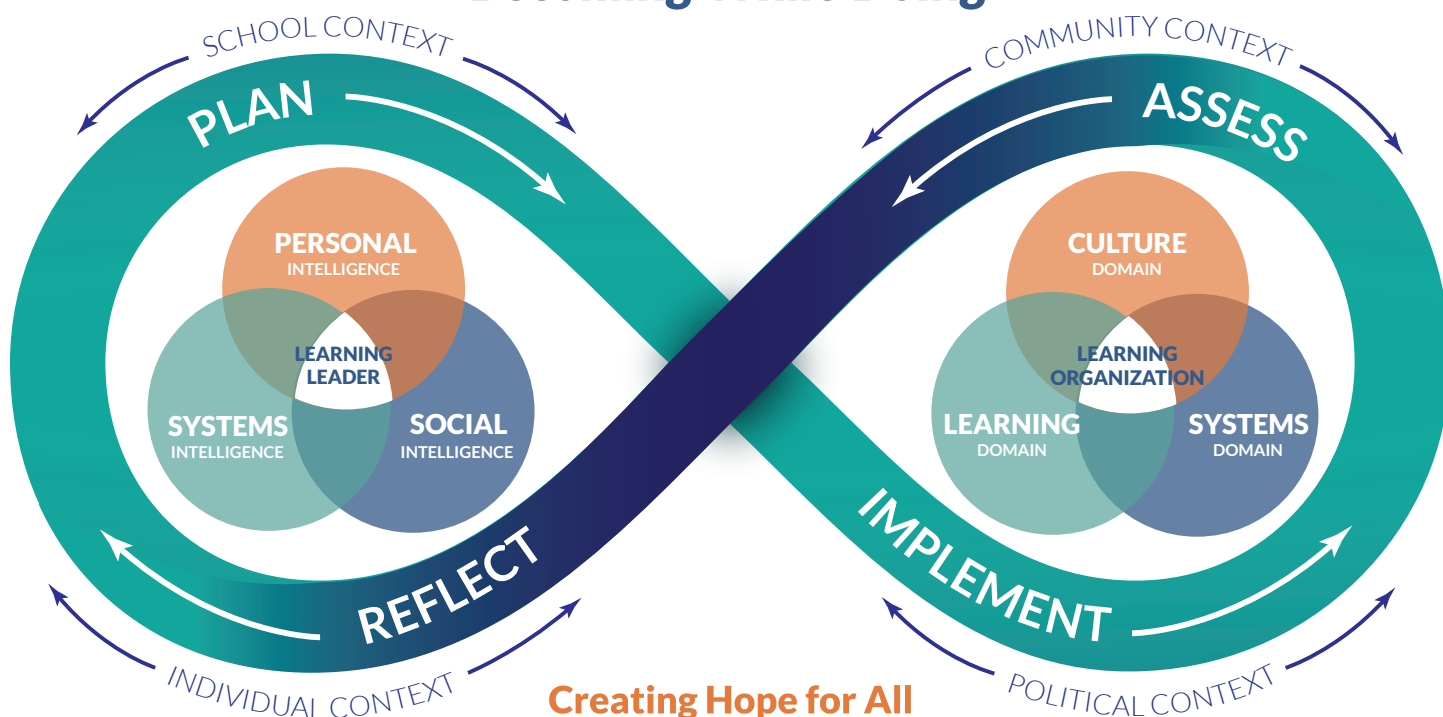
The School Leader Paradigm

Over the past two decades, much of what has been written or discussed about expectations for school leaders is focused primarily on a desire for them to be instructional leaders. This is a logical thought, because school leaders do need to spend time focused on instruction. However, we in the Collaborative argue that describing school leaders as just instructional leaders offers a narrow view of what we need from them and the work they must do. Thus, we describe school leaders as learning leaders leading learning organizations.²² The box to the left offers our brief definition of a learning leader and learning organization. Later, we will go much more in depth for what makes for a learning leader and a learning organization, but for now, this concept of learning leaders leading learning organizations more accurately describes who school leaders are and what they do. In turn, this necessitates a more comprehensive view and understanding of school leadership.

To provide a complete picture of school leaders as learning leaders leading learning organizations, we developed the *School Leader Paradigm* (see graphic above). The sections that follow break down the parts of the Paradigm and provide an explanation of each. Before digging in, though, you may be asking yourself, “What is meant by the concept of becoming while doing?”

From our experience and expertise, becoming while doing represents the art of school leadership. Specifically, we argue that school leaders, or learning leaders, should always be simultaneously improving their own leadership dispositions, or becoming, while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences (becoming) increases school leaders’ effectiveness to lead culture, systems, and learning (doing). Being cognizant of the interplay between becoming while doing is crucial for school leaders throughout their careers in whatever schools they lead. The content that follows provides the critical elements school leaders must account for in order to become a leader leading a learning organization, which results in positive outcomes for their leadership, their learning organizations, their teachers, their school communities, and ultimately their students.

Becoming While Doing



Becoming

The popular leadership saying goes, “A leader is one who knows the way, goes the way, and shows the way.” In other words, leaders, including school leaders, must lead themselves well first in order to provide effective leadership for their learning organizations. By establishing themselves as learning leaders, school leaders model the behavior they expect from both the adults and students in their schools. Furthermore, school leaders gain credibility for their efforts by not requiring followers to do something they are not willing to do themselves.



To become a learning leader, a school leader must possess a convergence of personal, social, and systems intelligences, as shown on the left side of the School Leader Paradigm. We use the term “intelligence” within the School Leader Paradigm to describe the ways school leaders need to be smart about their leadership. The intelligences are interconnected, do not act in isolation, and take into account the personal, social, and systems aspects of school leadership. Further, the term intelligence implies how learning and growth, or becoming, need to take place for school leaders to become better. The concept of “either you have it or you don’t” does not apply here. Improvement is possible even if it requires intentional, incremental growth, as is often the case when creating new habits and skills.²³

To flesh out the intelligences on the becoming side of the School Leader Paradigm, we identified critical competencies and attributes school leaders must account for when working to grow, or become. While the entire becoming side of the School Leader Paradigm (including intelligences, competencies, and attributes)

can be found in Appendix A, the definitions of the intelligences and their corresponding competencies are provided below. The School Leader Paradigm: The Research provides a comprehensive listing of the research reviewed to identify critical leadership dispositions and essential behaviors. Visit ilprincipals.org to learn more.

As referenced previously, we believe school leaders must be in a perpetual state of self-actualization, which can be accomplished in part by focusing on the personal, social, and systems intelligences of school leadership. However, the intelligences with the corresponding competencies and attributes are not enough. School leaders must be able to concretely demonstrate their expertise by actually doing the work, which takes us to the other side of the Paradigm.

Doing

So, what is it exactly that school leaders should be doing? This fundamental question has become difficult to answer, especially since the expectations of school leaders has greatly expanded over the last two decades.²⁴ We can argue as to the multitude of reasons why the role

PERSONAL INTELLIGENCE

The capacity of the school leader to reason about personality and to use personality and personal information to enhance one’s thoughts, plans, emotions, and life experiences. The personal intelligence competencies include:

Growth Mindset

The school leader embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others’ success.

Innovation

The school leader introduces new methods; novel ideas, processes or products that are put into operation.

Self-Management

The school leader monitors and takes responsibility for one’s own behavior and well-being, personally and professionally.

Wellness

The school leader balances quality or state of being healthy in body and mind as a result of deliberate effort and awareness.

SOCIAL INTELLIGENCE

A school leader’s set of interpersonal competencies that inspire others to be effective. Social intelligence competencies include:

Capacity Building

The school leader employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.

Community Building

The school leader instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together.

Influence

The school leader can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.

Service

The school leader assures that other people’s highest priority needs are being served.

SYSTEMS INTELLIGENCE

A school leader’s understanding of the inner-workings and leadership of complex systems within their learning organization. Systems intelligence competencies include:

Cultural Responsiveness

The school leader understands, appreciates, and interacts with people of varying backgrounds in order to promote cooperation, collaboration, and connectedness among a diverse community of learners.

Operations and Management

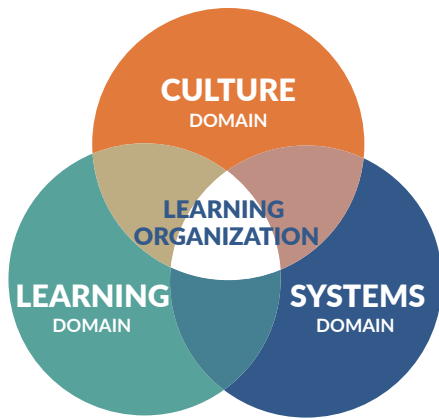
The school leader utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operations and management.

Teaching and Learning

The school leader develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students’ academic success and well-being.

Vision, Mission, and Strategic Planning

The school leader defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision.



of school leaders has changed over the years, but that will not help us define the current state of school leadership in today's learning organizations. We must, however, call out one primary driver for the evolution of what school leaders are expected to do — major policy reforms legislated into the system by *No Child Left Behind* (NCLB) and subsequent legislation including the *Every Student Succeeds Act* (ESSA). Prior to NCLB, our education system was designed to select, sort, and remove students. NCLB ushered in a new era that held the system accountable to ensure all students were successful and that students would no longer be sorted out of the system.²⁵

What did this mean for school leaders? A massive paradigm shift occurred as school leaders moved from managers of schools to leaders of systems required to ensure the success of all students.²⁶ What was generally acceptable with school culture, systems, and learning outcomes was no longer permissible. Historically inequitable systems that perpetuated access and opportunity gaps for underserved and underrepresented students required immediate dismantling. Adult-centered systems that contributed to ongoing chronic absenteeism, student failure, high suspension rates, consistently low graduation rates, and systemic racism

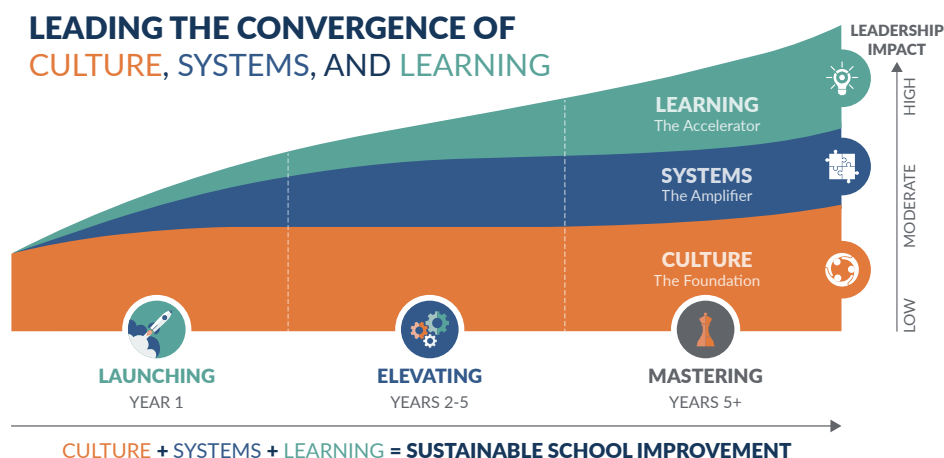
needed to be addressed in order to meet NCLB requirements.²⁷ This mandated accountability system required new and unprecedented leadership from school leaders. They could no longer just manage their schools to be considered to be effective.

Now, the responsibilities and expectations of school leaders promulgated by NCLB persist with ESSA.²⁸ School leaders must work to provide equitable opportunities for all students and close achievement gaps. What we know about school leadership today, though, is that it takes significant time for school leaders to change a school's culture, build systems that support the culture, and nurture the learning environment so all students and adults may succeed.²⁹

From our work with school leaders, we know those new to their positions invest the first few years establishing trust and building relationships in order to begin shaping their school's climate, then culture. Once high levels of trust and strong relationships have been built, the school leader can begin dismantling ineffective and/or harmful systems while concurrently creating improved systems that support a new culture. Over time, as the culture grows and the systems support that culture, the school leader tactfully pushes on student and adult learning. We refer to this process as leading the convergence of culture, systems, and learning with the creation of a learning organization at the center of the convergence.³⁰ The art of leadership is balancing becoming a leader while guiding this convergence. A more veteran and experienced school leader, or learning leader, has the ability to accelerate the convergence of culture, systems, and learning, while a newer school leader needs more time and tends to work from culture to systems to learning. Whether veteran or new, though, what must school leaders do to create learning organizations?

To fully capture what school leaders must do to lead learning organizations, we took a deep dive into the school leadership research. The Professional Standards for Educational Leaders and the National Association of Secondary School Principals' (NASSP) publication, *Building Ranks: A Comprehensive Framework for Effective School Leaders* were especially informative.³¹ Our research and years of experience supporting school leaders influenced us to categorize the work effective school leaders do into three overarching domains: culture, systems, and learning. From here, we further fleshed out the doing side of the Paradigm by breaking the domains into dimensions then specific essential behaviors. Appendix B provides a detailed overview of the doing side of the Paradigm including the domains, dimensions, and essential behaviors school leaders should consider adopting to be effective. The School Leader Paradigm: The Research provides a comprehensive listing of the research reviewed to identify critical leadership dispositions and essential behaviors. Visit ilprincipals.org to learn more. A quick reference to the descriptions for the culture, systems, and learning domains and corresponding dimensions can be found on the next page.

For school leaders to be learning leaders leading learning organizations, they must recognize and understand that the interplay between becoming and doing is critical. We believe it is important for them to know which leadership attributes they should consider leveraging to conduct the concrete work their jobs require as described by the leadership dimensions. Therefore, Appendix C provides the alignment between the becoming and doing sides of the Paradigm. Of note, our efforts to align the two sides of the Paradigm brought to light that certain leadership attributes are necessary to conduct the work of all dimensions. Similarly, we identified three dimensions (Relationships, Vision and Mission, and Reflection and Growth) that require the use of all leadership attributes for the dimensions to be conducted well. See Appendix C for further explanation.



CULTURE DOMAIN

The organization's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

Equity

Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.

Ethics

Cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.

Global-Mindedness

Creates an environment that builds, models, and endorses a global-minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.

Relationships

Focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.

Student-Centeredness

Cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.

Traditions and Celebrations

Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.

Wellness

Fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.

SYSTEMS DOMAIN

The organization's efforts to assess a learning organization's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems.

Collaborative Leadership

Builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.

Communication

Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.

Data Literacy

Promotes a data-driven culture of decision-making for continuous improvement.

Operations

Manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.

Safety

Establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.

Strategic Management

Employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.

Vision and Mission

Fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.

LEARNING DOMAIN

The organization's efforts, to create and sustain a culture of ongoing reflective, culturally responsive, and inclusive learning for students, adults, and the entire learning organization as a whole.

Assessment

Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.

Curriculum

Ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.

Human Capital Management

Focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.

Innovation

Creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.

Instruction

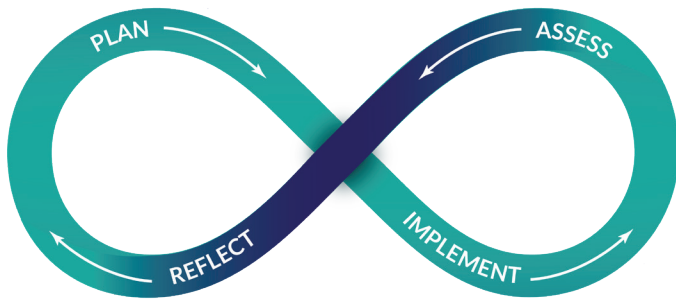
Collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.

Reflection and Growth

Nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.

Result Orientation

Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.



“We do our best work when the scope and focus of the work are crystal clear and limited only to what matters most at any given time.”³⁴

The Infinity Loop

By shaping the Paradigm with an infinity loop (see above), we suggest that the influence and impact of a school leader is infinite, going on, well, forever. School leaders may come and go, but the influence they have on others while leading their schools reverberates always. Additionally, the infinity loop ties together the critical components of leadership: 1) the leader; and 2) the organization the leader leads. While the leader and the organization can be described separately, the two are inextricably connected, like two sides of the same coin. Lastly, the infinity loop signifies the state of continuous improvement both the learning leader and the learning organization must be engaged in to do what is best for their students. Thus, we embedded a cycle of inquiry within the infinity loop to guide these improvement efforts.

“Successful leaders use a formal improvement methodology, create a vision for improvement, enable others to pursue that vision, and monitor progress toward goals.”³²

Cycle of Inquiry

The School Leader Paradigm’s cycle of inquiry contained within the infinity loop has four key components: plan → implement → assess → reflect. It is a cyclical approach to problem solving similar to other published continuous improvement models including Plan, Do, Study, Act (PDSA); Six Sigma (DMAIC), Lean, Data Wise, and the Results-Oriented-Cycle of Inquiry (ROCI). Central to the concept of continuous improvement is the definition of a problem of practice which results in an ongoing effort to improve performance. The idea of continuous improvement is key to all growth from children learning to walk to school systems improving student outcomes. Continuous improvement can be seen as the act of integrating quality improvement in the daily work of individuals within a system.³³ Adopting and/or introducing a continuous improvement process may require a cultural shift and must include stakeholder involvement at the development stage to maximize the potential for success. The cycle of inquiry within the Paradigm helps the school leader shift the narrative, adult perception, and negative connotation that change is bad, to rather a necessary and vital component of organizational effectiveness.

When engaging in personal and school improvement activities, we recognize that a blending or overlapping of the four stages usually occurs. However, each stage is an essential component and necessary to maximize the chance for goals to be reached and growth to occur.

PLAN

How does improvement occur? It starts with focus — identifying the right people and problem — paired with a data-literate leader. Before goals can be set, the leader (or team) must identify who should be involved, whether that means assembling a diverse team for organizational work or seeking input and honest feedback from others for personal growth, and establishing norms and working agreements to guide the work ahead. It’s also important to consider the individual, school, community, and political contexts at play, since these can make or break the ability to lead change, whether the growth sought is personal or organizational.

From there, the planning stage incorporates the collection and synthesis of data — which the leader or team must use to define a clear, actionable problem of practice (PoP) and develop measurable goals, desired outcomes, and strategies. Often leaders jump to solutions before properly exploring the problem and valuing the input from all stakeholders.³⁵ When attempting to implement a continuous improvement process, often more goals and action items are included in the plan than can be realistically implemented. Therefore, ensuring goals are clear, measurable, and actionable, while reducing their number, can support continuous improvement efforts. Additionally, the following factors must be taken into consideration: flexibility (permit risk-taking and testing of various solutions and adjust programs mid-course); time (allow sufficiency for implementation); data use and capacity (collect and analyze); evaluation (ensure regular occurrence throughout the cycle); leadership (facilitate a vision and progress monitor); and knowledge sharing (communicate regularly).³⁶

Helpful questions during the Planning Stage include:

- Who needs to be involved, and what norms will guide our work together?
- What individual, school, community, or political contexts should we consider?
- What problem of practice (PoP) are we trying to address?
- What are the related Paradigm Intelligences and/or domains/dimensions?
- What is our strategic goal(s) relative to the PoP?
- Once we have identified our goal(s), what are our desired outcomes?
- What strategies will we employ to reach our outcomes?

IMPLEMENT

Once the improvement goal(s), outcomes, and strategies have been defined, implementation must be considered. During the implementation phase, stakeholders must be identified, needed resources (people, financial, etc.) must be defined, qualitative and quantitative data tools must be selected, and the plan must be communicated.

Effective continuous improvement requires contributions from a broad range of stakeholders in a school, its community, and the broader educational system that supports them. School leaders must seek and include all stakeholders in identifying key

problems and their solutions. Stakeholder involvement is a required part of developing most traditional improvement plans, but effective continuous improvement requires them to take on additional, ongoing responsibilities once the plan is drafted.³⁷

Equally important to stakeholder involvement is the identification of the data to be collected and analyzed. Data can lead to knowledge, knowledge can lead to right action, and action can lead to improvement, but the entire process turns on the quality of data that is being examined. When considering data collection, select powerful, evidence-based indicators. Good impact measures: (1) represent a significant and specific change in behavior or condition; (2) are objectively measurable and verifiable; (3) are attainable within the sphere of influence of the improvement team; (4) are achievable by the improvement team within a realistic timeframe; and (5) establish a baseline and determine when success will be achieved.³⁸

Helpful questions during the Implementation Stage include:

- How will we kick off, inspire, celebrate and communicate our plan and progress?
- What is our timeline for the plan?
- Who will be involved?
- What resources are needed?
- How will we measure our progress?
- What qualitative and quantitative tools and data will we use?

ASSESS

Simply, data must be collected and reviewed to ascertain whether the progress toward the goal(s) is occurring. Once the qualitative and quantitative measures are determined, the data must be analyzed frequently to produce the knowledge that can power continuous improvement. This knowledge can then be used to develop or modify evidence-based strategies to help us meet our desired outcomes.³⁹

Helpful questions during the Assessment Stage include:

- What does the quantitative and qualitative data tell us?
- Are we making progress?
- What do we know for sure?
- What changes should we consider about our goal(s) and/or outcomes?

“What gets measured and monitored gets done.”⁴⁰

REFLECT

Really, school leaders should be in a constant state of reflection when it comes to growth and improvement. Reflection helps us ensure what we are doing is still relevant, but it also informs our future improvement efforts. Reflection allows us to savor the impact of our achievements, but it also holds us accountable for determining where we may still need to go. It can also inspire us to reach even higher.

Helpful questions during the Reflection Stage include:

- Where are we in terms of achieving our goal(s)?
- How will we continue this work?
- What was the impact of our goal?

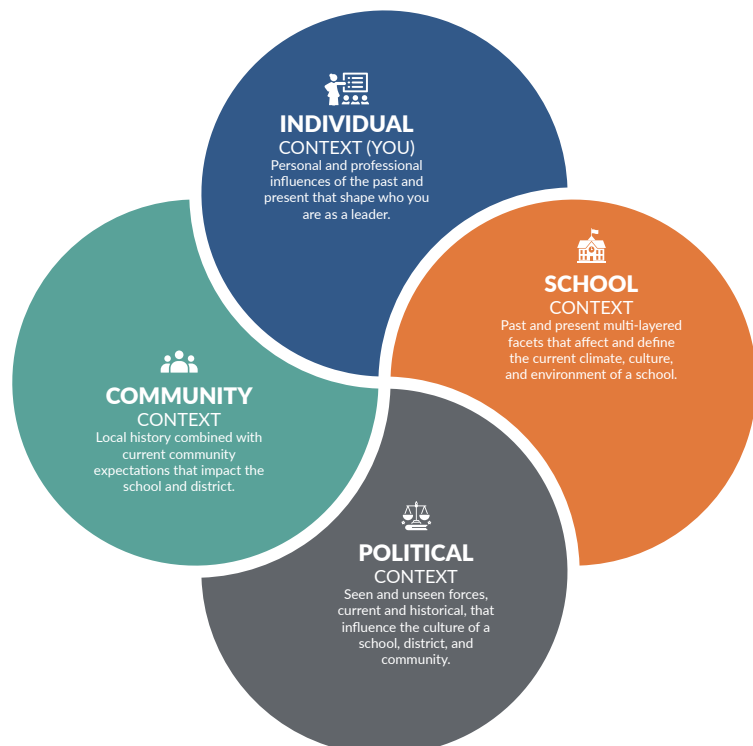
“We do not learn from experience. We learn from reflecting on experience.”⁴¹

Context

In order for the Paradigm to provide a comprehensive view of school leadership, we found it necessary to accentuate a critical truth: Leadership does not exist in a vacuum. To be effective, school leaders must be aware of, pay constant attention to, and successfully navigate the contexts in which they lead.

Unfortunately, we as an educational system have not paid enough attention to the important role context plays in leadership success and sustainability. Context should be considered well before a hiring process starts for any school leadership role, and especially for a building leadership position. We have incorrectly assumed for too long that simply hiring a new leader and handing them a set of keys will result in the creation of a positive school culture, equitable systems, and reflective learning for all. Instead, districts must consider how school context has contributed to the success or ineffectiveness of the previous leader.

As stated previously, school leadership has only become more and more challenging over the past few decades. Context has played a massive role in that ever changing and increasing complexity. Therefore, contextual awareness is crucial and plays a significant role in the *School Leader Paradigm*. We surround the Paradigm with four contexts: 1) individual, 2) school, 3) community, and 4) political. Although each plays a separate role within the



Paradigm, the intersectionality and influence can make or break a leader's ability to successfully lead ongoing cycles of inquiry. A brief description of these four contexts follows.

INDIVIDUAL CONTEXT

Hopefully we have made a clear emphasis and connection to the importance of a reflective learning leader with the learning organization. The individual context is the starting point. For a school leader to truly lead others, one must have an incredible understanding and sense of self. Background, upbringing, family influences, and lived experiences play a significant role in the development and influence of personal, social and systems intelligences. The personal values, beliefs, culture, and implicit bias can directly and unknowingly impact a leader's relationships, communications, and decision-making.

Layer background and experiences with the current reality of the social and emotional needs of the leader and you have a recipe for success or disaster in leading culture, systems and learning. Adults are not immune to emotional trauma, so an effective leader must be attentive to how one's personal health, finances, relationships, sense of hope, and other influences can all impact leadership performance. In the end, a reflective leader is an effective leader. Without a true sense of self, how can a leader truly and authentically relate to students, teachers and the school community?

SCHOOL CONTEXT

As much as individual context can determine the fate of a school leader, school context plays an almost equal role. How many times have we put a brand new school leader in the building following the retirement of the beloved person who had been there 20 years? How many times have we dropped a new leader into a building known for emotionally destroying leaders? What role does a heavy union-influenced building play in leadership success? Is this the fifth school leader in the same building in three years?

These are very real questions from very real scenarios. School context matters and districts need to pay careful attention to who they are looking for and why as it pertains to the context of the school. A school with systems in disarray needs a systems-focused leader with strong systems intelligence. A school accustomed to top-down management might need more of a culture-focused leader with

a strong sense of relationships and collaboration. A school where everyone is happy living with the status quo, moderate results, and persistent inequities will need a learning-focused leader who brings a skill set to shift that culture.

Again, context matters when we place leaders in our schools. What does a school context look, sound, and feel like when students are not actively engaged or involved in joint leadership? What leadership moves are needed when positive student to adult relationships don't exist in a school? Successful school leaders authentically embrace and engage the voice, feelings, and beliefs of all the individual adults and students, especially the voices of traditionally disenfranchised and/or marginalized. Hundreds of individual contexts exist in the school (from students to teachers, cooks to custodians, bus drivers to a School Resource Officer, etc.). It is the leader's job to recognize and understand the influence that those individuals have on the creation of the school context.

COMMUNITY CONTEXT

Similar to school context, we have not paid enough attention to the impact and influence of community on leadership sustainability. Failure to notice community context combined with an outdated definition and narrow lens of the school community can result in dissonance. A school leader must pay careful attention to not only the expectations of the community, but also to the lived experiences and diverse needs of the students and families that the school serves. Community context is multi-faceted and complex.

Our communities continue to shift and morph as housing, the job market, and overall living conditions remain a concern for so many working families with school age children. The clash between "the way things used to be" and the interconnectedness of our communities as our society grows and sprawls can bring with it opportunities to learn from one another to embrace change rather than fight it. We know that if we want to change people's belief systems we need to alter their experiences. We do this in collaboration with our community partners growing and learning together and working towards a more symbiotic relationship between community and school.

Many different factors influence this context from the number of schools or high schools to the demographics

and diversity of the community itself. It is critical to establish and maintain relationships with community partners while continuing to build connections with students, families and community members who may or may not have children in the local school system. Blurred lines between perception and reality can also create authentic occasions to hold space for listening sessions and action planning with members of the community who have a vested interest in creating and supporting the mission and vision of the district to support all students in learning. Community context asks each of us involved and passionate about our community to remain at all times open to the influence of one another for the betterment of our school systems.

POLITICAL CONTEXT

Community context can shine a light on the political context both locally and nationally that shows up in the school context. The influence of laws and policies set at these levels beckon the school leader to make sense, create understanding, and assist in the implementation of new laws, policies, and procedures to ensure each and every student has a strong quality experience in their schooling. Due to this intersectionality of both the political and community context, it is more important than ever for the school leader to stay current, inquisitive, and regulated to ensure smooth implementation is achieved.

School leaders must look well beyond their own home, school, and community to see everything that impacts their work. Regardless of the leader's personal beliefs and perspectives, the opportunity to lead conversations which promote belonging, acceptance and emotional safety are paramount given the political context. There are many opportunities on a regular basis to recognize, empathize with, and manage other people's emotions but at the same time developing the skills to navigate and model civil discourse in the face of diverse thoughts and viewpoints.

The advocative school leader is competent at understanding the political context and has the individual skill set to participate in and lead efforts to support all students and communities. When policies, programs, practices or decisions are being enacted, they are thoughtful, curious and set the conditions to engage stakeholders in meaningful and productive conversations which are respectful and mindful.

School Leader Continuum

In order for our nation's schools to meet the needs of all kids, we believe every child in every school deserves a high-quality school leader. Every child. Right now. But if we want to ensure every child has a high-quality school leader leading their learning organization, we as a nation must possess a greater sense of urgency to develop and support school leaders across the country. Otherwise, we will not be able to reduce the alarming rate of leadership churn which negatively impacts our ability to attract and retain teachers, maximize adult and student performance, close persistent achievement gaps, and guarantee equitable educational opportunities for all students.

For those school leaders who ultimately sustain in the work and demonstrate significant positive impact on the students and communities in their learning organizations, we regularly observe a sequence of four career stages, or leadership continuum, occurring over time (Aspiring, Launching, Elevating, and Mastering), each with its unique core need for support as identified in the figure above. The Aspiring stage arises as an educator first considers a future administrative role as a real possibility. The Launching stage occurs during years one and two as an administrator, whereas the Elevating stage typically

occurs somewhere during years 3-5 in the school leader role. Successfully working through the first three stages positions a school leader for the Mastering stage, where arguably the most impactful and lasting impact can be achieved.

We designed the School Leader Paradigm to support school leaders' successful progression through the unique challenges and needs presented by each of these common career stages. To this end, we are committed to using our collective capacity to develop and support all school leaders to help them get better faster and stay in positions longer. We will use the Paradigm to focus and guide our efforts to create the resources and professional learning supports for individuals whether they be aspiring leaders, first-year launching leaders, growing as building leaders, or reaching for the pinnacle of the profession as mastering leaders. Further, we will use the Paradigm to engage school district leaders, preparation programs, policymakers, and the public with a common vision and language about what makes a school leader effective and what is necessary to support and sustain them. Overall, we will use the Paradigm as a source of hope-filled conviction needed to ensure all of our schools' leaders are learning leaders leading learning organizations.



ASPIRING

The Aspiring stage arises as an educator first considers a future administrative role as a real possibility. This stage establishes the mindset, leadership intelligences, and community of peers necessary for aspiring administrators to envision themselves as future learning leaders.



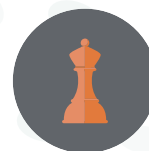
LAUNCHING

The Launching stage occurs during years 1 and 2. This stage provides new learning leaders with the skills, resources, and community of peers necessary to cultivate culture, assess systems, increase learning, and understand the leadership necessary for the unique context of their learning organization.



ELEVATING

The Elevating stage typically occurs somewhere during years 3-5 in the school leader role. This stage equips established learning leaders with the supports needed to effectively sustain culture, build systems, increase learning and develop their learning organization, while affording the self-care necessary to build a sustainable career.



MASTERING

Successfully working through the first three stages positions a school leader for the Mastering stage, where arguably the most impactful and lasting impact can be achieved. This stage promotes the self-actualization of learning leaders through the continuous growth of themselves and their learning organization to ensure a school of equity and excellence which leaves a lasting legacy.

While some say hope is not a strategy, we believe the leaders who make the most indelible impact on others are effective dealers in hope. School leadership is all about hope. This begins with the leader's unwavering modeling and belief that all students can and will be successful — no exceptions. The leader must then work tirelessly to create a culture of hope where all the adults in the system embrace and respond with a similar belief to all students. Strong unconditional adult and student relationships are foundational to creating a culture of hope.

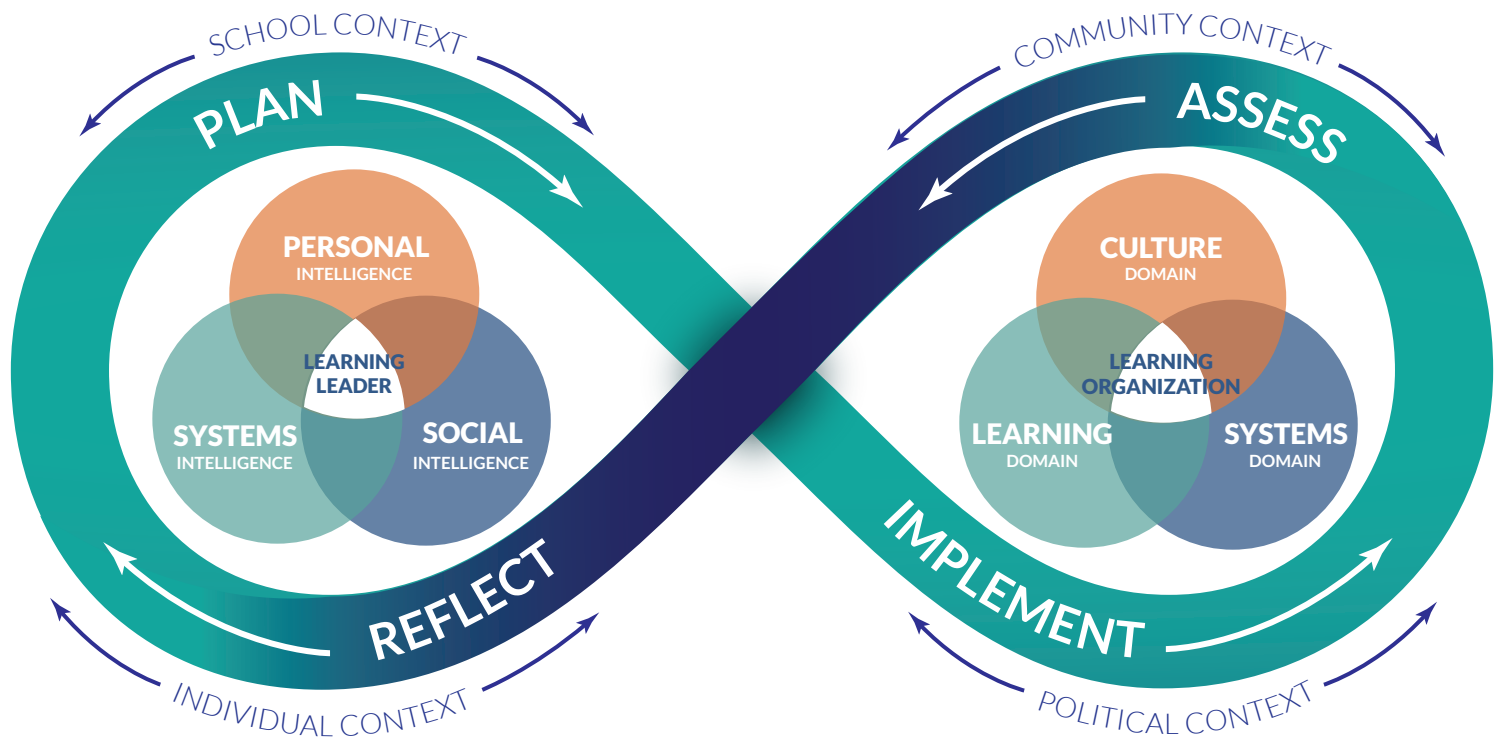
Hope inspires. Hope motivates. Hope solidifies trust. Hope leads to equity. An expert on the science of hope, Dr. Shane Lopez, stated that "Hope is the leading indicator of success in relationships, academics, career, and business — as well as of a healthier, happier life."⁴²

Hope is not simply optimism about the future — it's the practical capacity to identify multiple pathways toward a goal and the belief in one's ability to follow them. Decades of organizational research link this capacity to stronger performance, higher engagement, and greater resilience through setbacks, making it a foundational — not peripheral — leadership competency.⁴³

Leadership that creates hope connects followers emotionally to their leader and their school. Hope-filled leaders and organizations make the impossible possible by bringing clarity and certainty to a student's future. By aligning their leadership to the Paradigm's intelligences and domains, school leaders are provided a guide to creating hope in the people and organizations they serve.

**Hope-filled leaders
and organizations
make the impossible
*possible.***

SCHOOL LEADER PARADIGM™ *Becoming While Doing*



PERSONAL INTELLIGENCE	SOCIAL INTELLIGENCE	SYSTEMS INTELLIGENCE	CULTURE DOMAIN	SYSTEMS DOMAIN	LEARNING DOMAIN
Growth Mindset Accountable Humble Intentional Reflective	Capacity Building Empowering Facilitative Guiding Resourceful	Cultural Responsiveness Advocative Affiliative Global Visible	Equity Ethics Global-Mindedness Relationships Student-Centeredness Traditions and Celebrations Wellness	Collaborative Leadership Communication Data Literacy Operations Safety Strategic Management Vision and Mission	Assessment Curriculum Human Capital Management Innovation Instruction Reflection and Growth Result Orientation
Innovation Adaptive Courageous Creative Resilient	Community Building Collaborative Conciliatory Connective Relational	Operations and Management Methodical Responsible Responsive Transformative			
Self-Management Balanced Grounded Organized Self-Confident	Influence Attentive Catalytic Communicative Motivational	Teaching and Learning Diagnostic Evaluative Knowledgeable Pedagogic			
Wellness Ethical Fit/Healthy Optimistic Self-Aware	Service Empathetic Generous Protective Trustworthy	Vision, Mission, and Strategic Planning Analytic Articulate Strategic Visionary			

"Becoming" Guiding Questions:

1. What does it mean to be a Learning Leader?
2. What are your Leadership Intelligences? How do these intelligences impact your ability to lead?
3. How aware are you of the contexts in which you lead? How does your leadership intelligence impact your contextual effectiveness?
4. How effective are you in leading constant Cycles of Inquiry? What attributes make you more or less effective?

"Doing" Guiding Questions:

1. How are you leading the learning of your learning organization?
2. What are you doing to create culture with your students, staff, and school community? What attributes increase your effectiveness at leading culture?
3. What systems are supporting and/or eroding your culture and what are you doing to be a systems leader? What attributes make you an effective systems leader?
4. How are you pushing on leading learning for all stakeholders? What attributes make you an effective "Lead Learner"?

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The “Becoming” side of the School Leader Paradigm consists of the convergence of Personal, Social, and Systems Intelligences. Each intelligence has four competencies which are broken down into four attributes. The attributes are behaviors recognized as critical for school leaders to be successful but are not intended to be an exhaustive list.



PERSONAL INTELLIGENCE	SOCIAL INTELLIGENCE	SYSTEMS INTELLIGENCE
Growth Mindset Accountable Humble Intentional Reflective	Capacity Building Empowering Facilitative Guiding Resourceful	Cultural Responsiveness Advocative Affiliative Global Visible
Innovation Adaptive Courageous Creative Resilient	Community Building Collaborative Conciliatory Connective Relational	Operations and Management Methodical Responsible Responsive Transformative
Self-Management Balanced Grounded Organized Self-Confident	Influence Attentive Catalytic Communicative Motivational	Teaching and Learning Diagnostic Evaluative Knowledgeable Pedagogic
Wellness Ethical Fit/Healthy Optimistic Self-Aware	Service Empathetic Generous Protective Trustworthy	Vision, Mission, and Strategic Planning Analytic Articulate Strategic Visionary



PERSONAL INTELLIGENCE

The capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, emotions, and life experiences.

GROWTH MINDSET		INNOVATION	
Embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others' success.		Introduces new methods, novel ideas, processes or products that are put into operation.	
Accountable Holds oneself to a higher standard and continuous growth; honors, stands behind, and takes ownership of agreements and decisions that one makes.	Humble Knows what he/she does not know; resists being arrogant; never underestimates competition.	Adaptive Takes on the gradual but meaningful process of change, both individually and within the organization; thrives within challenging environments.	Courageous Takes chances after thoughtful estimation of the probable outcome; willing to take bold moves after careful deliberation and preparation.
Intentional Acts rather than reacts; is deliberate; recognizes every aspect of their behavior; sets personal leadership milestones.	Reflective Thinks critically about personal behaviors, attitudes, beliefs and values.	Creative Solves problems or challenges in novel ways from new perspectives and seeks innovation in exploring potential options.	Resilient Strong enough to live with uncertainty and ambiguity; learns to grow through adversity.
SELF-MANAGEMENT		WELLNESS	
Monitors and takes responsibility for one's own behavior and well-being, personally and professionally.		Balances quality or state of being healthy in body and mind as the result of deliberate effort and awareness.	
Balanced Lives and leads with multiple perspectives; considers not only the organizational and financial impact of decisions, but also the personal, social and environmental impacts.	Grounded Acknowledges and explores emotions, deepens self-knowledge and self-awareness, and builds reflective abilities to achieve goals and acts strategically.	Ethical Embraces what has been defined as right behavior and influences people through actions, principles, values and beliefs.	Fit/Healthy Embraces a balanced lifestyle that promotes dimensions of wellness including emotional, mental and physical.
Organized Plans and accomplishes things in a prioritized, orderly manner.	Self-Confident Aware/comfortable with personal strengths/weaknesses; celebrates others' accomplishments; seeks opportunities to learn/develop; listens to others' ideas; accepts challenges/support; empowers others to grow and lead.	Optimistic Remains steadfast personally and professionally in the face of adversity; believes adversity can be overcome; looks on the positive side of situations.	Self-Aware Recognizes and is aware of one's internal and external identities. Manages emotions and recognizes, empathizes with, and navigates other people's emotions.



SOCIAL INTELLIGENCE

A set of interpersonal competencies that inspire others to be effective.

CAPACITY BUILDING		COMMUNITY BUILDING	
Employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.		Instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together.	
Empowering Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.	Facilitative Works to identify and eliminate impediments to staff and student success; creates conditions for positive change.	Collaborative Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.	Conciliatory Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes.
Guiding Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.	Resourceful Gathers personal, building, district and community resources to achieve the vision and goals of the school.	Connective Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources and ideas.	Relational Interacts with people in ways that fulfill their physical, psychological, social and emotional needs.

INFLUENCE		SERVICE	
Can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.		Assures that other people's highest priority needs are being served.	
Attentive Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.	Catalytic Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal/external influences, and fostering productive interpersonal relationships.	Empathetic Has the ability to recognize, value and share others' feelings.	Generous Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice and talent.
Communicative Shares information in ways that are understood by target audiences, are relevant and timely, and that allow for feedback.	Motivational Fosters in others an internal state that rouses them to action and specific desired behaviors.	Protective Focuses on the well-being of others, the community and society at large, rather than self.	Trustworthy Is benevolent, honest, open, reliable and competent.



SYSTEMS INTELLIGENCE

Individual understanding of the inter-workings and leadership of complex systems within an organization.

CULTURAL RESPONSIVENESS

Understands, appreciates, and interacts with people of varying backgrounds in order to promote cooperation, collaboration, and connectedness among a diverse community or learners.

Advocative

Develops implicit relational knowledge of the educational system through keen attention to human interest and need; actively advocates for students, teachers, and school with local, state, and federal policy makers.

Affiliative

Values people and their feelings; seeks to accomplish tasks and goals while appreciating the needs of students and staff; emphasizes harmony and builds team resonance.

Global

Recognizes the collective value of diverse social networks and the capacities that arise from these networks to accomplish goals together; views the school in the context of the broader society.

Visible

Actively practices the role of community leader, including high visibility in the community and advocacy for community causes, leading to trust and rapport between school and community.

OPERATIONS AND MANAGEMENT

Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management.

Methodical

Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate.

Responsible

Demonstrates the ownership and takes the responsibility necessary for achieving desired results.

Responsive

Responds to situations appropriately and constructively through effective listening, communication and actions.

Transformative

Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.

TEACHING AND LEARNING

Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Diagnostic

Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.

Evaluative

Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes

Knowledgeable

Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

Pedagogically Supportive

Provides differentiated support for teachers; creates time for staff to discuss change and its implications; models a "we're all in this together" attitude; and fosters shared vision and shared purposes.

VISION, MISSION, AND STRATEGIC PLANNING

Defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision.

Analytic

Uses knowledge, reasoning and inquiry to analyze situations and develop constructive plans for improvement.

Articulate

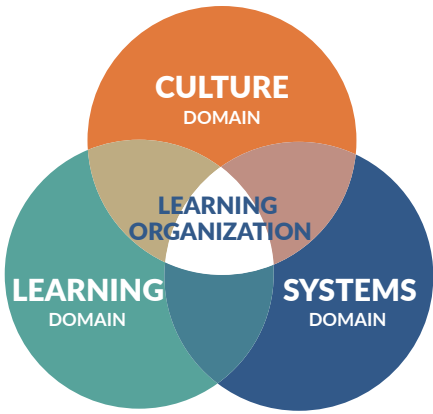
Clearly conveys the mission, vision and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.

Strategic

Develops plans and appropriate mechanisms to achieve the school's vision and goals.

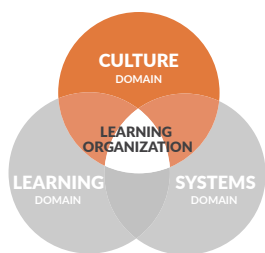
Visionary

Builds a group vision as a guide for making all school decisions.



The “Doing” side of the School Leader Paradigm consists of the convergence of the Culture, Systems, and Learning Domains. Each domain has seven leadership dimensions which are broken down into essential leadership behaviors.

CULTURE DOMAIN	SYSTEMS DOMAIN	LEARNING DOMAIN
Equity Constructing and Growing Equity Exemplifying Equitable Behavior Leading an Equitable Learning Culture	Collaborative Leadership Empowering a Collaborative Leadership Culture Exemplifying Collaborative Leadership	Assessment Assessing Student Learning and Growth Assessing the Learning Environment Evaluating Assessment Alignment
Ethics Embedding an Ethical Work Culture Exemplifying Ethical Behavior	Communication Communication Advocacy Communication Standards Communication Structures Personal Communication	Curriculum Creating a Learning-Focused Curriculum Ensuring Curriculum Alignment Meeting All Academic Needs
Global-Mindedness Embedding a Global-Minded Culture Exemplifying a Global-Minded Culture	Data Literacy Fostering a Data Literacy Culture Leading Data Literacy Managing Data Literacy Systems	Human Capital Management Ensuring Accountability Recruiting High-Quality Staff Retaining and Developing Staff
Relationships Building External Relationships Building Internal Relationships Building Personal Relationships	Operations Allocating and Assigning Personnel Evaluating Operational Systems Effectiveness Managing Systems Logistics	Innovation Creating and Sustaining Innovation Managing Change and Uncertainty
Student-Centeredness Embedding a Culture of Student-Centeredness Exemplifying Student-Centeredness	Safety Assessing Threats Leading a Culture of Safety Managing Crises and Emergency Planning	Instruction Ensuring Instructional Alignment Promoting Collaborative Instruction Providing Effective Instruction
Traditions and Celebrations Driving a Culture of Service Leading and Promoting Mutual Respect Valuing and Celebrating Traditions	Strategic Management Leading Strategic Management Structuring Systems for Strategic Management	Reflection and Growth Creating a Culture of Self-Reflection Growing Through Self-Reflection
Wellness Advocating Personal Wellness Implementing Social-Emotional Wellness Nurturing a Culture of Wellness	Vision and Mission Driving Vision and Mission Leading Vision and Mission	Result Orientation Creating a Results-Oriented Learning Culture Implementing Data-Driven Decision Making



CULTURE DOMAIN

The school leader's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

EQUITY

Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.

Constructing and Growing Equity

Implements a process for collaboratively developing a clear vision of equity for all stakeholders.

- School Leader clearly articulates and frequently communicates the vision of equity with all stakeholders.
- School Leader ensures that all personnel have the knowledge, skills, and resources to ensure an equitable educational environment.
- School Leader implements procedures and protocols that promotes inclusion, positive behaviors, and healthy interactions among stakeholders.

Leads all stakeholders in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.

- School Leader implements process for gathering and analyzing data to identify community strengths, resources, and potential partnerships to support culturally responsive teaching and learning.
- School Leader builds relationships with parents and community members, to ensure that the school's/district's academic and extracurricular offerings are equitable and aligns with family and community needs.
- School Leader regularly seeks out knowledge and insight from equity experts to meet the diverse needs and interests of students.
- School Leader collaborates with stakeholders to build a school culture that includes the voices, values, and experiences of all stakeholder groups.

Diagnoses practices and structures of inequities.

- School Leader implements practices for equity audits, and analysis of course-level instruction and materials for cultural relevance, differentiation, and personalized learning.
- School Leader provides resources that support using data to examine school policies on student learning, discipline practices, and staff biases.
- School Leader consistently reviews attendance and discipline data to identify equity gaps, establish interventions, and to promote restorative justice practices.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in constructing and growing equity for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and constructing and growing equity plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Exemplifying Equitable Behavior

Engages in self-development and professional networking that improve equity behaviors and beliefs.

- School Leader self-evaluates and focuses on creating an effective understanding of interpersonal beliefs and behaviors as related to equity.
- School Leader collects and analyzes feedback related to interpersonal skills concerning equity beliefs and behaviors.
- School Leader uses self-evaluation and feedback to develop and implement a plan to improve interpersonal, equitable professional attitudes, beliefs, and behaviors.

Conducts a critical analysis of personal beliefs and professional behaviors that raise equity self-awareness.

- School Leader demonstrates self-awareness concerning emotions, attitudes, and behaviors towards equity.
- School Leader collects and analyzes stakeholder feedback relating to equitable interpersonal skills, emotional intelligence, and social consciousness.
- School Leader utilizes self-evaluation data, feedback, and personal reflection to develop and implement a self-improvement plan to raise equitable professional practices, behaviors, and skills.

Analyzes and evaluate effectiveness of communication protocols and tools in addressing all stakeholder groups in an equitable manner.

- School Leader collects and evaluates quality feedback that communicate varying methods which meet equity needs, expectations, and initiatives for all stakeholders.
- School Leader gathers data results within their professional learning network to increase resources and support for an equitable educational environment.
- Education leader uses evaluation, feedback and current research to develop and implement a professional growth plan to improve equity self-awareness when communicating with all stakeholders.

Provides a self-improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure best practice in exemplifying personal, professional, and equitable beliefs and behaviors which deliver high-quality learning for all stakeholders.

- School Leader collaborates and facilitates a continuous self-improvement planning process to ensure growth toward gaining exemplifying equity skills.
- School Leader ensures professional goals; outcomes and next steps to gain needed equity skills to establish exemplar learning have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress and frames an improvement plan around a continuous cycle of inquiry and self-improvement to institute a highly equitable school learning culture.

Leading an Equitable Learning Culture

Cultivates the importance of equity to support strong positive learning opportunities.

- School Leader promotes a welcoming and caring school climate for all students.
- School Leader collaborates with students to build a school culture that includes the voices, values, and experiences of all groups.
- School Leader provides resources and opportunities for stakeholders to understand and appreciate diversity among cultures, genders, communities, and sexual orientation.

Creates a system that ensures each student is known and valued.

- School Leader creates a positive learning environment for all students to receive recognition and celebration for a wide range of successes.
- School Leader implements and supports practices and processes to ensure individual students' academic needs are identified, addressed, and monitored.
- School Leader implements and supports practices and processes to ensure individual students' social emotional needs are identified, addressed, and monitored.
- School Leader implements systems and processes for holistic awareness of students' culture, language, and learning styles.

Motivates, supports, and assists staff members, students, and parents to recognize and resolve issues of inequities.

- School Leader provides training that builds cultural awareness and informs student learning experiences for all stakeholders.
- School Leader challenges biases and addresses inequitable practices or structures such as classroom practices, policies, procedures, etc. and other systemic preconceptions.
- School Leader creates trusting environment in which all stakeholders feel comfortable examining inequities within school policies or practices.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in leading an equitable learning culture for students, staff and organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a leading and equitable learning culture plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

ETHICS	
Cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.	
Embedding an Ethical Work Culture Establishes norms and expectations for ethical behavior. • School Leader collaboratively sets ethical norms and standards to guide the stakeholders in identifying the values of the organization. • School Leader collaboratively supports, promotes, and provides opportunities for staff and students to reflect upon and interpret core values and behaviors. • School Leader implements programs that ensure a commitment to equality, equity, and inclusion among members of the school community. • School Leader implements practices that ensures respect and accommodates diversity in the school community. • School Leader implements ethical practices for hiring, onboarding, and day-to-day professional activities. Establishes routines and processes for the ethical and responsible use of data, materials, research, and assessment. • School Leader consistently cites data or materials from published, unpublished, or electronic sources when disseminating information. • School Leader implements policies for using data, data sources, or findings accurately and consistently. • School Leader implements ethical practices for storing, maintaining, disseminating, and disposing of records and data. • School Leader enforces federal, state, and local policies that ensure the confidentiality of student records and the ethical release of personal data. Ensure ethical treatment for all stakeholders. • School Leader collaboratively evaluates students' academic, personal, and social needs. • School Leader collaboratively inventories and ensures implementation of practices that address students' values, beliefs, and cultural background as they relate to learning. • School Leader collaboratively assesses and evaluates how school policies reflect ethical treatment for all stakeholders. • School Leader establishes and implements practices and protocols that promote emotional, intellectual, physical, and sexual safety of all stakeholders. • School Leader implements programs that institutionalize respect for the dignity, worth, and uniqueness of each individual. Provides a plan with goals, strategies, implementation timelines, evaluation, and a monitoring process to establish best practices to institutionalize an ethical work culture for students, staff, and organizational improvement. • School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established. • School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders. • School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.	Exemplifying Ethical Behavior and Values Demonstrates ethical behavior and lead by example. • School Leader models personal and professional conduct that supports the school community vision and mission. • School Leader advocates policies and laws that support and promote the education and well-being of students and families. • School Leader collaborates with community agencies, organizations, and individuals to improve teaching and learning without regard to personal enrichment. • School Leader models ethical based decision-making when setting standards and defining accountability. • School Leader shares personal ethical code of behavior with stakeholders. Exemplifies respect for all stakeholders. • School Leader keeps interactions professional and polite to exhibit respect for all stakeholders. • School Leader listens and values to all stakeholders' contributions and opposing viewpoints. • School Leader maintains strict confidentiality for student, family, and personnel information only sharing when legal and situationally appropriate. • School Leader resolves conflicts privately and respectfully in accordance with local policy. • School Leader supports freedom of expression and the sharing of diverse ideas among stakeholders. Utilizes professional and ethical communication. • School Leader utilizes the highest professional standards of accuracy and honesty in communications. • School Leader practices appropriate disclosure of information in communications. • School Leader uses social media responsibly, transparently, and primarily for purposes of teaching and learning per local policy. Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process based on the cycle of inquiry and continuous improvement of ethical skills and behaviors. • School Leader collaborates and facilitates a continuous self-improvement planning process to ensure growth toward improving ethical skills and behaviors. • School Leader ensures personal, professional goals; outcomes and next steps to gain needed ethical leadership skills have clearly established, defined and agreed upon by stakeholders. • School Leader facilitates and collaborates to deliver a jointly developed professional growth plan that includes implementation strategies, monitors progress, and frames a growth plan focused on a continuous cycle of inquiry and self-improvement necessary to institute an ethical culture.

GLOBAL-MINDEDNESS

Creates an environment that builds, models, and endorses a global-minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.

Embedding a Global-Minded Culture**Supports a global perspective in learning.**

- School Leader supports curricular and instructional practices that build staff and student global awareness.
- School Leader examines resources to provide students with exposure to international perspectives in learning experiences.
- School Leader and stakeholders collaboratively explore opportunities that offer students global experiences through extracurricular experiences.

Pursues partnerships and community connections that promote a global-minded perspective.

- School Leader builds a vibrant, inclusive climate that draws people together across differences in backgrounds, experiences, and interests.
- School Leader collaborates with community organizations to identify and implement opportunities for community involvement in service to the school and students.
- School Leader utilizes effective communication strategies with stakeholders to address issues related to diversity.

Analyzes current stakeholder attitudes, knowledge, and awareness of global perspectives among stakeholders.

- School Leader examines and analyzes data related to stakeholder attitudes and perspectives toward immigrants, openness to diversity, interest in other cultures, respect, adaptability, and self-efficacy.
- School Leader provides personal reflection opportunities for stakeholders to examine their global mindedness.
- School Leader provides and supports protocols for ongoing monitoring and evaluation of global mindedness of all stakeholders.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in establishing global curricular connections and partnerships for students, staff, and organizational improvement.

- School Leader collaborates and facilitates a global-minded learning culture continuous improvement planning process to ensure a respectful, global mindset is a cultural norm.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, progress monitoring, and an action plan framed around a continuous cycle of improvement, and a culture of mutual respect and global mindedness.

Exemplifying a Global-Minded Culture**Models practices and attitudes that support global mindedness.**

- School Leader models a positive attitude and willingness to support a global-minded culture.
- School Leader effectively addresses different cultural perspectives during interactions with stakeholders.
- School Leader collaborates with diverse stakeholders to set a vision for a global-minded culture.

Builds and promotes a global-minded awareness for students and staff.

- School Leader leads a collaborative process to define global mindedness.
- School Leader provides resources and support for teachers and students to improve culturally diverse educational experiences.
- Education Leader supports activities outside of the classroom that focus on various cultures.
- School Leader supports professional development opportunities for teachers to effectively address diversity and diverse perspectives.

Promotes culture diversity.

- School Leader identifies annual goals to promote global awareness.
- School Leader exposes diverse groups of people to students and staff through resources and technology that engage conversations about multiculturalism and differing cultural perspectives.
- School Leader provides resources to support cultural literacy by integrating local and global data, needs, and trends into learning experiences.

Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and monitoring process based on cycle of inquiry and continuous improvement of global mindedness skills and behaviors.

- School Leader collaborates and facilitates a continuous self-improvement planning process to ensure growth toward improving global mindedness skills and behaviors.
- School Leader ensures personal, professional goals, outcomes, and next steps to gain needed global mindedness leadership skills are clearly established, defined, and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed professional growth plan that includes implementation strategies, monitors progress, and frames a growth plan focused on a continuous cycle of inquiry and self-improvement necessary to institute a global mindedness culture.

RELATIONSHIPS

Focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.

Building External Relationships

Institutes structures and strategies that initiate connection, relationships, and partnerships with external stakeholders.

- School Leader fosters intentional connections with families that help teachers and staff members support the individual needs of each child.
- School Leader provides policies and processes to ensure inclusiveness of students' and teachers' voices in communications with external stakeholders.
- School Leader deploys a strategy to ensure all stakeholder groups have messaging tailored to the platform in which they will consume the content being produced.

Utilizes procedures and implements practices that ensure positive relationships are being developed and strengthened across the district.

- School Leader collaboratively develops and implements a site-specific instructional focus that aligns with the district's instructional focus but is customized based on the needs of its students and the priorities of its school community.
- School Leader ensures that professional learning is related to district priorities and context-specific needs.
- School Leader participates in collaborative meetings with other district school leaders focused on building relationships.
- School Leader shares data, challenges, and insights in an open and mutually supportive manner with other district school leaders to build reciprocal trust.

Ensures procedures and practices are being intentionally implemented in order to develop and strengthen positive relationships with learning partners.

- School Leader engages in the community and leverages civic partnerships to advocate on behalf of students and school.
- School Leader provides systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes.
- School Leader plans and demonstrates participation in regional, state, and national recognition events and communicates benefits of programs to stakeholders and elected officials.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in external relationships with all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, while monitoring progress, to create an environment in which leadership supports external relationships for organizational improvement.

Building Internal Relationships

Institutes structures and strategies for building rapport and establishing high expectations for behavior and learning with students.

- School Leader ensures and promotes schoolwide norms and expectations that reinforce trusting and respectful relationships.
- School Leader models best practices in ensuring a mutual respectful and supportive environment.
- School Leader embeds expectations within communications for relationship building.

Institutes structures and strategies for being visible, accessible, and approachable to ensure positive and professional interactions with staff.

- School Leader ensures and promotes schoolwide norms and expectations that reinforce trusting and respectful relationships.
- School Leader models best practices in creating a safe, trusting, and respectful environment.
- School Leader embeds expectations within communications for relationship building.

Creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.

- School Leader implements practices that ensure viewpoints and perspectives are equally heard and respected for all stakeholders.
- School Leader nurtures open communication internally through processes that provide meaningful feedback and development for staff.
- School Leader institutes collaborative structures and strategies focused on a set of clear goals, with a sense of collective effort, and an orientation toward improvement that fosters and maintains strong relationships among staff members.
- School Leader implements structures that facilitate conversations about progress based on data that help teachers and students build relationships that support improvement.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in internal relationship building.

- School Leader collaborates and facilitates a continuous improvement planning process to promote personal growth in internal relationship building.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined.
- School Leader includes activities that regularly assess the effectiveness of internal relationship building.
- School Leader provides a continuous improvement plan with strategies, timelines, evaluation, and monitoring to establish best practice in internal relationship building.

Building Personal Relationships

Implements protocols and practices that ensure School Leader is approachable, accessible, and welcoming to all stakeholders.

- School Leader demonstrates and ensures that they are highly visible and engaged in quality interactions.
- School Leader implements strategies and practices that build and support trust among all stakeholders.
- School Leader models and supports a culture of mutual respect during interactions with and among all stakeholders.

Demonstrates social awareness when building relationships through interpersonal activities that connect and build rapport with all stakeholders.

- School Leader implements best practices problem solving and conflict resolution.
- School Leader model and demonstrate active listening strategies during interpersonal activities with stakeholders.
- School Leader assesses, engages, and addresses building climate and culture issues in an ongoing manner.

Demonstrates self-awareness and personal management when making connections and building rapport with all stakeholders.

- School Leader provides evidence of awareness of personal verbal and non-verbal cues and skills.
- School Leader models and sets expectations for tone, cultural sensitivity, and empathy during interactions with all stakeholders.
- School Leader assesses, engages, and addresses self-awareness and management of building climate and culture issues in an ongoing manner.
- School Leader engages in critical self-reflection on effectiveness in making connections and building rapport with all stakeholders.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in personal relationship building with all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to promote personal growth in relationship building with all stakeholders.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined.
- School Leader includes activities that regularly assess the effectiveness of relationship building with all stakeholders.
- School Leader provides a continuous personal improvement plan with strategies, timelines, evaluation, and monitoring to establish best practice in relationship building for all stakeholders.

STUDENT-CENTEREDNESS

Cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.

Embedding a Culture of Student-Centeredness

Ensures targeted support for each student academically, socially, emotionally, and physically.

- School Leader collaboratively facilitates and establishes practices to promote personal relationships and support for each student.
- School Leader collaborates with student groups to determine if their needs and interests are represented by the school's academic and extracurricular offerings.
- School Leader builds a culture that nurtures each individual to live the established norms, values, and beliefs and to grow in a safe, caring and high-performing school community.
- School Leader establishes goals and expectations which promotes a strong student-centered culture that motivates students to invest in their learning and adults to support them.

Commits and ensures that all staff members understand their responsibilities and are entrusted in meeting each student's needs.

- School Leader implements policies and practices to ensure staff accountability in addressing the academic, social, emotional, and physical needs of each student.
- School Leader works collaboratively with staff to focus on students' needs that drive the strategic alignment of organizational decisions and resources.
- School Leader promotes and supports systems of accountability that ensure success for all students and prioritizes students' individual needs in an equitable manner.
- School Leader supports equitable practices and provides opportunities for students' voice and leadership related to learning projects and activities.

Celebrates and recognizes students' achievement and emphasize positive behavior.

- School Leader collaboratively establishes schoolwide programs to recognize student accomplishments and efforts.
- School Leader collaboratively establishes systems of recognition to reinforce for all students that emphasize and promote and improve positive behaviors.
- School Leader collaboratively creates various, on-going opportunities to recognize the efforts of each student in the school community.

Provides a collaborative plan with strategies, implementation timelines, evaluation, and a monitoring process for embedding and maintaining an exemplary student-centered culture that conveys high expectations, support, and mutual respect among all staff and students.

- School Leader collaborates and facilitates with stakeholders to create a planning process which grows, embeds, and sustains a student-centered environment.
- School Leader ensures the outcomes and sustainability of the plan is clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates with stakeholders to deliver a plan that includes implementation strategies, progress monitoring and delivery systems for student centeredness supported by a continuous cycle of improvement.

Exemplifying Student-Centeredness

Demonstrates best practices, behaviors, and abilities to guide and implement effective student-centeredness approaches and policies.

- School Leader models self-reflection by using appropriate tools, processes, and communications.
- School Leader collects feedback from all stakeholders (students, staff, parents, community) to help guide personal leadership guide their professional growth and to achieve student centeredness outcomes and goals.
- School Leader consistently analyzes data and feedback, refines growth targets, and modifies future strategies to improve personal growth and student-centered outcomes.

Engages in self-assessment to identify personal leadership strengths and growth areas essential to facilitate, support, and sustain student centeredness.

- School Leader reflects on personal communication effectiveness using a formal and informal self-evaluation processes of written, oral, and digital communications.
- Education leader utilizes various forms of feedback and data to reflect on current attitudes and behaviors to determine areas of improvement.
- Education leader intentionally schedules time to reflect, analyze, and plan for personal professional growth of student-centeredness leadership skills.
- School Leader communicates accurate findings and is transparent with stakeholders to guide future professional growth goals which will improve student centeredness outcomes.

Exemplifies and supports self-reflection, self-assessment, and professional growth among stakeholders to improve student centeredness behaviors and best practices.

- School Leader models and supports reflective practices with all stakeholders to reflect and assess their effectiveness, focus, and understanding concerning student-centeredness practices, outcomes, and strategies.
- Education leader models for all stakeholders in analyzing and utilizing feedback to reflect on and improve professional practices and behaviors in support of student-centered environments.
- Education leader models and supports intentional time within stakeholders' schedules to reflect and analyze interpersonal skills and behaviors toward a student-centered environment.

Provides a personal, professional growth plan that utilizes self-assessment, self-reflection feedback and data to develop strategies, implement timelines, evaluate, and monitor processes, and modify procedures focused on achieving an exemplary student centeredness environment.

- School Leader develops a professional growth plan that includes strategies for an ongoing cycle of self-reflection to ensure continuous improvement and growth focused on student centeredness.
- Education leader documents feedback to develop and implement a clearly defined plan to improve student centeredness attitudes, practices, and behaviors.
- School Leader establishes a clearly defined plan for monitoring progress toward goals, outcomes and for identifying next steps for student centeredness growth and improvement.
- School Leader modifies their personal, professional growth plan as needed based on results of the student centeredness attitudes and behaviors reflective feedback and analysis process.

TRADITIONS AND CELEBRATIONS

Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.

Driving a Culture of Service

Builds and promotes a culture of service to others.

- School Leader models a positive attitude and willingness to provide service to others.
- School Leader collaborates with a team of diverse stakeholders to set a vision for service.
- School Leader coordinates and monitors implementation of school service projects.

Supports increased engagement for all stakeholders in service experiences.

- School Leader provides resources and support for teachers and students to improve or expand current service projects.
- School Leader facilitates and organizes opportunities that support increased engagement with community partners in school service projects.
- School Leader implements practices that allow students creative ways to make a greater impact in the community.

Provides processes and policies that ensure quality of service projects .

- School Leader works with staff to assess current student service projects for support of academic objectives.
- School Leader supports students and staff in assessing community needs to identify needed service projects.
- School Leader collaborates with community organizations to identify and implement opportunities for community involvement in service to the school and students.

Provides a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain an ongoing commitment to a culture of service.

- School Leader collaborates and facilitates a continuous improvement planning process to support a culture of service.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, progress monitoring, and an action plan framed around a continuous cycle of improvement and a service-focused school culture.

Leading and Promoting Mutual Respect

Models and builds a culture of mutual respect.

- School Leader collaboratively develops a vision for creating a culture of acceptance.
- School Leader promotes practices and programs in which stakeholders' differences in viewpoint and beliefs are respected and appreciated.
- School Leader redesigns programs or interventions to effectively address cultural beliefs and practices.
- School Leader implements practices that ensure respectful engagement among those from diverse cultures.

Facilitates a collaborative process with stakeholders that promotes and values individual differences.

- School Leader creates and implements practices and programs that recognize differences as avenues for learning.
- School Leader ensures that opportunities are provided for all viewpoints and perspectives to be equally heard among and between stakeholder groups.
- School Leader provides opportunities for stakeholders to develop competency to promote and value cultural differences.

Provides a plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture of mutual respect that values individual differences.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure mutual respect is a cultural norm.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, progress monitoring, and an action plan framed around a continuous cycle of improvement and a tolerant school culture.

Valuing and Celebrating Traditions/Culture

Collaborates with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement.

- School Leader utilizes research to identify effective methods of recognizing and honoring student achievement.
- Educational leader implements a collaborative process to review and modify current student recognition programs to ensure reflection of local customs and traditions.
- School Leader provides opportunities and resources for staff to implement effective student recognition program.

Collaborates to ensure inclusive, meaningful recognition and celebration of staff achievement.

- School Leader utilizes research to identify effective methods of recognizing and honoring staff achievement.
- School Leader implements a collaborative process to review and modify current staff recognition programs to ensure reflection of local customs and traditions.
- School Leader secures resources to implement effective staff recognition programs.

Collaborates to ensure meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements.

- School Leader meets with stakeholder team regularly to reflect on what is working and ways to improve.
- School Leader facilitates and organizes opportunities that support increased engagement with community partners in school recognition programs.
- School Leader implements policies and procedures that gather community input and feedback on recognition and celebration of achievement.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring to establish, promote, and sustain a culture that values and celebrates traditions and achievements of all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to support recognition and celebration of achievement.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, progress monitoring, and an action plan framed around a continuous cycle of improvement and a mutual respect school culture.

WELLNESS

Fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.

Advocating Personal Wellness

Utilizes fitness concepts, principles, and strategies to maintain personal physical wellness.

- School Leader models self-care by regularly participating in fitness-enhancing physical activity.
- School Leader achieves and maintains a health-enhancing level of fitness.
- Education leader assesses current state of sleep, hydration, diet, and exercise and identifies areas for improvement in personal physical wellness.

Utilizes emotional wellness concepts, principles, and strategies to maintain personal mental wellness.

- School Leader utilizes social skills including understanding social cues, conflict resolution/ social problem solving, and prosocial/cooperative behavior in interactions with others.
- School Leader demonstrates emotional knowledge and expression, emotional and behavioral regulation, and empathy/perspective taking in interactions with others.
- Education leader assesses current state of social-emotional well-being and identifies areas for personal growth.

Implements a dynamic process of change and growth that leads to a balanced state of physical, mental, and social well-being.

- School Leader utilizes current research to inform choices for a healthy and balanced lifestyle.
- School Leader implements habits and routines that sustain a balanced state of physical, mental, and social well-being.
- School Leader develops and maintains supportive personal and professional networks.
- School Leader assesses and evaluates current life balance and identifies areas of need.

Institutes practices for self-assessment and data collection concerning personal wellness behaviors.

- School Leader implements an on-going practice to monitor personal wellness.
- School Leader regularly assesses and evaluates data related to personal wellness to identify needs and monitor progress.
- School Leader modifies current wellness practices based on assessment results.

Provides a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in advocating personal wellness.

- School Leader develops professional growth goals that include strategies and follow an ongoing cycle of self-reflection to ensure continuous improvement and growth in wellness behaviors.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined plan with goals for improving personal wellness behaviors.
- School Leader establishes a clearly defined continuous personal wellness growth plan that includes strategies, implementation, and timelines to monitor progress and determine next steps using a continuous self-assessment process.

Implementing Social-Emotional Wellness

Cultivates a commitment and facilitates support for social and emotional wellness.

- School Leader models a personal commitment to wellness that positively influences student behavior and school climate.
- School Leader implements collaborative practices to assess and evaluate social and emotional resources and needs.
- School Leader collaboratively develops and implements data-based programs for addressing serious and chronic student wellness issues.

Institutes systems for student, staff, and community self-assessment and evaluation of wellness.

- School Leader implements collaborative, ongoing processes for the collection of data related to student, staff, and community wellness.
- School Leader facilitates collaborative process to evaluate data related to student, staff, and community wellness to identify needs and monitor progress.
- School Leader supports programs that modify current wellness practices based on assessment results.

Establishes classroom, school wide and community social and emotional programs.

- School Leader ensures that social-emotional wellness programs are integrated into the school culture.
- School Leader prioritizes and provides staff wellness training and support.
- School Leader provides wellness resources to support wellness programming based on identified stakeholder needs.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to implement and embed best practices for social and emotional wellness.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Nurturing a Culture of Wellness

Creates a collaborative framework to support a culture of wellness.

- School Leader implements a school wellness team approach for educating and sharing evidence of its importance and a common understanding of the wellness framework.
- School Leader provides programs and resources that enable staff members, parents and students to identify areas of need related to wellness.
- School Leader collaboratively plans and implements research-based, effective wellness programs for all stakeholders.
- School Leader institutes systems of ongoing data collection, analysis, and evaluation of stakeholder personal wellness.

Fosters a culture of wellness through school vision, mission, and values conversations and activities.

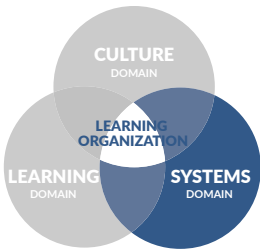
- School Leader promotes a school vision and mission that focuses on the whole child.
- School Leader implements practices that support staff members in promoting and attending to student wellness.
- School Leader provides on-going communication promoting wellness using various forms of communication.
- School Leader provides opportunities for staff to model healthy behaviors and demonstrate a commitment to student and family wellness.

Promotes a culture that supports social, emotional, and physical wellness for all stakeholders.

- School Leader utilizes community-based resources, social services agencies and other potential partners for school-based wellness efforts.
- School Leader leverages relationships to advocate and promote wellness in and outside of the school.
- School Leader promotes the work-life balance of members of the faculty and the staff.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices for nurturing a culture of wellness.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.



SYSTEMS DOMAIN

The school leader’s efforts to assess a learning organization’s current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems

COLLABORATIVE LEADERSHIP	
Builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.	
Empowering a Collaborative Leadership Culture Provides support and resources for establishment and maintenance of a collaborative leadership culture focused on improvement. • School Leader oversees implementation of programs and provides resources to support and cultivates stakeholders’ ability to lead change. • School Leader utilizes data to monitor and assess progress in establishing a collaborative leadership culture. • School Leader collaboratively creates multiple opportunities throughout the academic year to recognize the leadership accomplishments in the school community. • School Leader collaboratively establishes practices that emphasize and promote positive, and improved leadership behaviors for all students. • School Leader collaboratively establishes goals, norms, and expectations that support a robust collaborative leadership climate and culture. Facilitates and successfully deploys a dynamic process of change and growth that embeds a shared, collaborative leadership culture where all stakeholders commit to collaborative leadership practices. • School Leader collaborates with stakeholder groups (staff, students, parents) to establish academic and extracurricular programs that offer shared leadership opportunities. • School Leader provides opportunities for staff and student voices and leadership within the educational environment. • School Leader creates and refines structures for systematic collaboration of staff. • School Leader implements protocols that distributes authority to stakeholder leaders to make decisions about what is best for the students. Monitors and assesses stakeholder growth in the scope of collaborative leadership skills. • School Leader utilizes a practice of self-reflection to monitor collaborative leadership skills. • School Leader collaboratively utilizes effective protocols for gathering and examining feedback to determine personal professional growth needs for all stakeholders. • School Leader facilitates the collection and analysis of various types of data to assesses growth in collaborative leadership skills. • School Leader focuses collaborative leadership activities on the improvement of practice and results for students. Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to embed best practices for a collaborative leadership culture. • School Leader collaborates and facilitates practices with stakeholders to grow and sustain a collaborative leadership culture. • School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders. • School Leader facilitates and collaborates to deliver a jointly developed professional growth plan that includes implementation strategies, monitors progress and frames a growth plan focused on a continuous cycle of inquiry and self-improvement necessary to institute a collaborative leadership culture.	Exemplifying Collaborative Leadership Demonstrates collaborative leadership skills in interactions and decision-making with stakeholders in the educational environment. • School Leader demonstrates open and honest communication that supports collaborative leadership. • School Leader relinquishes control and effectively shares leadership with stakeholders. • School Leader demonstrates the capacity to collaboratively implement student and adult learning principles in decision-making. • School Leader takes situationally appropriate leadership risks. • School Leader implements protocols that incorporate the elements of committed listening and effective, purposeful paraphrasing and questioning skills to demonstrate respect and support to build reciprocal trust among all stakeholders. Models conflict resolution and problem-solving skills utilized to promote collaborative leadership. • School Leader models self-control. • School Leader recognizes conflict and utilizes protocols that ensure all stakeholders’ perspectives are heard and respected. • School Leader ensures that conflict resolution is based on focused outcomes. • School Leader distinguishes between technical and adaptive barriers and responds accordingly. Demonstrates skills and implementation of strategies applied to empower others as leaders. • School Leader utilizes personal facilitation skills to provide a systematic approach to managing change in leadership. • School Leader regularly acknowledges shared leadership achievements. • School Leader conveys enthusiasm and passion in leadership development. • School Leader demonstrates sincere interest and trust in others. Monitors and assesses personal growth in the scope of collaborative leadership skills. • School Leader utilizes a practice of self-reflection to monitor collaborative leadership skills. • School Leader collects and analyzes various types of data (including stakeholder feedback) related to collaborative leadership skills. • School Leader utilizes data to evaluate personal collaborative leadership professional growth needs. Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and monitoring process focused on best practices for improving collaborative leadership skills. • School Leader collaborates and facilitates a continuous self-improvement planning process to ensure growth toward gaining exemplifying collaborative leadership skills. • School Leader ensures personal, professional goals; outcomes and next steps to gain needed collaborative leadership skills have clearly established, defined and agreed upon by stakeholders. • School Leader facilitates and collaborates to deliver a jointly developed professional growth plan that includes implementation strategies, monitors progress and frames a growth plan focused on a continuous cycle of inquiry and self-improvement necessary to institute a collaborative leadership culture.

COMMUNICATION

Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.

Communication Advocacy

Creates a multi-platform strategy to celebrate successes and advocate school needs and improvement.

- School Leader communicates effectively by digital, multi-media, written, and spoken communication.
- School Leader employs differing strategies to best leverage the strength of each platform when it is utilized.
- School Leader leverages relationships to better advocate and promote on behalf of their school.

Engages in the community and leveraging civic partnerships to advocate on behalf of students and school.

- School Leader demonstrates open communication with multiple civic organizations.
- School Leader seeks and schedules opportunities to share the story of the school or district with varying organizations.
- School Leader acts as advocate for the school as part of the greater community and supports stakeholders to assist the progress of the community at-large.
- School Leader leverages appropriate communication media and provides exhibits that productively and professionally voices concerns and advocates on behalf of students.

Provides systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes.

- School Leader provides a calendar indicating regular meetings, tours, and student-led events, which regularly invite the community into the school.
- School Leader leverages multiple printed, digital, streaming, and web-based platforms to ensure stakeholder have access to current and on-going school events – virtually and physically.
- School Leader plans and demonstrates participation in regional, state, and national recognition events and communicates benefits of programs to stakeholders and elected officials.

Collaborates with local and national organizations to raise and promote public awareness of the school.

- School Leader actively seeks opportunities for recognition from local and national organizations.
- School Leader deploys communication strategies for awareness as suggested through local or national organizations.
- School Leader demonstrates active participation and use of professional resources for awareness provided by local or national organizations.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practices for communications advocacy.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure clear communications standards are established.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress and frames the communication plan around a continuous cycle of improvement and institute a communicative school culture.

Communication Standards

Collaborates to develop and implement communication norms and skills that promote effective communication with and among all stakeholders.

- School Leader plans and implements school-wide norms to ensure effective communication with and among all stakeholders.
- School Leader creates and implements a differentiated process for communication with and among all stakeholders.
- School Leader models a high-level of honesty and empathy in communication with all stakeholders.
- School Leader creates a safe and trusting environment to openly discuss the stakeholders' issues and initiatives.

Engages all stakeholders in meaningful communication that advocates for needs and shares accomplishments in order to move the organization forward in improvement efforts.

- School Leader provides multiple mechanisms for stakeholders to share the vision, goals, and objectives of the department, school, or district.
- School Leader incorporates multiple strategies which solicit ongoing stakeholders' input and feedback throughout the continuous improvement and goal-setting process.
- School Leader exhibits a differentiated process for communication amongst stakeholder groups and the School Leader.
- School Leader provides research-based strategies which ensure all stakeholders' voices are heard, particularly among traditionally marginalized or underserved populations.

Facilitates and supports stakeholders by providing evidence-based and systematic protocols for difficult conversations.

- School Leader provides a plan or conversation template based on research or best practice for facilitating difficult conversations among and within stakeholder groups.
- School Leader models active listening and paraphrasing to guide stakeholders during difficult conversations.
- School Leader models routines and protocols for communication related to difficult conversations.

Provides evidence of understanding that communication is both verbal and non-verbal and demonstrates approachability to students, staff, and other stakeholders.

- School Leader models appropriate body language and provides inviting non-verbal cues both while in conversations and meetings.
- School Leader sets expectations for tone, cultural sensitivity, and empathy among all members of the learning community.
- School Leader models best practices for approachability to student, parents, staff members, and community.

Provides a continuous improvement plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in facilitating communication standards for all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure clear communication standards are established.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress and frames the communication plan around a continuous cycle of improvement and institutes a communicative school culture.

COMMUNICATION (cont.)

Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.

Communication Structures

Deploys a variety of communication mechanisms to strategically engage different stakeholder groups.

- School Leader creates written content directed at a demographic that may not engage in consumption of social media content.
- School Leader ensures that multiple media tools are available for stakeholders to produce content on behalf of the school.
- School Leader monitors and maintains the district website to ensure compliance with school code and that the messaging available aligns with the goals of the organization.
- School Leader deploys a strategy to ensure all stakeholder groups have messaging tailored to the platform in which they will consume the content being produced.

Ensures the safety and proficiency in the utilization of social media by stakeholders.

- School Leader ensures that staff and students are appropriately versed in internet safety and digital citizenship.
- School Leader provides policies and procedures which ensure network security, capacity, and firewalls that meet the needs of students and staff and aligns with the vision and goals of the district.
- School Leader provides policies and procedures to effectively manage stakeholder use of social media communication.

Provides communication structures and protocols for teachers and students to safely and directly communicate with the community.

- School Leader ensures that the school vision and brand (e.g. a school or district hashtag) are communicated to students and teachers.
- School Leader leverages partners who provide opportunities for students and teachers to create social media-ready content.
- School Leader provides opportunities for students and staff to speak and/or represent the school or district at organized community functions.
- School Leader provides opportunity to utilize student media skills to diversify communication strategies.

Provides evidence that communications represent a collective, equitable voice of all stakeholders.

- School Leader provides rewards and incentives for student and teacher contributions to communication mechanisms.
- School Leader provides policies and processes to ensure inclusiveness of students' and teachers' voices.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices for communications structures, and delivery of clear, effective communications to all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure clear communications structures are established.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a communicative school culture.

Personal Communication Skills

Engages in self-development for improvement of communication skills.

- School Leader self-evaluates and focuses on creating an effective understanding of personal emotions, attitudes and behaviors as related to communications abilities.
- School Leader collects and analyzes feedback related to interpersonal skills and emotions.
- School Leader uses self-evaluation and feedback to develop and implement a plan to improve professional attitudes and behaviors.

Conducts self-evaluation of written, oral, and digital communication.

- School Leader self-evaluates and focuses on creating an effective understanding of written and oral communication skills.
- School Leader collects and analyzes feedback related to written and oral communication skills.
- School Leader uses self-evaluation and feedback to develop and implement a plan to improve written and oral communication skills.

Evaluates effectiveness of protocols and tools in addressing communication to all stakeholder groups.

- School Leader collects and evaluates quality feedback that communication methods meet varying stakeholders needs and expectations.
- School Leader uses evaluation and feedback to develop and implement a plan to improve communication for all stakeholder groups.

Provides a continuous improvement plan with strategies, implementation timelines, self-evaluation, and monitoring process to ensure effective communication skills.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure clear personal communication skills.
- School Leader ensures goals; outcomes and next steps to create communications standards have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress and frames the communication plan around a continuous cycle of inquiry and self-improvement to institute a communicative school culture.

DATA LITERACY

Promotes a data-driven culture of decision-making for continuous improvement.

Fostering a Data Literacy Culture

Creates and supports a culture of data use for continuous improvement.

- School Leader collaboratively develops a vision of shared accountability and purpose.
- School Leader builds consensus on the purpose and need for data use to guide improvement.
- School Leader develops and implements norms and expectations for effective data use.
- School Leader fosters a climate of shared responsibility for improvement through effective data use.
- School Leader models and supports a growth mindset for stakeholders based on the use of data

Builds a safe, trusting environment for stakeholder review, analysis and use of data.

- School Leader facilitates conversations around evidence-based continuous improvement.
- School Leader invites and facilitates stakeholder input and use of qualitative data to supplement and interpret quantitative data.
- School Leader implements and reinforces policies to address privacy issues surrounding data.
- School Leader ensures transparency related to decisions and the data that informed them.

Establishes a culture of tolerance for data-driven change.

- School Leader establishes opportunities for gathering data-based feedback from all stakeholder groups.
- School Leader implements procedures for collaboratively identifying opportunities for improving performance; and making data-informed and coordinated adjustments for improvement.
- School Leader demonstrates the importance of regular and clear communications across all stakeholder groups to ensure a shared understanding of identified needs, and corresponding improvement decisions and initiative.
- School Leader models self-reflection when regularly examining personal and collective actions, decisions, and communications in the school environment.
- School Leader models respect for new ideas and values staff members' contributions in data-informed improvement discussions.

Supports a cultural shift from specialized to system-level thinking.

- School Leader implements protocols that support stakeholders in evaluating data based on the significance for the entire system, distinguishing between important and unimportant issues and identifying patterns.
- School Leader communicates to all stakeholders a system-wide view of reform as a collection of components based on an identified central theme.
- School Leader implements practices that support stakeholders in assessing the significance of data to elements of practice and identifying the role, importance, and relevance of each element to systemic improvement.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish and facilitate best practice in fostering a data literacy culture.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies and a monitoring progress, to create an environment in which everyone is accountable for supporting and maintaining best practices in a data literacy.

Leading Data Literacy

Collaboratively develops a commitment to continuous improvement through data, both formal and informal at all organizational levels.

- School Leader assesses stakeholder perception and support for improvement initiatives through data gathering and review.
- School Leader collaboratively develops and implements structures and an ongoing process for goal setting and the monitoring of programs.
- School Leader implements data analysis protocols that lead to identification of root causes in all areas needing improvement.
- School Leader implements policies and procedures to support stakeholders' autonomy to make decisions based on data.
- School Leader enables and supports structured collaboration for stakeholder groups to gather, organize, discuss, and act on relevant data.

Provides support and resources for all stakeholders to build necessary knowledge and skills for effective and meaningful data use.

- School Leader monitors and evaluates stakeholders' data use skills and effectiveness for ongoing improvement.
- School Leader implements processes for peer supports and capacity building for using data in and among stakeholder groups.
- School Leader ensures equitable access to quality data resources in various formats for on-demand use by stakeholders.
- School Leader ensures and supports stakeholder capacity to ask evidence-based questions.

Possesses and demonstrates effective personal data analysis skills.

- School Leader models use of data tools for intended purposes.
- School Leader generates accurate evidence-based feedback that connects practices to system outcomes.
- School Leader identifies patterns and trends in data that can inform decisions for interventions and improvements.
- School Leader constructs necessary reports and effective data displays to support connection of multiple forms of data and data analysis at all levels: student, parents, administrative, and state for accountability purposes.

Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous organizational improvement.

- School Leader provides ongoing professional development on the use of data tools, data decision-making protocols, and their relationship to the continuous improvement process.
- School Leader regularly evaluates data tools to ensure that data are relevant and aligned to the organization's improvement plan.
- School Leader establishes regular processes designated for monitoring progress toward goals and to identify possible midcourse adjustments.

Provides a plan with strategies, implementation timelines, evaluation and monitoring process to establish best practices in leading data literacy for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, to create an environment in which leadership supports data literacy at all organizational levels.

Managing Data Literacy Systems

Provides tools and processes for the ongoing monitoring, analysis, and use of data for continuous organizational improvement.

- School Leader implements policies and processes that simplify, expand, and maintain stakeholder access to relevant data.
- School Leader ensures that tools provide relevant data in an easily understood and usable form for use by stakeholders.
- School Leader implements and supports systems and routines that use formative data to create feedback loops for ongoing improvement

Ensures system capacity meets identified and future needs for effective flow and ease of user access to data.

- School Leader ensures local and web-based systems distribute data in a timely and efficient manner.
- School Leader evaluates technical support structures for ongoing efficiency in meeting current needs.
- School Leader evaluates system tools and data provided for usefulness in analysis of multiple data.
- School Leader monitors coherence and ease of accessibility among different data systems.
- School Leader evaluates the alignment of data provided by systems to standards, goals, and school improvement plan in assisting in an ongoing improvement cycle.

Facilitates needs assessment and analyzes data for current and future system and support requirements.

- School Leader regularly conducts needs assessments to ensure that stakeholders have the knowledge and skills required to access and utilize data housed in data system.
- School Leader ensures that the data system's features, and capacity are sufficient in meeting current and future needs of stakeholders.
- School Leader regularly conducts appropriate needs assessments in order to ensure the update of all data sources to support current school improvement goals.

Implements a consistent risk analysis process to identify, prioritize, and manage potential security threats to data systems.

- School Leader consults with technology staff to ensure that security measures of the information systems are updated regularly.
- School Leader ensures that computer acceptable use policies are implemented with fidelity and communicated to students and faculty members on a regular basis.
- School Leader implements a communication process with technology support staff to identify and address potential security issues effectively.
- School Leader implements a communication process with stakeholders that allows effective reporting and identification of potential security issues.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in managing data systems for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress to establish best practice in managing data systems for organizational improvement.

OPERATIONS

Manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.

Allocating and Assigning Personnel

Ensures appropriate assignment of personnel.

- School Leader implements policies and procedures for assignment of educators and other staff based on data-driven needs, level of experience, and appropriate certifications.
- School Leader collaboratively implements practices that ensures all staff have access to support for attaining effective, high-quality performance.
- School Leader implements on-going monitoring of staff performance to ensure success in their assignments.
- School Leader collaboratively works to implement practices which develop individual capacity within staff to ensure continued success in their assignments.

Ensures effective allocation of personnel.

- School Leader implements policies and procedures for allocation of educators and other staff based on data-driven needs and budget constraints.
- School Leader ensures compliance with all local, state and federal guidelines for staffing.
- School Leader implements on-going monitoring of data related to staffing to ensure identified needs are being addressed effectively.

Implements evaluation processes, procedures and systems that ensure accountability for teachers and staff members.

- School Leader ensures a process of supports that lead to the improvement of staff in the duties and functions provided to students.
- School Leader collaboratively implements a process of interventions that provides growth for staff on areas identified through the performance evaluation process.
- School Leader implements practices that provide ongoing, individualized, actionable feedback to staff.
- School Leader ensures that all supports, and interventions are in compliance with federal, state, and local regulations and guidelines.

Efficiently maintains personnel records and reports that comply with state rules and regulations and local policy.

- School Leader ensures a process for efficiently and effectively maintaining all personnel records and reports.
- School Leader ensures that the records and reports process for the school is in compliance with all relevant federal, state, and local regulations.
- School Leader implements a process to ensure that all staff manage records and reports in an accurate and timely fashion.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practices in personnel management and assignments.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure effective and quality personnel.
- School Leader ensures an alignment plan, goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Evaluating Operational Systems Effectiveness

Assesses and monitors physical plant/building/school operations.

- School Leader implements a collaborative process for setting physical plant operational goals and alignment to overall organizational goals.
- School Leader implements a collaborative process for identifying and reviewing physical plant operations criteria to be assessed.
- School Leader implements a collaborative process for reviewing and evaluating current effectiveness of physical plant policies and practices.
- School Leader ensures that valid data is utilized to assess and monitor physical plant operations.

Assesses and monitors non-fiscal resources.

- School Leader implements a collaborative process for setting goals related to non-fiscal resources allocation.
- School Leader implements a collaborative process for alignment of non-fiscal resources goals and overall organizational goals.
- School Leader implements a collaborative process for identifying and reviewing non-fiscal resources allocation and use criteria to be assessed.
- School Leader implements a collaborative process for reviewing and evaluating current effectiveness of non-fiscal resources allocation and use policies and practices.
- School Leader implements a collaborative process for collecting review and evaluate employee attitude and satisfaction data.

Assesses and audits fiscal resource allocation.

- School Leader implements a collaborative process for setting goals related to fiscal resources allocation.
- School Leader implements a collaborative process for alignment of fiscal resources goals and overall organizational goals.
- School Leader implements a collaborative process for identifying and reviewing fiscal resources allocation and use criteria to be assessed.
- School Leader implements a collaborative process for reviewing and evaluating current effectiveness of fiscal resources allocation and use policies and practices.

Audits and evaluates federal, state, and local compliance reporting systems.

- School Leader implements a collaborative process for identifying and reviewing all compliance requirements.
- School Leader implements policies and practices for ongoing monitoring of compliance in all areas.
- School Leader ensures the effective, accurate and timely reporting of all compliance results and issues.
- School Leader implements recordkeeping and storage policies and practices that aligns with local, state, and federal regulations.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish best practices in operational systems.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure continued effective system and organizational performance.
- School Leader ensures an alignment plan, goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring of progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Managing Systems Logistics

Provides structures and processes that support and ensure the facilitation of efficient and effective oversight of the physical plant/building operations.

- School Leader facilitates and monitors all physical plant operations to ensure cleanliness, optimal physical condition, and safety.
- School Leader collaboratively creates procedures and protocols to ensure the physical safety of staff and students.
- School Leader collaboratively implements a plan for maintaining and improving key elements of all physical plant operations.

Collaboratively establishes routines, procedures, and schedules for operational staff that aligns and leverages system processes to drive organizational excellence.

- School Leader directly manages operations staff and provides support through convening team meetings and development opportunities.
- School Leader ensures the implementation by all staff of a plan of routines and schedules that support the school's functional operations.
- School Leader communicates regularly with non-instructional staff.

Allocates and manages fiscal resources to support school and district goals and priorities.

- School Leader facilitates an ongoing collaborative process for gathering data on the fiscal needs of the school related to student learning.
- School Leader evaluates data and consults with others to ensure a realistic and balanced budget.
- School Leader maintains accurate records, including a budget that reflects the fiscal resources available to the school.
- School Leader ensures that the school's fiscal resources are directed towards meeting the greatest learning needs of students.
- School Leader facilitates a process managing school-based purchasing and identifying cost-savings.

Allocates and manages non-fiscal resources to support school and district goals and priorities.

- School Leader facilitates an ongoing collaborative process for gathering data on the non-fiscal needs of the school related to student learning.
- School Leader maintains accurate records and lists that reflect the non-fiscal resources available to the school.
- School Leader ensures that the school's non-fiscal resources are directed towards meeting the greatest learning needs of its students.
- School Leader facilitates a process for expanding the non-fiscal resources of the school to better meet the needs of its students.

Monitors and ensures compliance with operational requirements at the federal, state, and local level.

- School Leader ensures operational staff has a clear understanding of federal, state, and school-specific policies/procedures requirements.
- School Leader implements procedures to monitor compliance with federal, state, and local requirements.
- School Leader assists and supports technology staff in ensuring that reporting, testing, and instructional systems are operational and meet current needs.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish efficient use of fiscal and non-fiscal resources that ensure and maintain a safe learning environment and all operational systems.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure continued effective system and organizational performance.
- School Leader ensures an alignment plan, goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring of progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

SAFETY

Establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.

Assessing Threats

Develops policies and procedures to ensure effective and timely threat identification.

- School Leader recognizes the warning signs and concerning behaviors as identified by research.
- School Leader develops and implements a communication plan for students, staff, and parents to report suspected threats or safety concerns to school or district leadership.
- School Leader educates staff, students, and parents on the warning signs and concerning behaviors of students who could be at risk of carrying out an act of violence and how to report using appropriate communication channels.

Develops and implements a collaborative process to identify, train, and support internal and external safety/threat assessment teams.

- School Leader identifies staff members in each building and establishes an internal safety/threat assessment team.
- School Leader identifies and recruits external teams to address high risk threat responses including but not limited to law enforcement, mental health agencies, hospitals, etc.
- School Leader creates processes and procedures to utilize a team approach to evaluate and analyze information to make decisions.
- School Leader collaboratively develops a list of considerations to qualify teams to initiate a formal threat assessment.

Develops a formalized system of assessing reported threats and support for students.

- School Leader collaboratively develops and implements procedures and processes for utilizing comprehensive interview questions to obtain information from student(s) in question, witness(es), staff, and parents, aligned to warning signs and concerning behaviors.
- School Leader establishes criteria for when to involve internal and/or external teams.
- School Leader and internal safety/threat assessment teams collaboratively develop formal supervision and intervention plan for impacted students.

Implements a comprehensive student threat/safety assessment system.

- School Leader implements an ongoing process for threat assessment readiness of internal team members.
- School Leader establishes a system for consistent documentation and record keeping consistent with HIPAA and FERPA guidelines.
- School Leader collaboratively develops and implements procedures for communicating assessment outcomes with appropriate stakeholders.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in detecting and assessing threats in detecting and assessing threats to ensure student safety.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure an effective student safety assessment system is established and utilized.
- School Leader ensures that plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a safe school culture.

Leading a Culture of Safety

Fosters respectful, trusting, and caring relationships throughout the school community.

- School Leader provides opportunities and protocols for engagement and participation of stakeholders in the school community to build a sense of belonging.
- School Leader communicates with students, faculty, staff, and parents to develop shared standards of learning and behavior.
- School Leader works with stakeholders to develop a collaborative vision of school safety and school safety goals.
- School Leader provides support for implementation of practices that promote students' perception of acceptance and support from the school.
- School Leader implements practices that promote collaboration and collegiality among staff.

Ensures all stakeholders a safe environment free of violence, bullying, and harassment.

- School Leader gathers and utilizes input from stakeholders through a school safety needs assessment to identify areas for improvement.
- School Leader collaboratively plans and monitors intentional implementation of evidence-based programs to meet identified local needs and gauge effectiveness.
- School Leader collects data and monitors progress of prevention/intervention programs to gauge effectiveness and implementation fidelity.

Provides supportive educational settings that address social, emotional, and behavioral needs.

- School Leader oversees implementation of programs that support student development of social and emotional skills applicable to daily life.
- School Leader provides resources to support an SEL (social and emotional learning) component in school curricula that teaches specific strategies to increase student mental health and well-being (identifying and regulating emotions, empathy, impulse control, responsible decision making, mindfulness, and relationship building skills).
- School Leader collaboratively facilitates and develops strategies and identifies resources needed to regain stability and a sense of normalcy for students and staff to resume learning and teaching during the aftermath of a crisis.
- School Leader works with staff to implement programs and instruction that ensures students have opportunities—such as service learning, creative projects, and extracurricular activities—that promote meaningful involvement, learning, and recognition.
- School Leader supports professional development for teachers on organizing the classroom to promote a positive environment, applying developmentally appropriate discipline strategies, and assisting students in developing self-control.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure the implementation of a safe, supportive culture.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.

Managing Crises and Emergency Planning

Collaboratively develops and implements crisis management and emergency plans.

- School Leader implements a collaborative process for developing an emergency action plan which involves relevant stakeholder groups.
- School Leader implements a collaborative protocol for the analysis of data to customize plans.
- School Leader demonstrates how the results of analysis can be applied to the planning process to develop safety goals, objectives, performance measures, and targets; identify and prioritize projects; and evaluate progress towards safety priorities.
- School Leader ensures that the safety plan enables educators to respond with greater consistency, precision, and effectiveness in the event of a critical incident.
- School Leader develops and implements a procedure for collaborative review and certification of the plan as required by mandate.

Collaboratively develops and implements an emergency and crisis management communication plan.

- School Leader develops and implements effective procedures for informing stakeholders of mandated requirements and related procedures.
- School Leader utilizes a variety of methods (e.g., parent notification systems, social media services) for ongoing communication to inform stakeholders of school safety issues.
- School Leader ensures emergency notification systems are functional and comprehensive.

Ensures compliance with all state emergency preparedness laws.

- School Leader develops and implements data-driven processes to review, analyze, and track trends and patterns for modification of all crisis and safety plans.
- School Leader monitors routines and procedures to ensure compliance with state and federal mandates.
- School Leader ensures procedures and processes are in place to respond to concerns around social, emotional and physical safety.
- School Leader provides stakeholders with actionable feedback in areas of noncompliance or needed improvement.

Provides access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment.

- School Leader utilizes data to assess and meet supply and resource needs on all levels.
- School Leader implements a process for monitoring, replenishment, and viability of supplies and equipment.
- School Leader implements protocols for access and use of resources and supplies per the emergency action plan.
- School Leader communicates availability of supplies and equipment to stakeholders.
- School Leader assesses stakeholder knowledge and skills to ensure proper use of supplies, equipment, and emergency procedures in a crisis.
- School Leader provides appropriate, timely, and effective safety training for students and staff.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which everyone is accountable for the crisis and emergency planning and preparedness.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure the preparedness of the organization in time of crisis.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, timelines, evaluation, and a monitoring process to create a safe learning environment.

STRATEGIC MANAGEMENT

Employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.

Leading Strategic Management

Demonstrates moral, ethical, and confident strategic leadership.

- School Leader embodies honesty, integrity, and reliability in interactions with stakeholders.
- School Leader demonstrates self-confidence in applying strategic problem-solving skills to meet goals.
- School Leader exemplifies moral and ethical leadership behaviors.

Delegates and capitalizes on the leadership strengths of personnel.

- School Leader evaluates skills and knowledge of personnel and assigns tasks accordingly.
- School Leader provides and supports development of strategic management skills of personnel and teams.
- School Leader demonstrates the ability to inspire and empower others to lead and take action.
- School Leader implements personal self-assessment of strategic management leadership skills.

Ensures effective communication and implementation of strategic management processes and results.

- School Leader frequently assesses effectiveness of personal communications skills both written and orally.
- School Leader demonstrates the ability to communicate goals and tasks that need to be accomplished to personnel.
- School Leader exemplifies and practices active listening when facilitating strategic leadership interactions.
- School Leader demonstrates the ability to adapt to situations and personalities to reach end-goals.

Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and monitoring process focused on best practices for improving strategic management skills.

- School Leader collaborates and facilitates a continuous self-improvement planning process to ensure growth toward improving strategic management skills.
- School Leader ensures personal, professional goals; outcomes and next steps to gain needed strategic management leadership skills have clearly established, defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed professional growth plan that includes implementation strategies, monitors progress and frames a growth plan focused on a continuous cycle of inquiry and self-improvement necessary to institute strategic management leadership.

Structuring Systems for Strategic Management

Establishes and validates a collaborative strategic management approach and system process.

- School Leader ensures concrete, attainable, and measurable goals are established for strategic management.
- School Leader collaboratively defines long and short-term objectives and identifies processes to accomplish the objectives.
- School Leader implements strategic management strategies that support the philosophical approach and system process.

Ensures and implements system components that support the strategic management approach.

- School Leader facilitates and collaborates to identify and utilize data systems that supports strategic management.
- School Leader provides and supports professional development that builds strategic management capacity.
- School Leader provides customized processes for assigning realistic, vision aligned tasks and personnel.
- School Leader continually and strategically manages and aligns resources to monitor and achieve prioritized goals.

Ensures accountability to achieve strategic management alignment.

- School Leader ensures alignment of personnel, budgets, schedules, resources, and other factors to concrete actions which increases accountability.
- School Leader ensures strategic management processes, policies, and systems become institutionalized.
- School Leader applies strategic management data to evaluate, review, and manage alignment.

Monitors current strategic management trends and issues in ever-evolving contexts.

- School Leader utilizes data processes and systems to collect, review, and act on multiple sources to make timely strategic management adjustments.
- School Leader uses comprehensive improvement data to inform stakeholders of needed strategic management process changes.
- School Leader collaborates to reassess strategic priorities.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to embed, expand, and sustain effective systems to support strategic management.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress to structuring systems for strategic management for organizational improvement.

VISION AND MISSION

Fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.

Driving Vision and Mission

Establishes and supports a culture of ownership and responsibility that will grow and sustain the vision and mission.

- School Leader establishes rituals for students and staff members to articulate and personalize a connection to the vision and mission.
- School Leader provides ongoing communication promoting vision and mission using various forms of communication.
- School Leader leverages relationships to advocate and promote the school vision and mission both in and outside of the school.
- School Leader provides an on-going plan with monitoring and evaluation of the vision and mission.

Reinforces and anchors the school vision and mission in ongoing processes and practices related to decision making.

- School Leader creates a multi-platform strategy to ensure that students, staff members, and other stakeholders refer to the vision and mission for decision-making.
- School Leader uses the vision and mission as a lens to interpret school data in meetings with students, teachers and staff members.
- School Leader values the vision and mission as a lens to interpret and influence academic decision-making in the learning process.

Provides a plan with immediate and long-term strategies, implementation timelines, evaluation, and monitoring process for growing and sustaining a vision and mission for how the school will look like at its peak performance.

- School Leader collaborates and facilitates a planning process to grow and sustain the established vision and mission.
- School Leader ensures the vision and mission plan, outcomes and sustainability of the plan is clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring and frames the vision and mission around a continuous cycle of improvement.

Leading Vision and Mission

Utilizes inquiry and research to evaluate and develop vision and mission for peak performance in a school.

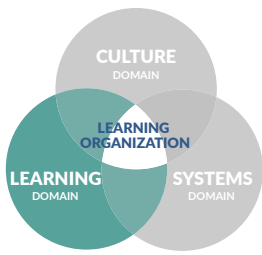
- School Leader evaluates current vision and mission utilizing multiple sources of evidence.
- School Leader performs a climate/culture and educational review audit to identify and set new expectations for vision and mission.
- School Leader identifies school core beliefs and values in developing a vision and mission.
- School Leader reviews resource needs for developing vision and mission plan which ensures academic improvement.

Facilitates a collaborative process with stakeholders to define and articulate vision and mission.

- School Leader ensures structures and processes are in place for full-stakeholder participation in creating and reviewing vision and mission.
- School Leader collaborates with stakeholders to establish priorities and intentions for the vision and mission.
- School Leader encourages stakeholders to reflect on how current practice aligns with the development of the vision and mission.
- School Leader leverages relationships with all stakeholders -including business and government entities- to develop the vision and mission.

Provides a plan with strategies, implementation timelines, responsibilities, monitoring process, and evaluation for leading stakeholders in the creation of a sustainable vision and mission.

- School Leader collaborates and facilitates a planning process to establish vision and mission.
- School Leader ensures vision and mission plan, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation and monitoring strategies that frames the vision and mission around an ongoing review of specific, measurable, achievable, relevant, and time-based elements that indicate progress toward goals.



LEARNING DOMAIN

The school leader's efforts, as the learning leader, to create and sustain a culture of ongoing reflective, culturally responsive, and inclusive learning for students, adults, and the entire learning organization as a whole.

ASSESSMENT

Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.

Assessing the Learning Environment

Implements an ongoing process for assessing the use and management of space and physical resources to achieve maximum output in terms of student and teacher outcomes.

- School Leader collaboratively develops criteria to be used in guiding space development and utilization for learning.
- School Leader implements an ongoing process for monitoring the impact of space on key learning and engagement targets.
- School Leader assesses and supports development of teacher skills in the effective design and use of learning spaces.

Assesses and monitors the effect of leadership's practices and policies on teaching and learning.

- School Leader evaluates current practices that facilitate teacher, staff, and student input and shared responsibility for making decisions and solving problems that affect the school environment.
- School Leader collaboratively examines data on partnership development and effectiveness in supporting teaching and learning.
- School Leader evaluates the effectiveness of resource allocation in supporting individual staff and student growth.
- School Leader monitors the effectiveness of policies and procedures in holding staff and students accountable to high standards of learning and behavior.

Monitors, assesses, and adjusts the elements of the school culture that affect learning.

- School Leader assesses the extent to which staff and students feel welcomed and valued and have a sense of ownership of the school.
- School Leader assesses the extent to which the intellectual climate supports and challenges all to do quality work.
- School Leader evaluates norms for relationships and behavior that support a culture of excellence and ethics in teaching and learning.
- School Leader implements a collaborative process for evaluating the sense of social and emotional safety for students.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing the learning environment for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Assessing Student Learning and Growth

Facilitates teacher analysis of student data appropriately within technical limitations to monitor student progress, improve the instructional process, and ensure student growth.

- School Leader implements procedures and protocols for the collaborative identification of timely, valid, and reliable sources of assessment data.
- School Leader models and supports appropriate use of data to monitor student progress and improve instruction.
- School Leader implements policy and protocols for the effective review of data to promote the growth of each student.
- School Leader implements effective systems of communication to inform all stakeholders of student growth based on data.

Collaboratively develops and implements a research-based, effective assessment framework aligned to curriculum and instruction to ensure learning and provide evidence of student progress.

- School Leader provides structures and policy that allows teachers to collaborate on developing and using effective, research-based formative and summative assessments.
- School Leader implements structures and routines for aligning assessments to learning targets, curriculum, and instructional strategies.
- School Leader provides processes/protocols and opportunities for ongoing collaborative building of assessments and sharing assessment results.
- School Leader models respect, personal regard, competence, and personal integrity in assessment work, reflecting on and evaluating effectiveness.

Provides an understandable vision of the learning targets for assessment literacy.

- School Leader employs models of strong and weak assessment work.
- School Leader offers timely, descriptive feedback regarding assessment practices.
- School Leader provides opportunities for teachers to self-assess, keep track of their learning, and set goals for their own assessment literacy.
- School Leader provides teachers with research-based professional growth opportunities to build knowledge, skills, and job-embedded practice that will support improvement in practice.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing student achievement for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Evaluating Assessment Alignment

Provides structures and processes that ensure congruency between assessment, curricular content, and instructional methods.

- School Leader implements collaborative practices and procedures that ensure assessment processes for all students are aligned to national, state, and local learning expectations.
- School Leader facilitates staff analysis of alignment of assessment to the curriculum.
- School Leader implements ongoing processes to evaluate assessment methods to ensure that they are dynamic and evolve regularly to meet the needs of learners.
- School Leader facilitates and supports acquisition of resources needed to successfully implement assessment alignment.

Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the assessment alignment process, importance, and effect on student learning.

- School Leader communicates a clear, positive direction & creates a unity of purpose, commitment, and passion around achieving a collective assessment vision.
- School Leader communicates great expectations for success for all stakeholders.
- School Leader provides resources and information to inform all stakeholders of alignment efforts and ramifications for student learning.

Creates a school environment that is supportive and encouraging to the process of teaching and learning.

- School Leader implements collaborative practices that allow for shared leadership in assessment decision-making.
- School Leader utilizes strategies to ensure a safe, organized, and caring atmosphere for learning.
- School Leader models positive relationships and implements practices that promote organizational trust.
- School Leader provides procedures that maintain a strong support system related to assessment for teachers and students.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in assessment alignment for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement, progress to create an environment in which leadership supports assessment alignment, and a school culture driven by student learning and growth.

CURRICULUM

Ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.

Creating Learning-Focused Curriculum

Facilitates teacher analysis of the curriculum selection and development process.

- School Leader implements procedures and protocols for the collaborative identification of a curriculum that supports learning experiences that meet identified student learning objectives.
- School Leader models and communicates vision, focus, objectives, and identified student needs.
- School Leader implements policy and protocols for the effective, ongoing review of curriculum to promote the growth of each student.
- School Leader implements effective systems of communication to inform all stakeholders of student growth.

Provides curriculum related feedback and drives professional development to meet the needs of teachers and students.

- School Leader works collaboratively with teachers in curriculum design activities.
- School Leader participates in peer collaboration, incorporating feedback and reflection related to curriculum effectiveness.
- School Leader provides opportunities that promote teacher reflection on curriculum and instructional effectiveness.
- School Leader implements a process to provide teachers with ongoing, timely input regarding classroom practices by describing effective curriculum implementation and providing actionable instructional feedback.

Implements processes and procedures that support effective curricular practices to promote student learning.

- School Leader demonstrates knowledge of the content and instructional design of the curriculum through participation in curriculum related activities.
- School Leader facilitates effective implementation of curriculum that meets state and national standards for student learning.
- School Leader establishes concrete goals for curriculum, instruction, and assessment practices within the school.

Provides a plan with strategies, implementation timelines, a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and support for a school culture driven by student learning and growth.

Ensuring Curriculum Alignment

Provides structures and processes that ensure congruency between curriculum content, instructional methods, and assessment.

- School Leader implements collaborative practices and procedures that ensure the curriculum for all students is aligned to national, state, and local learning expectations.
- School Leader facilitates staff analysis of the horizontal and vertical alignment of the curriculum.
- School Leader facilitates and supports acquisition of resources needed to successfully implement curriculum alignment.

Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning.

- School Leader communicates a clear, positive direction & creates a unity of purpose, commitment, and passion around achieving the collective vision of alignment.
- School Leader communicates high expectations for success for all stakeholders.
- School Leader provides resources and information to inform all stakeholders of alignment efforts and ramifications for student learning.

Creates a school environment that is supportive and encouraging to the process of teaching and learning.

- School Leader implements collaborative practices that allow for shared leadership in curriculum decision-making.
- School Leader utilizes strategies to ensure a safe, organized, and caring atmosphere for learning.
- School Leader models positive relationships and implements practices that promote organizational trust.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in curriculum alignment for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Meeting All Academic Needs

Provides structures and processes that support and ensure implementation of a curriculum that is comprehensive, rigorous, and aligned.

- School Leader implements collaborative practices and procedures that ensure the curriculum for all students is aligned to national, state, and local learning expectations.
- School Leader facilitates and supports implementation of a rigorous curriculum that meets the needs of all learners.
- School Leader facilitates staff analysis of the horizontal and vertical alignment of the curriculum.
- School Leader implements ongoing processes to evaluate the curriculum to ensure that it is dynamic and evolves regularly to meet the needs of all learners.

Creates a collaborative, trusting environment and a curriculum focused on success for all students.

- School Leader ensures the implementation of a curriculum that promotes the mission, vision, and core values of the school.
- School Leader plans and implements school-wide norms to ensure development of a culturally responsive curriculum.
- School Leader promotes awareness of learning expectations for success for every student.
- School Leader provides opportunities and support for teachers to implement a curriculum that reflects theories of learning relevant to the fields of study and addresses the range of student learning styles.

Ensures curriculum materials contain student-relevant activities, account for proper sequencing of learning, and provide the necessary instructional scaffolding for ensuring student growth.

- School Leader provides processes and opportunities for teachers to collaboratively analyze and evaluate curriculum material effectiveness.
- School Leader facilitates and supports acquisition of resources needed to successfully implement the curriculum.
- School Leader works collaboratively with stakeholders to develop and implement curriculum that provides sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations of all students.

Develops and implements a plan that ensures and monitors the alignment of assessment and instruction with the curriculum.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure effective instruction, curriculum, and assessment alignments are established.
- School Leader ensures an alignment plan, goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a supportive school culture which is driven by student learning and growth.

HUMAN CAPITAL MANAGEMENT

Focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.

Ensuring Accountability

Collaboratively establishes clear organizational performance expectations.

- School Leader engages in a dialogue with employee groups to develop expectations for realistic and agreed-upon performance goals.
- School Leader utilizes purposeful questions relative to specific tasks to ensure commitment to expectations and achievability of performance goals.
- School Leader implements practices that create a workplace culture where employees collaborate, share, thrive and recognize achievement.

Facilitates development of specific, measurable professional goals.

- School Leader collaboratively develops measurable core standards for excellent individual performance.
- School Leader implements processes that allow individuals to assess skills, receive feedback, and identify areas for improvement and growth.
- School Leader effectively assigns roles and responsibilities using a strengths-based approach.

Ensures and articulates accountability for achieving performance goals.

- School Leader implements procedures for the ongoing assessment and monitoring of progress toward performance goals.
- School Leader utilizes effective protocols for providing feedback for needed improvement.
- School Leader provides high-quality resources, support, and time for needed improvements to take root.
- School Leader ensures that state and local requirements for remediation are met when addressing teacher or staff underperformance.

Creates a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in ensuring accountability for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Recruiting High-Quality Staff

Establishes effective local partnerships to identify and recruit high quality staff.

- School Leader collaboratively establishes recruitment goals in terms of desired staff characteristics and quantity.
- School Leader utilizes local community organizations and diverse media to advertise open positions.
- School Leader creates/reviews/revises marketing materials to communicate characteristics of the district and schools that are attractive to teachers and support staff.
- School Leader publicizes school/district incentives and support systems in place for new hires.
- School Leader partners with teacher preparation institutions in distributing marketing materials and communicating open positions to teacher candidates.

Utilizes a collaborative, research-based process for selecting, interviewing, and evaluating candidates.

- School Leader collaboratively selects or constructs interview questions that reflect solid content validation for the practices of effective teachers.
- School Leader collaboratively identifies and utilizes research-based, quality indicators as a focus for interviews.
- School Leader collaboratively develops or selects a research-based protocol to standardize scoring of interview answers to increase inter-rater reliability among interviewers.

Develops and implements a collaborative process to monitor, evaluate, and improve macro conditions that impact staff recruitment.

- School Leader uses a data driven process to evaluate district compensation and incentives effect on recruitment.
- School Leader ensures the implementation of an effective induction process for new hires.
- School Leader assesses new hire access to ongoing support from effective and highly trained site leaders.
- School Leader collaborates with stakeholders to identify and establish career ladder opportunities for staff advancement in the school/district.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in recruiting high quality staff for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Retaining and Developing Staff

Fosters a professional culture that creates trust and promotes adult learning, risk taking, and collaboration.

- School Leader effectively communicates a vision for developing a culture of continuous learning and growth to build the collective capacity of all staff.
- School Leader promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
- School Leader models the practice of being the lead learner.

Engages teachers to collaboratively design and implement a program of professional learning.

- School Leader works with teachers to collaboratively identify a set of essential teaching practices and associated instructional change based on local needs to drive professional growth.
- School Leader works with teachers to collaboratively identify and implement effective, research-based professional learning models based on identified teacher learning needs.
- School Leader implements practices and processes that support the teacher autonomy and productive relationships with administrators, parents, and each other.

Ensures teachers and staff continually develop and deepen the knowledge and skills needed to address the continually changing needs of the school community.

- School Leader develops structures and practices to encourage reflection on the effectiveness of current practices.
- School Leader implements a process for ongoing monitoring of performance and providing timely, actionable feedback.
- School Leader implements protocols that support an ongoing professional learning dialogue via observation, feedback, and data review.
- School Leader implements procedures that enable accomplished teachers and support staff to serve as mentors.
- School Leader provides resources to meet identified learning needs.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in retaining and developing staff for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

INNOVATION

Creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.

Creating and Sustaining Innovation

Establishes and supports participation to implement a new vision which promotes excellence and transformation throughout the organization.

- School Leader inspires stakeholders through ongoing articulation and demonstration of a personal commitment to a future vision.
- School Leader provides ongoing communication promoting the vision using various formats.
- School Leader leverages relationships to advocate and promote the vision internally and externally.

Develops deep awareness and knowledge of others' viewpoints and perspectives.

- School Leader creates opportunities for sharing individual personal experiences and perspectives to develop awareness of and empathy for the feelings and thoughts of others.
- School Leader implements protocols that incorporate the elements of committed listening and effective, purposeful paraphrasing to demonstrate respect and support to build reciprocal trust among all stakeholders.
- School Leader collaboratively identifies and implements processes that allow openness in the exploration of others innovative ideas and perspectives.

Provides organizational structures that create and support an innovative culture.

- School Leader supports and implements practices that encourages an active flow of ideas.
- School Leader implements protocols that provide constructive judgement of new ideas.
- School Leader provides resources and opportunities for integrative decision making.
- School Leader collaboratively examines policies and practices to eliminate or minimize destructive internal competition.
- School Leader collaboratively develops practices that support risk taking behaviors.

Generates knowledge and insight through nontraditional ways.

- School Leader implements practices that allow free exploration and improvisation in solving problems.
- School Leader provides resources that enable experimentation and openness in seeking solutions.
- School Leader implements protocols for rapid prototyping of new ideas and monitors results throughout the process.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in creating and sustaining innovation for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

Managing Change and Uncertainty

Generates a vision that begins the process of change in a sustainable, meaningful, and human-centered way.

- School Leader implements a collaborative, inclusive process that examines the history of change in the organization and its effect on learning.
- School Leader ensures the vision process is transparent and effectively communicated with stakeholder as creators and participants, not just consumers.
- School Leader implements a visioning process that examines data related to the future of education, changing demographics, and organizational opportunities.
- School Leader models a growth mindset, learning from mistakes and providing effective feedback on overall progress.

Develops stakeholder acceptance of change.

- School Leader provides resources and opportunities that develop widespread knowledge about different approaches to change.
- School Leader provides opportunities and support for teachers to take risks and develop a tolerance for mistakes in the interest of learning.
- School Leader provides resources and support for teachers in experimentation, reflection, and iteration of their practice.
- School Leader implements protocols that allow stakeholders to be partners in planning, adapting, and reorienting during the change process.
- School Leader supports new innovative and creative models of teacher professional learning that support individual change.

Identifies priorities to begin building organizational change capacity.

- School Leader evaluates resource acquisition and allocation to ensure alignment with identified needs to support change capacity.
- School Leader implements processes for measuring the skills, knowledge, and habits of mind needed to support the school or district's vision.
- School Leader facilitates the development of action plans that link and sequence change in manageable chunks—phases and projects—with a clear purpose, defined scope, shared metrics and adequate resources.
- School Leader articulates conceptualization of innovative ideas with teams of integrated stakeholders.
- School Leader collaboratively identifies distributed leadership opportunities and roles for emerging leaders to support new programs.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in creating and sustaining innovation for organizational improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and a support school culture driven by student learning and growth.

INSTRUCTION

Collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.

Ensuring Instructional Alignment

Provides structures and processes that ensure congruency between instructional content, assessment, and instructional methods.

- School Leader implements collaborative practices and procedures that ensure instruction for all students is aligned to national, state, and local learning expectations.
- School Leader facilitates staff analysis of alignment of instruction to the curriculum.
- School Leader implements ongoing processes to evaluate instructional methods to ensure that they are dynamic and evolve regularly to meet the needs of learners as well as the society.
- School Leader facilitates and supports acquisition of resources needed to successfully implement instructional alignment.

Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the instructional alignment process, importance, and effect on student learning.

- School Leader communicates a clear, positive direction & creates a unity of purpose, commitment and passion around achieving the collective instructional vision.
- School Leader communicates great expectations for success for all stakeholders.
- School Leader provides resources and information to inform all stakeholders of alignment efforts and ramifications for student learning.

Creates a school environment that is supportive and encouraging to the process of teaching and learning.

- School Leader implements collaborative practices that allow for shared leadership in instructional decision-making.
- School Leader utilizes strategies to ensure a safe, organized, and caring atmosphere for learning.
- School Leader models positive relationships and implements practices that promote organizational trust.
- School Leader provides procedures that maintain a strong support system related to instruction for teachers and students.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in instructional alignment.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies and monitoring progress to create an environment in which leadership supports instructional alignment.

Promoting Instructional Collaboration

Builds a shared instructional philosophy by leading a collaborative process to define and create stakeholder buy-in.

- School Leader collaboratively researches programs and instructional options to clarify resources aligned to instructional philosophy.
- School Leader provides structures to support teachers in continuously learning and improving their instruction, in alignment with the school's instructional philosophy.
- School Leader ensures that the coaching philosophy and skills of coaches and other instructional leaders aligns to collaboratively developed instructional philosophy.

Implements practices and procedures that allow for instructional collaboration.

- School Leader creates structures that enable teachers to have dedicated time to collaborate on instruction.
- School Leader provides protocols for teacher conversations and peer learning opportunities related to instruction.
- School Leader ensures that teachers have access to regular coaching from an instructional coach, teacher leaders, or school leaders.
- School Leader creates structures and routines that enable teams to identify improvements continuously.
- School Leader ensures time and processes for teachers to collaborate on creating interdisciplinary curriculum and to identify connections between their subjects and classes.

Collaboratively identifies nonnegotiable elements of instructional expectations for all students that produce a high level of personal and academic achievement.

- School Leader creates a trusting culture that allows teachers to try innovative instructional strategies to meet student needs.
- School Leader ensures instructional practices are differentiated to meet the needs of individual learners.
- School Leader implements practices that support the use of formative and summative assessment data to make timely and effective adjustments to instruction.

Implements processes and procedures for the ongoing improvement of instruction and student learning.

- School Leader provides structures for reflection and feedback among teachers, both as part of observation protocols and self-reflection on instruction.
- School Leader utilizes student feedback on the quality of instruction and learning processes to guide improvement.
- School Leader supports differentiated professional learning opportunities for staff members to increase instructional knowledge and skills.

Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in collaborative instruction.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies and monitoring progress to create an environment in which leadership supports collaborative instruction.

Providing Effective Instruction

Provides resources and support that enables implementation of effective, research-based instructional strategies to provide excellent instruction for all students.

- School Leader provides opportunities for teachers to build capacity to implement evidence-based instructional practices.
- School Leader creates structures and routines that enable a collaborative, ongoing, and supportive process for implementation of effective, research-based instructional strategies.
- School Leader ensures that instructional practices are authentic to student experiences and differentiated where needed.
- School Leader facilitates and supports teachers in obtaining resources needed for implementation of research-based, effective instructional strategies/practices.

Observes classroom instruction and provides data-informed, timely feedback that intentionally supports teacher strengths and identifies areas for growth.

- School Leader implements a valid, research-anchored system for capturing authentic and accurate observation data on teacher instruction in order to monitor progress toward identified goals.
- School Leader develops processes and protocols to communicate timely and actionable feedback to teachers based on observation data.
- School Leader provides specific support for teachers' professional growth based on identified areas of need.

Facilitates and supports teachers in the development and implementation of research-based practices for a classroom culture and environment that ensures excellent instruction for every student.

- School Leader models and promotes commitment to meeting the needs of each student.
- School Leader provides structures and processes that target support for each student – academically, socially, emotionally, and physically.
- School Leader ensures that each student is known and valued.
- School Leader promotes and models valuing individual differences and building strong relationships with all stakeholders.

Develops a plan that ensures alignment of instruction with assessments and the curriculum.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure effective instruction, curriculum, and assessment alignments are established.
- School Leader ensures an alignment plan, goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, and a communication plan framed around a continuous cycle of improvement and supports school culture driven by student learning and growth.

REFLECTION AND GROWTH

Nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.

Creating a Culture of Self-Reflection

Facilitates, supports, and sustains processes which increases stakeholders' capacity to self-reflect.

- School Leader creates an environment that focuses on supporting self-reflective inquiry and learning.
- School Leader provides resources including specific personal development activities that support increased capacity for self-reflection.
- School Leader allows time and ensures teacher and student involvement in self-assessment of teaching and learning styles to support personal growth.

Facilitates, supports, and sustains opportunities for stakeholders to recognize and reflect on strengths and areas of improvement vital for personal and professional growth.

- School Leader provides multiple self-assessment tools for determining individual(s) and group strengths and area for growth.
- School Leader provides collaborative activities for self-reflection that increases engagement and productivity.
- School Leader provides strategies for self-reflection that help to improve interactions amongst and performance for stakeholders.
- School Leader provides reflective processes, data collection tools, and structures for all stakeholders to create and maintain personal growth plans.

Creates and implements processes and structures to assess and evaluate self-reflection and growth of all stakeholders.

- School Leader maintains a shared expectation that data should be utilized as a catalyst for student and teacher self-reflection to guide personal, professional growth.
- School Leader includes self-reflection as a vital part of every evaluation process.
- School Leader utilizes feedback during formal or informal self-reflections data collections tools, observations, and walk-throughs as opportunities to encourage teacher and student reflection and growth.
- School Leader supports and monitors the inclusion of the self-reflective process in activities and learning opportunities.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish, foster, and sustain best practices in self-reflection that allow each stakeholder and the school to achieve peak performance.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure supporting and sustaining self-reflection are established.
- School Leader facilitates, collaborates, and ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring, and frames on supporting and sustaining self-reflection around a continuous improvement cycle.

Growing Through Self-Reflection

Demonstrates best practices, behaviors, and abilities to implement significant, meaningful self-reflection.

- School Leader models self-reflection using appropriate tools, processes, and language.
- School Leader implements processes for collecting meaningful feedback and data to guide self-reflection.
- School Leader demonstrates self-reflection through the ability to verbalize and share thought processes.
- School Leader analyzes data and feedback, compares results to current outcomes, draws conclusions, and modifies future strategies to improve outcomes.

Engages in formal self-reflection assessment to identify strengths and improvement areas which promote personal and professional growth.

- School Leader reflects on communication effectiveness using a self-evaluation process of written, oral, and digital communication.
- School Leader utilizes various forms of feedback to reflect on current attitudes and behaviors to determine areas of improvement.
- School Leader intentionally schedules time to reflect and analyze interpersonal skills.

Exemplifies and provides for self-reflection and professional growth best practices for all stakeholders.

- School Leader models and supports all stakeholders to reflect on communication effectiveness by using a self-evaluation of written, oral, and digital communication.
- School Leader models and supports all stakeholders to utilizes various feedback to reflect on current their attitudes and behaviors to determine areas of improvement.
- School Leader models and supports all stakeholders to schedule intentional time to reflect on an analysis of interpersonal skills and behaviors.

Provides a personal, professional growth plan which utilizes self-reflection feedback and data to develop strategies, implementation timelines, a monitoring process, and an evaluation and modification procedure focused on improving professional attitudes and behaviors.

- School Leader develops professional growth goals that include strategies and follow an ongoing cycle of self-reflection to ensure continuous improvement and growth.
- School Leader collects and analyzes feedback to develop and implement a clearly defined plan with goals for improving professional attitudes and behaviors.
- School Leader establishes a clearly defined continuous improvement plan that includes implementation and timelines to monitor progress and determine next steps using a constant self-reflection process.

RESULT ORIENTATION

Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.

Creating a Results Oriented Learning Culture

Builds trusting relationships to facilitate collaboration and success for students, staff, and parents.

- School Leader creates a safe, trusting environment for stakeholders to openly discuss educational initiatives and expectations.
- School Leader establishes policies and implements processes that build respect for knowledge, experience, and concerns among stakeholders.
- School Leader models accessibility and openness to new ideas.

Collaboratively develops and communicates expectations and results of all stakeholders' learning and growth.

- School Leader and stakeholders collaborate, analyze, and clarify expectations for results for all.
- School Leader jointly co-develops a multi-strategy plan to monitor and communicate progress.
- School Leader communicates positive features, support, processes, tools, and resources to set a clear connection between the stakeholders' current and desired levels of knowledge.

Facilitates the collaborative setting and attainment of goals for personal and collective growth of both students and staff.

- School Leader provides structures for the setting of clear, ambitious goals for the students and staff.
- School Leader implements practices and provides resources that support stakeholders in determining how they are going to meet personal goals.
- School Leader implements routines that ensure the ongoing evaluation and monitoring of progress.
- School Leader develops and implements systems for providing actionable feedback to all stakeholders based on data.

Develops and implements practices or routines that spark motivation and empower teachers and students to be active participants in their learning and personal growth.

- School Leader facilitates and uses high-level, probing questions to support and motivate stakeholders to achieve identified goals.
- School Leader identifies and provides opportunities for stakeholders to track progress toward goals.
- School Leader implements processes that empower stakeholders to support each other in goal attainment.
- School Leader seeks and schedules opportunities to share and celebrate progress in meeting identified goals.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish a result-oriented environment in which everyone is accountable for the personal and collective growth of all organizational members.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader jointly develops a plan which includes strategies, timelines, stakeholder accountability, and progress monitoring focused on creating a result-oriented culture to ensure all stakeholders' personal and collective growth.

Implementing Data-Driven Decision Making

Creates a culture of high expectations of results for student learning based on data-driven decisions.

- School Leader collaboratively develops vision for shared accountability and purpose for data-driven decisions that ensure student growth.
- School Leader models data use for decisions related to curriculum and instruction.
- School Leader develops and supports protocols and procedures for implementation of common curricular guidelines.
- School Leader provides resources and implements policies that support structured teacher collaboration in using data to review and modify instruction for effectiveness.
- School Leader ensures policies and procedures are in place for student engagement with their data to provide ongoing feedback related to learning.

Provides, develops, and implements policy and processes for improving personal data analysis skills and those of all stakeholders.

- School Leader models a commitment and builds trust in data-driven decision making as a means to accelerate improvement.
- School Leader collaboratively develops and defines clear goals for capacity building of all stakeholder groups' data utilization.
- School Leader employs policies and processes that provide ongoing opportunities for development of data skills for all stakeholders.
- School Leader solicits feedback and monitors progress in stakeholders' utilization of data to drive decision-making and improvement.

Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.

- School Leader collaboratively selects and facilitates protocols to guide data-informed decision making.
- School Leader ensures availability of reliable data systems that provide timely access to various types of data: formative, summative, quantitative, and qualitative.
- School Leader employs accurate descriptions of data including the constructing and interpreting of data graphics to enhance the reporting on real data.
- School Leader implements structures and monitors the regular examination of assessment processes and instruments for data relevance to established academic standards.
- School Leader facilitates the processes and structures for students and parents to access review and evaluate data.

Provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish an environment in which all stakeholders collect, analyze, and use data to drive improvement.

- School Leader collaborates and facilitates a continuous improvement planning process to ensure expectations are established.
- School Leader ensures plan goals, outcomes, and next steps have been clearly defined and agreed upon by stakeholders.
- School Leader facilitates and collaborates to deliver a jointly developed plan that includes implementation strategies, monitoring progress, to create an environment in which everyone is accountable for the personal and collective growth of all members of the learning organization.

Effective learning leaders understand that their personal, social and systems intelligences are inextricably woven into their work effectively leading a learning organization. When we examine those *Becoming* attributes that are most important in each of the *Doing* dimensions, we begin to build an understanding of this interplay as is shown by the crosswalks on the pages that follow.

Interestingly, the crosswalk of the *Becoming* attributes and the *Doing* dimensions reveals a key attribute within each intelligence's competency that has implications for all three domains and their related dimensions. Take for instance the four competencies within Personal Intelligence (Growth Mindset, Innovation, Self-Management, and Wellness), you see that a single attribute in each competency has an implication for every dimension in all three domains. The Ethical attribute within the Wellness competency, for example, has universal application to all dimensions with the three domains and, thus, rises to prominence within the competency.

The crosswalk also reveals a key dimension within each domain. As you examine the seven dimensions of the Culture Domain (Ethics, Equity, Global Mindedness, Relationships, Student Centeredness, Traditions and Celebrations, and Wellness), you will see that all intelligence attributes have an implication in the Relationships Dimension and, thus, it rises to prominence within the domain. Similarly, the Vision and Mission Dimension rises to prominence in the Systems Domain while the Reflection and Growth Dimension does the same in the Learning Domain.

INTELLIGENCE	COMPETENCY	KEY ATTRIBUTE
PERSONAL INTELLIGENCE	Growth Mindset Innovation Self-Management Wellness	Reflective Courageous Self-Confident Ethical
SOCIAL INTELLIGENCE	Capacity Building Community Building Influence Service	Empowering Relational Catalytic Protective
SYSTEMS INTELLIGENCE	Cultural Responsiveness Operations and Management Teaching and Learning Vision, Mission, and Strategic Planning	Advocative Transformative Pedagogically Supportive Analytic

DOMAIN	KEY DIMENSION
CULTURE DOMAIN	Relationships
SYSTEMS DOMAIN	Vision and Mission
LEARNING DOMAIN	Reflection and Growth



The School Leader Paradigm: The Research provides a comprehensive listing of the extensive research reviewed to identify the critical leadership dispositions and essential behaviors school leaders must possess and exhibit to be effective. Furthermore, these pages contain one of the most thorough compilations of school leadership research you will find anywhere.

Visit ilprincipals.org to learn more.

^Attributes that have implications for all Domain Dimensions.

*Building and nurturing relationships is the essential component to an effective school/district culture.

		PERSONAL INTELLIGENCE																
CULTURE DOMAIN	DIMENSION	COMPETENCY																
		ATTRIBUTE	Growth Mindset				Innovation				Self-Management				Wellness			
			Accountable	Humble	Intentional	Reflective^	Adaptive	Courageous^	Creative	Resilient	Balanced	Grounded	Organized	Self-Confident^	Ethical^	Fit/Healthy	Optimistic	Self-Aware
		Equity	X		X	X	X	X		X				X	X			
		Ethics	X		X	X		X		X		X		X	X			X
		Global-Mindedness	X		X	X	X	X						X	X			
		Relationships*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Student-Centeredness				X		X		X		X	X	X	X	X	X	X
Traditions and Celebrations		X	X	X	X	X	X	X				X	X		X			
Wellness				X		X			X	X	X	X	X	X	X	X		

*A clear and articulated vision and mission serve as the foundation for all other systems.

SYSTEMS DOMAIN	DIMENSION	Collaborative Leadership	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
		Communication	X	X	X	X	X	X	X	X		X	X	X	X		X	X
		Data Literacy	X		X	X		X					X	X	X			
		Operations	X		X	X	X	X	X	X		X	X	X	X			
		Safety	X		X	X		X		X		X	X	X	X			
		Strategic Management	X		X	X	X	X	X	X		X	X	X	X			
		Vision and Mission*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*Continuous reflection and growth is necessary in all attributes to become the effective leader a school/district needs to move forward.

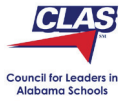
LEARNING DOMAIN	DIMENSION	Assessment	X		X	X	X	X		X			X	X	X			
		Curriculum	X		X	X	X	X	X				X	X	X			
		Human Capital Management	X			X		X				X		X	X			
		Innovation			X	X	X	X	X	X				X	X		X	
		Instruction	X		X	X	X	X	X	X				X	X			
		Reflection and Growth*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Result Orientation	X		X	X	X	X	X	X		X	X	X	X		X	

SOCIAL INTELLIGENCE																SYSTEMS INTELLIGENCE																
Capacity Building				Community Building				Influence				Service				Cultural Responsiveness				Operations and Management				Teaching and Learning				Vision, Mission, and Strategic Planning				
Empowering^	Facilitative	Guiding	Resourceful	Collaborative	Connective	Conciliatory	Relational^	Attentive	Catalytic^	Communicative	Motivational	Empathetic	Generous	Protective^	Trustworthy	Advocative^	Affiliative	Global	Visible	Methodical	Responsible	Responsive	Transformative^	Diagnostic	Evaluative	Knowledgeable	Pedagogic^	Analytic^	Articulate	Strategic	Visionary	
X				X	X	X	X		X			X		X		X	X	X					X	X	X	X	X	X				
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The **National School Leader Collaborative** is a consortium of state associations committed to supporting the professional growth of school leaders and their teams. Through shared resources, research, and innovative best practices, the Collaborative strengthens the capacity of its partner associations to support school leaders throughout their careers.



Council for Leaders in Alabama Schools
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Missouri Association of Secondary School Principals
Chris Hoehne, Executive Director
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Alaska Council of School Administrators
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New Jersey Principals and Supervisors Association
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Connecticut Association of Schools
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School Administrators Association of New York State
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Illinois Principals Association
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Ohio Association of Secondary School Administrators
Dr. Timothy Freeman, Executive Director
oassa.org



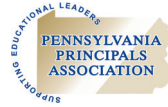
Indiana Association of School Principals
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Coalition of Oregon School Administrators
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School Administrators of Iowa
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Minnesota Association of Secondary School Principals
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