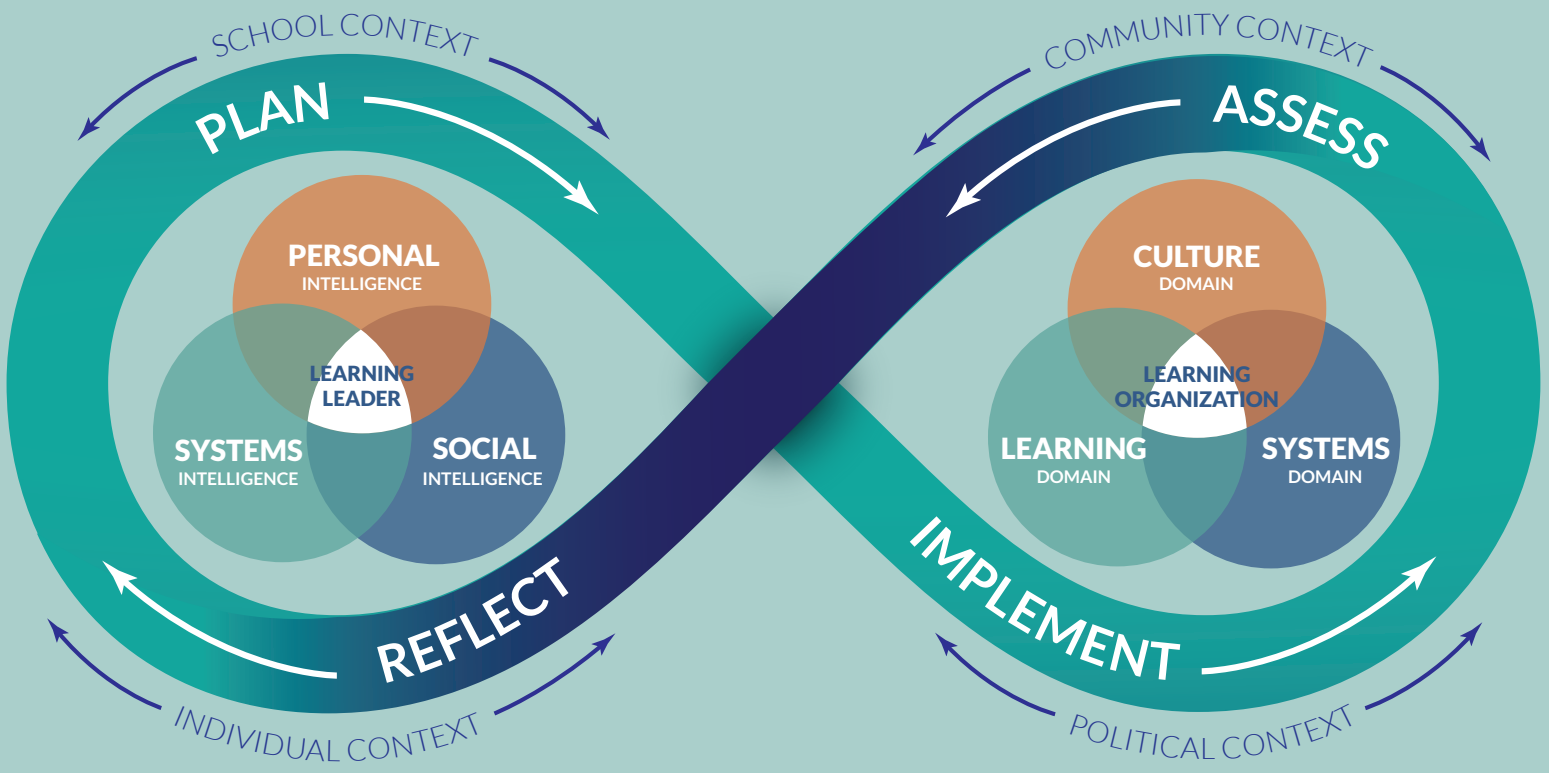
SCHOOL LEADER PARADIGM™

Becoming While Doing



Creating Hope for All

August 2025

SCHOOL LEADER COLLABORATIVE

THE SCHOOL LEADER COLLABORATIVE

The School Leader Collaborative consists of a consortium of state principal associations dedicated to supporting and sustaining the professional growth of school principals and their leadership teams. Specifically, the Collaborative enhances the collective capacity of its partner associations by building a network of shared resources, innovative best practices, and research, which supports school leaders throughout their careers. Current Collaborative associations:

- **Council for Leaders in Alabama Schools**
- **Alaska Association of Elementary School Principals**
- **Alaska Association of Secondary School Principals**
- **Illinois Principals Association**
- **Indiana Association of School Principals**
- **School Administrators of Iowa**
- **Maine Principals' Association**
- **Minnesota Elementary School Principals Association**
- **Minnesota Association of Secondary School Principals**
- **Missouri Association of Elementary School Principals**
- **Missouri Association of Secondary School Principals**
- **New Jersey Principals and Supervisors Association**
- **School Administrators Association of New York State**
- **Pennsylvania Principals Association**
- **Association of Washington School Principals**
- **Association of Wisconsin School Administrators**

Contact information for each association in the Collaborative is listed on the back cover.

SCHOOL LEADER COLLABORATIVE

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Forward

Originally published in 2015, the *School Leader Paradigm* has undergone continued development through extensive literature review, stakeholder feedback, and practical application in the field. The first version of the Paradigm focused on the becoming side of the paradigm, identifying the professional intelligences, competencies and attributes needed by learning leaders. Upon extensive review and research, the intelligences were missing from other published frameworks which focused on the doing side, or the work of the learning leader.

The second edition of the Paradigm, published in 2018, connected the becoming intelligences with the doing domains of the learning leader's job. The doing domains and dimensions were crafted after a review of existing work, including the Professional Standards for Educational Leaders (PSEL) and the National Association of Secondary School Principals' *Building Ranks: A Comprehensive Framework for Effective School Leaders*. Paradigm 2.0 also added context to the leader's work and demonstrated the continuous process that occurs while leaders grow in both their professional intelligences and their knowledge and skills of the dimensions needed to lead their organizations. This continuous process was brought to life through the introduction of a cycle of inquiry which showed the infinite process of planning, implementing, assessing and reflecting on the leader's own professional growth as well as that of the organization.

Over the past three years, the School Leader Collaborative has completed extensive research to define the essential behaviors and proficiency details needed to clarify the doing domains of the leader's work, which has led us to this latest iteration of the *School Leader Paradigm* — Paradigm 3.0. In addition to further fleshing out the doing side, Paradigm 3.0 offers a deeper look at the cycle of inquiry, providing the reader with essential questions and implementation strategies, as well as deepening the reader's understanding of the four contexts through which a leader operates: individual, school, community, and political. Finally, the framework was reviewed and updated to elevate the importance of equity in the work of both the learning leader and the learning organization.

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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, 1970[1]

School Leadership Matters

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

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]

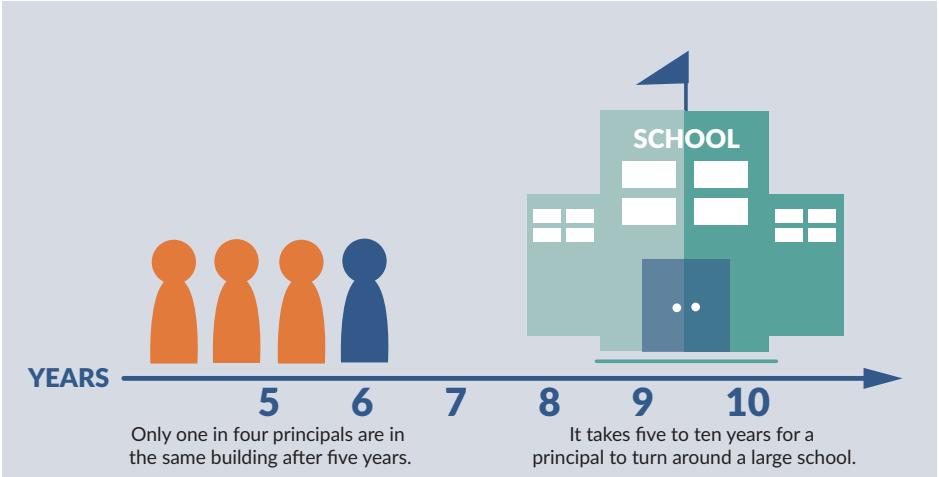
Additionally, researchers have shed light on the central role school leaders must play to ensure all students, especially those who have been historically marginalized, are treated inequitably.[4] Of note, studies indicate school leaders have the greatest impact on student performance in schools with the greatest needs.[5] In order 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.[6]

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.[7] Essentially, effective school leaders lead effective schools.[8]

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 the Learning Policy Institute (LPI), principals across the country have an average tenure of just four years at their schools.[9] 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.[10] Of those that are brand new to the principalship, fifty percent do not make it past year three.

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.[11] In their 2019 report, *Understanding and Addressing Principal Turnover*,



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.

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 policies[12]

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 to 10 years for a principal to lead and institutionalize improvement efforts depending on the size of their school.[13] 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.[14] Where the bottom line is concerned, preparing and onboarding a new principal carries an average price tag of $75,000 nationally.[15]

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 in the School Leader Collaborative have been wrestling with several critical questions:

- How do we keep school leaders in their positions longer? Meaning, 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? In other words, how can we help school leaders get better faster?
- What attributes must school leaders possess in order to be reflective, servant-oriented, equity-minded, and student-centered?
- What essential behaviors must school leaders demonstrate in order 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.[16] Further, school leaders must be given autonomy to do their work, support with difficult decisions, and assurance when taking calculated risks that may fail.[17] 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.[18]

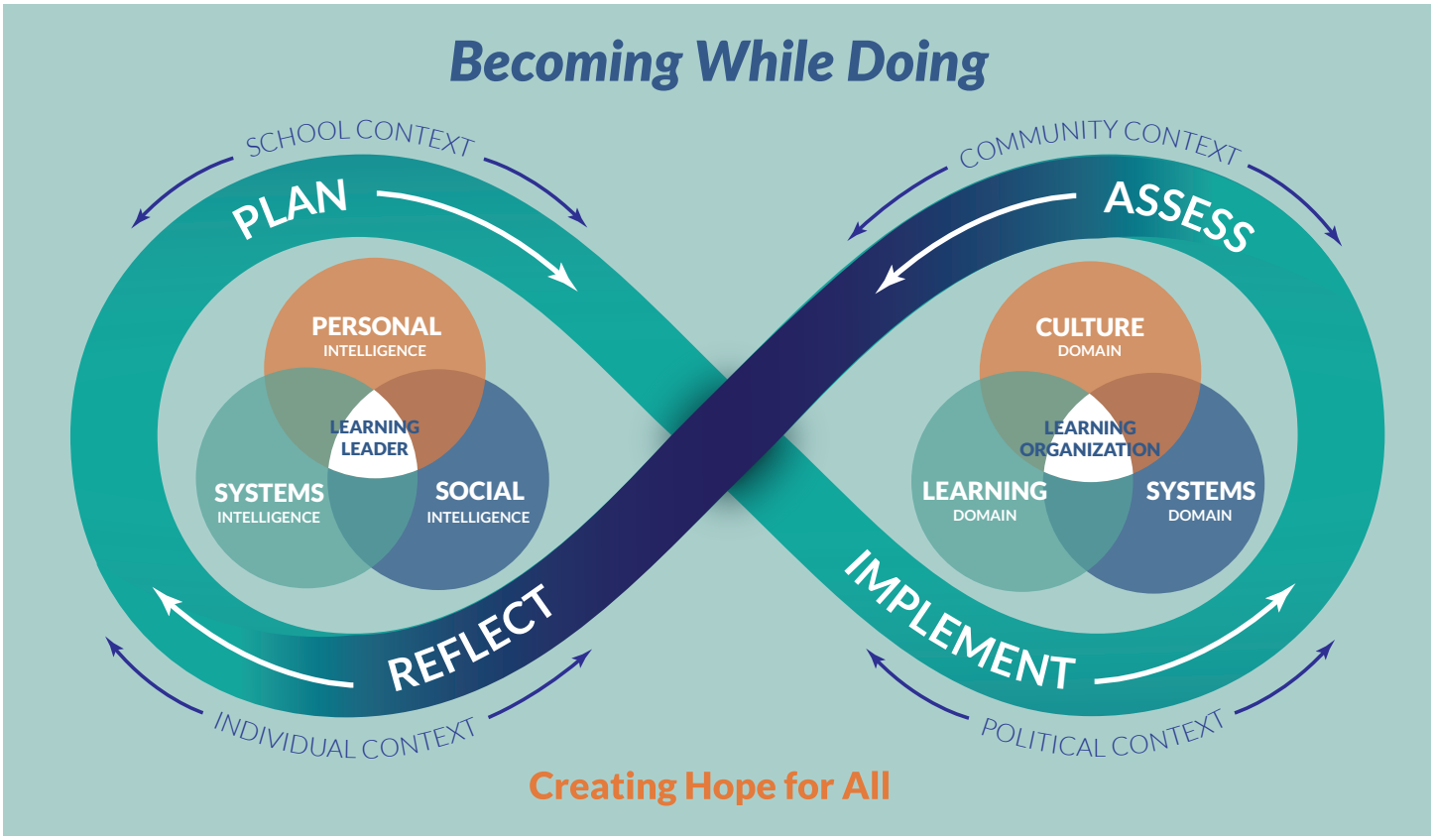
For school leaders to account for their own growth and for principal preparation programs, school districts, principals' associations, and other organizations to be able to provide school leaders the critical ongoing support they need over the course of their careers, all require a leadership framework 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.[19]

They need the *School Leader Paradigm*.

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.[20] The box on the next page 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.

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.

In order 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

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.

In order for a school leader to become a learning leader, it requires the school leader to possess a convergence of personal,

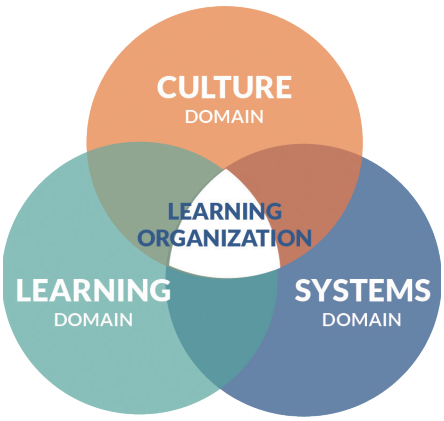
> **"School leaders must lead themselves well first in order to provide effective leadership for their schools."**

social, and systems intelligences, as shown on the left side of the Paradigm. We use the term "intelligence" within the 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.[21]

To flesh out the intelligences on the becoming side of the 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 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 research base for the intelligences, competencies, and attributes can be retrieved from members of the School Leader Collaborative.

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.[22] We can argue as to the multitude of reasons why the role 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,

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:

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

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;

Self-Management - The school leader monitors and takes responsibility for one's own behavior and well-being, personally and professionally; and

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

SOCIAL INTELLIGENCE

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

Service - The school leader assures that other people's highest priority needs are being served;

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;

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; and

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.

SYSTEMS INTELLIGENCE

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

Mission, Vision, 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;

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; and

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.

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.[23]

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.[24] 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.[25] 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.[26] 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.[27]

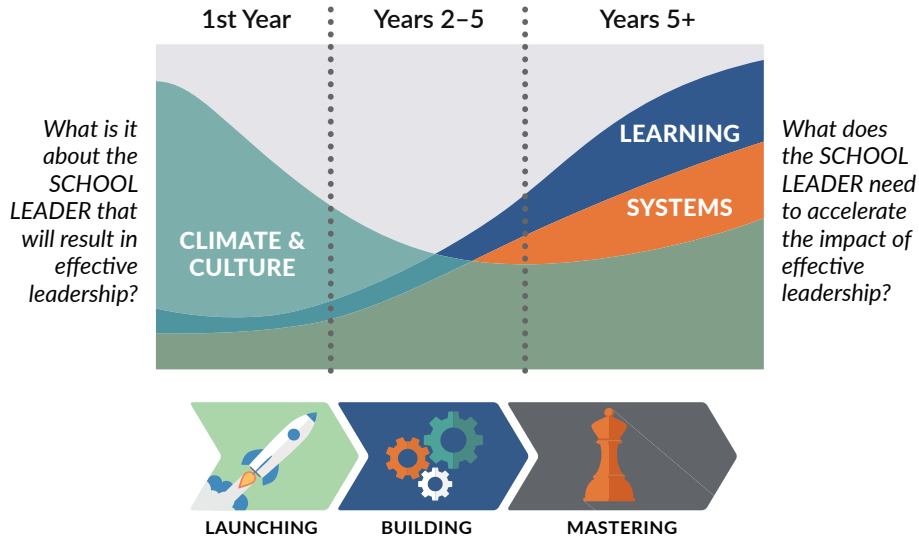
From our work with school leaders, we know those new to their positions invest the first few years establishing trust and building relationships in order to begin shaping their school's climate, then culture. Once high levels of trust and strong relationships have been built, the school leader can begin 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.[28] 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?

In order 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.[29] 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 research base for the domains, dimensions, and essential behaviors can be retrieved from members of the School Leader Collaborative. A quick reference to the descriptions for the culture, systems, and learning domains and corresponding dimensions can be found on the next page.

"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."

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/mission, and reflection/growth) that require the use of all leadership attributes for the dimensions to be conducted well. See Appendix C for further explanation.

LEADING THE CONVERGENCE OF CULTURE, SYSTEMS, AND LEARNING



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 engaging, relevant, timely and culturally responsive programs. The culture domain dimensions include:

Relationships - The school leader 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 - The school leader 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;

Wellness - The school leader fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community;

Equity - The school leader 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;

Traditions/Celebrations - The school leader 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;

Ethics - The school leader cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others; and

Global-Mindedness - The school leader 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.

SYSTEMS DOMAIN

The school leader's efforts to constantly assess a learning organization's current systems, maintain an ongoing cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems. The systems domain dimensions include:

Vision/Mission - The school leader fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources;

Communication - The school leader utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission;

Collaborative Leadership - The school leader builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders;

Data Literacy - The school leader promotes a data-driven culture of decision-making for continuous improvement;

Strategic Management - The school leader 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;

Safety - The school leader establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders; and

Operations - The school leader 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.

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. The learning domain dimensions include:

Reflection and Growth - The school leader nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance;

Result-Orientation - The school leader cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth;

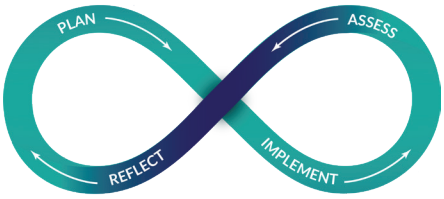
Curriculum - The school leader ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students;

Instruction - The school leader 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;

Assessment - The school leader fosters a learning environment that utilizes data to monitor student progress, improve the instructional process and learning environment, and ensure high levels of personal and academic growth for all students;

Innovation - The school leader creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways; and

Human Capital Management - The school leader 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.



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. We will discuss this next.

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.

"Successful leaders use a formal improvement methodology, create a vision for improvement, enable others to pursue that vision, and monitor progress toward goals."[30]

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.[31] 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. A brief description of the four stages is provided as follows:

PLAN

How does improvement occur? It starts with a plan and a data-literate leader. The planning stage incorporates the collection and synthesis of data which school leaders must use to develop measurable goals, desired outcomes and strategies. Often leaders jump to solutions before properly exploring the problem and valuing the input from all stakeholders.[33] 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).[34]

Helpful questions during the Planning Stage include:

- 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?

"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."[32]

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.[35]

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.[36]

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.[37]

> "What gets measured and monitored gets done." [38]

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?

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.

> "We do not learn from experience. We learn from reflecting on experience." [39]

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?

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.

Creating Hope

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.

> "Leadership does not exist in a vacuum."

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."[40] 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.

Looking Ahead

In order for our nation's schools to meet the needs of all kids, we as the School Leader Collaborative 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.

LEADERSHIP CONTINUUM

ASPIRING Establish the mindset, leadership intelligences, and community of peers necessary for aspiring administrators to envision themselves as future learning leaders

LAUNCHING Provide new learning leaders with the skills, resources, and community of peers necessary to cultivate culture, assess systems, and understand the leadership necessary for the unique context of their learning organization

BUILDING Equip established learning leaders with the supports needed to effectively sustain culture, build systems and develop their learning organization, while affording the self-care necessary to build a sustainable career

MASTERING Promote 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

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, Building, 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 Building 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 in the School Leader Collaborative 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.

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Hope-filled leaders and organizations make the impossible possible.

SCHOOL LEAD

Becoming V

PERSONAL INTELLIGENCE

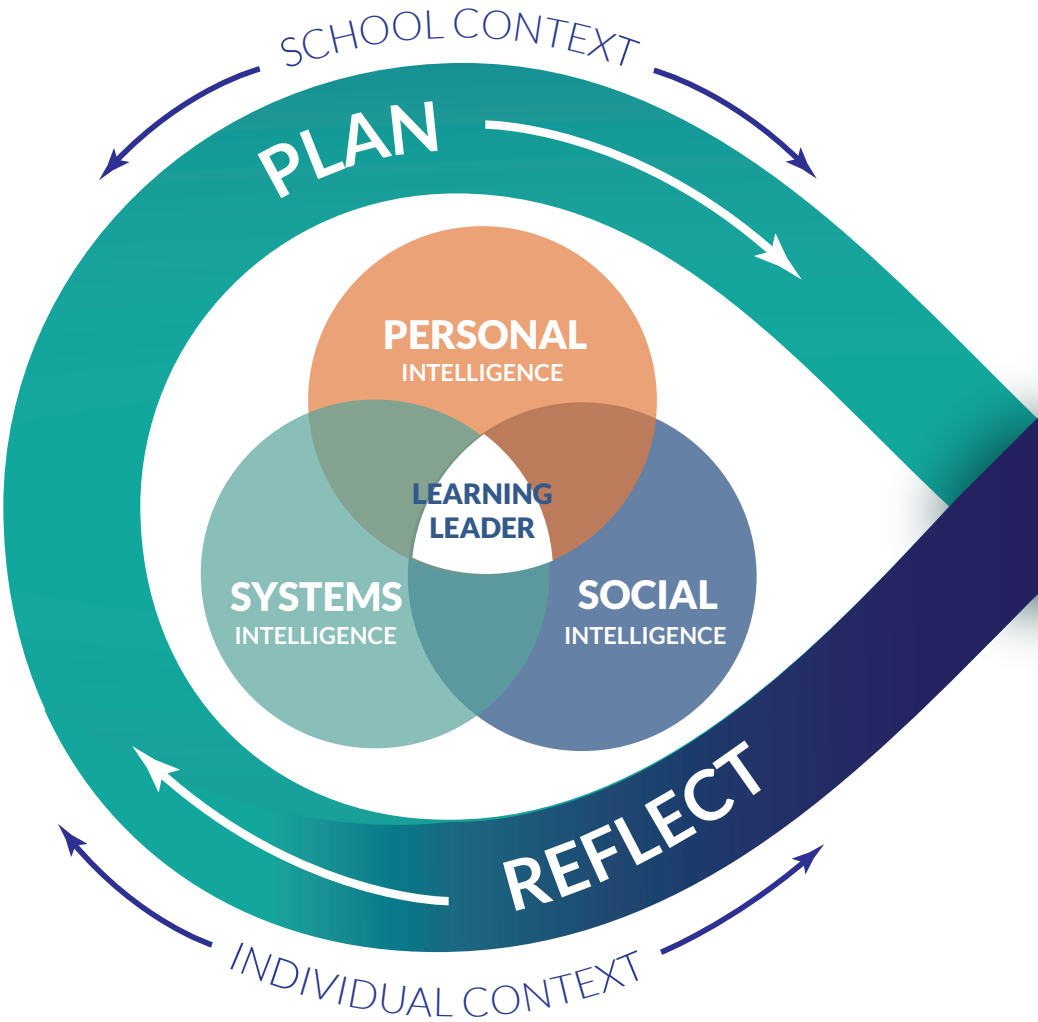
- **Wellness**
  - Ethical
  - Fit/Healthy
  - Optimistic
  - Self-aware
- **Growth Mindset**
  - Humble
  - Reflective
  - Intentional
  - Accountable
- **Self Management**
  - Organized
  - Balanced
  - Way of Being
  - Self-confident
- **Innovation**
  - Creative
  - Adaptive
  - Resilient
  - Courageous

SOCIAL INTELLIGENCE

- **Service**
  - Empathetic
  - Trustworthy
  - Generous
  - Protective
- **Community Building**
  - Relational
  - Collaborative
  - Connective
  - Conciliatory
- **Capacity Building**
  - Empowering
  - Guiding
  - Resourceful
  - Facilitative
- **Influence**
  - Attentive
  - Communicative
  - Motivational
  - Catalytic

SYSTEMS INTELLIGENCE

- **Mission/Vision/ Strategic Planning**
  - Analytic
  - Strategic
  - Articulate
  - Visionary
- **Operations & Management**
  - Responsible
  - Transformative
  - Responsive
  - Methodical
- **Teaching & Learning**
  - Diagnostic
  - Knowledgeable
  - Pedagogic
  - Evaluative
- **Cultural Responsiveness**
  - Visible
  - Affiliative
  - Advocative
  - Global



Creating H

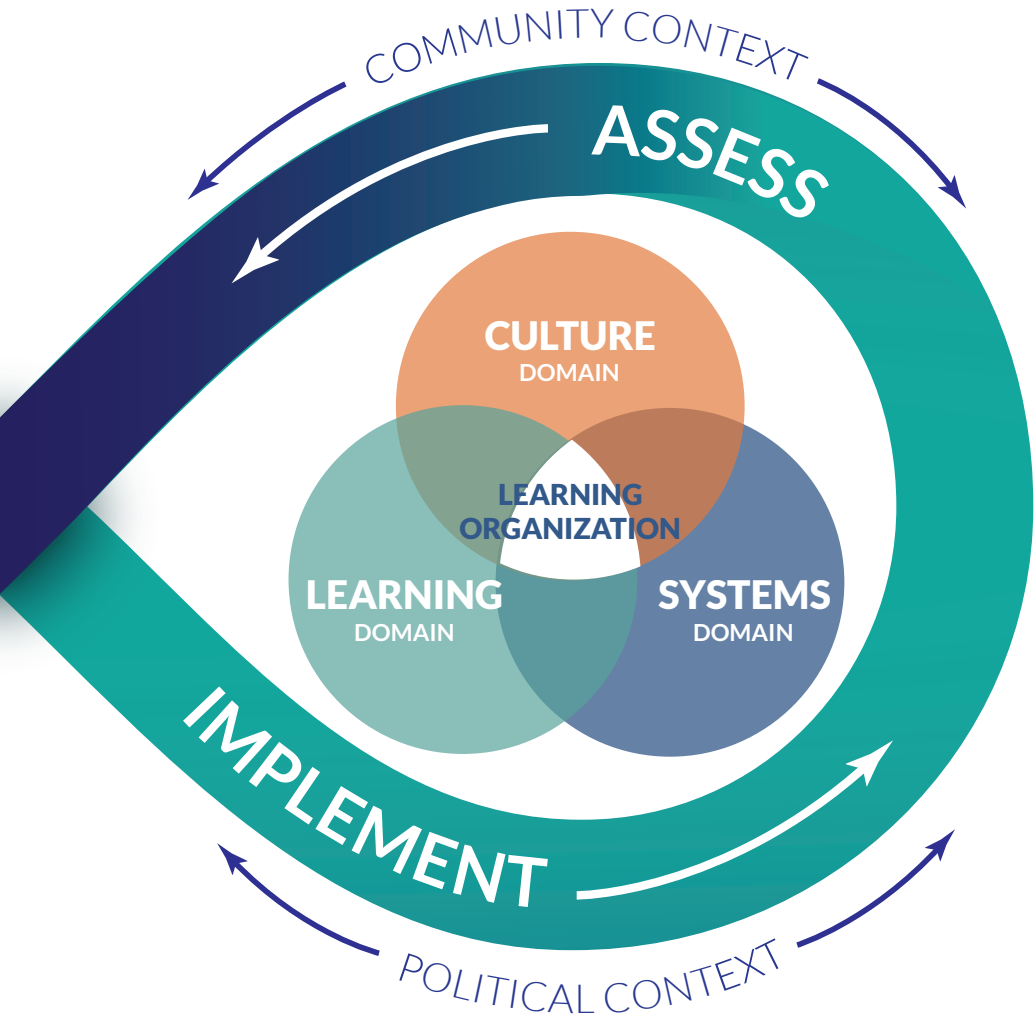
#Create

"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?

ER PARADIGM™

Vhile Doing



ope for All

eHope

CULTURE DOMAIN

- Relationships
- Student Centeredness
- Wellness
- Equity
- Traditions/Celebrations
- Ethics
- Global Mindedness

SYSTEMS DOMAIN

- Vision/Mission
- Communication
- Collaborative Leadership
- Data Literacy
- Strategic Management
- Safety
- Operations

LEARNING DOMAIN

- Reflection and Growth
- Result-Orientation
- Curriculum
- Instruction
- Assessment
- Innovation
- Human Capital Management

SCHOOL LEADER COLLABORATIVE

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"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"?

APPENDIX A: ***BECOMING***

The convergence of Personal, Social, and Systems Intelligences culminates in a learning leader. Each intelligence has four key competencies, heading the columns below. For each competency, four basic attributes are identified. The attributes provided do not represent an exhaustive list, rather those behaviors recognized as critical for school leaders to be successful. Individual leaders may identify other critical attributes depending on their context. The competencies and attributes are further defined in this appendix. To review the research base for the Becoming side of the *School Leader Paradigm*, contact a member of the School Leader Collaborative.

PERSONAL INTELLIGENCE

WELLNESS	GROWTH MINDSET	SELF-MANAGEMENT	INNOVATION
Ethical	Humble	Organized	Creative
Fit/Healthy	Reflective	Balanced	Adaptive
Optimistic	Intentional	Way of Being	Resilient
Self-Aware	Accountable	Self-Confident	Courageous

SOCIAL INTELLIGENCE

SERVICE	COMMUNITY BUILDING	CAPACITY BUILDING	INFLUENCE
Empathetic	Relational	Empowering	Attentive
Trustworthy	Collaborative	Guiding	Communicative
Generous	Connective	Resourceful	Motivational
Protective	Conciliatory	Facilitative	Catalytic

SYSTEMS INTELLIGENCE

MISSION/VISION STRATEGIC PLANNING	OPERATIONS AND MANAGEMENT	TEACHING AND LEARNING	CULTURAL RESPONSIVENESS
Analytic	Responsible	Diagnostic	Visible
Strategic	Transformative	Knowledgeable	Affiliative
Articulate	Responsive	Pedagogic	Advocative
Visionary	Methodical	Evaluative	Global

APPENDIX A: ***BECOMING***

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. The school leader:

WELLNESS

Balances quality or state of being healthy in body and mind as the result of deliberate effort and awareness.

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.

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.

GROWTH MINDSET

Embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others' success.

Humble
Knows what he/she does not know; resists being arrogant; never underestimates competition.

Reflective
Thinks critically about personal behaviors, attitudes, beliefs and values.

Intentional
Acts rather than reacts; is deliberate; recognizes every aspect of their behavior; sets personal leadership milestones.

Accountable
Holds oneself to a higher standard and continuous growth; honors, stands behind, and takes ownership of agreements and decisions that one makes.

SELF-MANAGEMENT

Monitors and takes responsibility for one's own behavior and well-being, personally and professionally.

Organized
Plans and accomplishes things in a prioritized, orderly manner.

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.

Way of Being
Acknowledges and explores emotions, deepens self-knowledge and self-awareness, and builds reflective abilities in order to achieve goals and acts strategically.

Self-Confident
Aware and comfortable with personal strengths and weaknesses; celebrates others' accomplishments; seeks opportunities to learn and develop; listens to others' ideas; accepts both challenges and support; empowers others to grow and lead.

INNOVATION

Introduces new methods, novel ideas, processes or products that are put into operation.

Creative
Solves problems or challenges in novel ways from new perspectives and seeks innovation in exploring potential options.

Adaptive
Takes on the gradual but meaningful process of change, both individually and within the organization; thrives within challenging environments.

Resilient
Strong enough to live with uncertainty and ambiguity; learns to grow through adversity.

Courageous
Takes chances after thoughtful estimation of the probable outcome; willing to take bold moves after careful deliberation and preparation.

APPENDIX A: ***BECOMING***

SOCIAL INTELLIGENCE

A set of interpersonal competencies that inspire others to be effective. The school leader:

SERVICE

Assures that other people's highest priority needs are being served.

Empathetic
Has the ability to recognize, value and share others' feelings.

Trustworthy
Is benevolent, honest, open, reliable and competent.

Generous
Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice and talent.

Protective
Focuses on the well-being of others, the community and society at large, rather than self.

COMMUNITY BUILDING

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.

Relational
Interacts with people in ways that fulfill their physical, psychological, social and emotional needs.

Collaborative
Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.

Connective
Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources and ideas.

Conciliatory
Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes

CAPACITY 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.

Empowering
Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.

Guiding
Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.

Resourceful
Garners personal, building, district and community resources to achieve the vision and goals of the school.

Facilitative
Works to identify and eliminate impediments to staff and student success; creates conditions for positive change.

INFLUENCE

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

Attentive
Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.

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.

Catalytic
Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal and external influences, and fostering productive interpersonal relationships.

APPENDIX A: ***BECOMING***

SYSTEMS INTELLIGENCE

Individual understanding of the inter-workings and leadership of complex systems within an organization. The school leader:

MISSION, VISION, 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.

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

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

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

OPERATIONS AND MANAGEMENT

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

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

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

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

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

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.

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.

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.

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

CULTURAL RESPONSIVENESS

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

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.

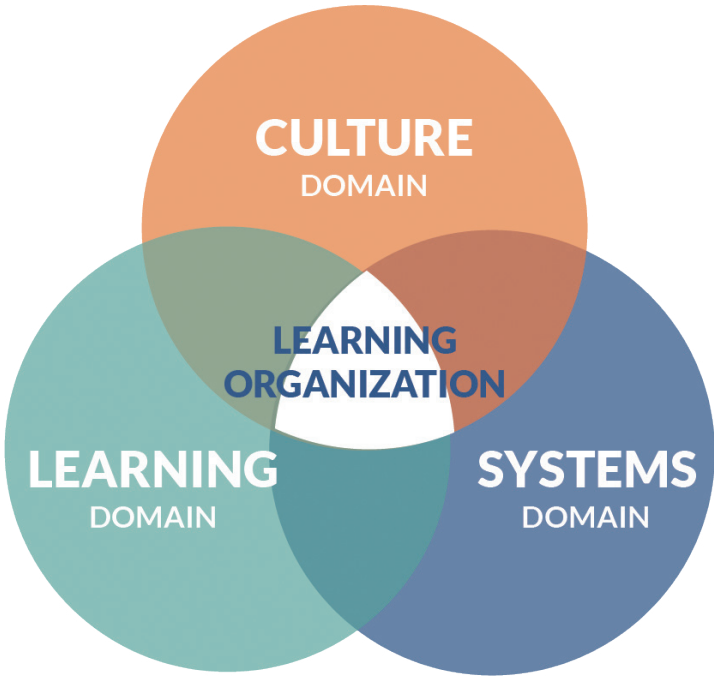
Affiliative
Values people and their feelings; seeks to accomplish tasks and goals while appreciating the needs of students and staff; emphasizes harmony and builds team resonance.

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.

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

APPENDIX B: ***DOING***

The convergence of the Culture, Systems, and Learning Domains culminates into a learning organization. Each domain is broken into seven leadership dimensions which are further delineated by essential leadership behaviors. The definitions of each can be found in this appendix. To review the research base for the Doing side of the *School Leader Paradigm*, contact a member of the School Leader Collaborative.



CULTURE DOMAIN

RELATIONSHIPS	STUDENT CENTEREDNESS	WELLNESS	EQUITY
Building Internal Relationships	Exemplifying Student-Centeredness	Advocating Personal Wellness	Exemplifying Equitable Behavior
Building Personal Relationships	Embedding a Culture of Student-Centeredness	Nurturing a Culture of Wellness	Constructing and Growing Equity
Building External Relationships		Implementing Social-Emotional Wellness	Leading an Equitable Learning Culture

TRADITIONS/ CELEBRATIONS	ETHICS	GLOBAL MINDEDNESS
Leading and Promoting Mutual Respect	Exemplifying Ethical Behaviors and Values	Exemplifying a Global-Minded Culture
Valuing and Celebrating Traditions/Culture	Embedding an Ethical Work Culture	Embedding a Global-Minded Culture
Driving a Culture of Service		

APPENDIX B: ***DOING***

SYSTEMS DOMAIN

VISION/MISSION	COMMUNICATION	COLLABORATIVE LEADERSHIP	DATA LITERACY
Leading Vision and Mission Driving Vision and Mission	Communication Standards Communication Structures Communication Advocacy Personal Communication	Exemplifying Collaborative Leadership Empowering a Collaborative Leadership Culture	Fostering a Data Literacy Culture Leading Data Literacy Managing Data Literacy Systems

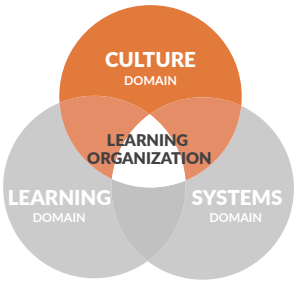
STRATEGIC MANAGEMENT	SAFETY	OPERATIONS
Leading Strategic Management Structuring Systems for Strategic Management	Leading a Culture of Safety Managing Crises and Emergency Planning Assessing Threats	Managing Systems Logistics Allocating and Assigning Personnel Evaluating Operational Systems Effectiveness

LEARNING DOMAIN

REFLECTION AND GROWTH	RESULT-ORIENTATION	CURRICULUM	INSTRUCTION
Creating a Culture of Self-Reflection Growing Through Self-Reflection	Creating a Results Oriented Learning Culture Implementing Data-Driven Decision Making	Creating Learning-Focused Curriculum Meeting All Academic Needs Ensuring Curriculum Alignment	Promoting Collaborative Instruction Providing Effective Instruction Ensuring Instructional Alignment

ASSESSMENT	INNOVATION	HUMAN CAPITAL MANAGEMENT
Assessing Student Learning and Growth Assessing the Learning Environment Evaluating Assessment Alignment	Creating and Sustaining Innovation Managing Change and Uncertainty	Recruiting High-Quality Staff Retaining and Developing Staff Ensuring Accountability

APPENDIX B: ***DOING***



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. The school leader:

"Lead by creating and sustaining a positive, hope-filled climate and 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 Internal Relationships

- Institutes structures and strategies for building rapport and establishing high expectations for behavior and learning with students.
- Institutes structures and strategies for being visible, accessible, and approachable to ensure positive and professional interactions with staff.
- Creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in internal relationship building.

Building Personal Relationships

- Implements protocols and practices that ensure the educational leader is approachable, accessible, and welcoming to all stakeholders.
- Demonstrates social awareness when building relationships through interpersonal activities that connect and build rapport with all stakeholders.
- Demonstrates self-awareness and personal management when 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.

Building External Relationships

- Institutes structures and strategies that initiate connection, relationships, and partnerships with external stakeholders.
- Utilizes procedures and implements practices that ensure positive relationships.
- Ensures procedures and practices are being intentionally implemented in order to develop and strengthen positive relationships with learning partners.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in external relationships for organizational improvement.

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.

Exemplifying Student-Centeredness

- Demonstrates best practices, behaviors, and abilities to guide and implement effective student-centeredness approaches and policies.
- Engages in self-assessment to identify personal leadership strengths and growth areas essential to facilitate, support, and sustain student-centeredness.
- Exemplifies and supports self-reflection, self-assessment, and professional growth among stakeholders to improve student-centeredness behaviors and best practices.
- Provides a personal, professional growth plan that utilizes self-assessment, self-reflection feedback and data to develop strategies, implement timelines, evaluate a monitor process, and modify procedures focused on achieving an exemplar student-centeredness environment.

Embedding a Culture of Student-Centeredness

- Ensures targeted support for each student academically, socially, emotionally, and physically.
- Commits and ensures that all staff members understand their responsibilities and are entrusted in meeting each student's needs.
- Celebrates and recognizes students' achievement and emphasizes positive behavior.
- Provides a collaborative plan with strategies, implementation timelines, evaluation, and monitoring process for embedding and maintaining an exemplar student-centered culture that conveys high expectations, support, and mutual respect among all staff and students.

APPENDIX B: ***DOING***

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.
- Utilizes emotional wellness concepts, principles, and strategies to maintain personal mental wellness.
- Implements a dynamic process of change and growth that leads to a balanced state of physical, mental, and social well-being.
- Institutes practices for self-assessment and data collection concerning personal wellness behaviors.
- Provides a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in advocating personal wellness.

Nurturing a Culture of Wellness

- Creates a collaborative framework to support a culture of wellness.
- Fosters a culture of wellness through school vision, mission, and values conversations and activities.
- Promotes a culture that supports social, emotional, and physical wellness for all stakeholders.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices for nurturing a culture of wellness.

Implementing Social-Emotional Wellness

- Cultivates a commitment and facilitates support for social and emotional wellness.
- Institutes systems for student, staff, and community self-assessment and evaluation of wellness.
- Establishes classroom, school-wide, and community social and emotional programs.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to implement and embed best practices for social and emotional wellness.

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.

Exemplifying Equitable Behavior

- Engages in self-development and professional networking that improve equity behaviors and beliefs.
- Conducts a critical analysis of personal beliefs and professional behaviors that raise equity self-awareness.
- Analyzes and evaluates effectiveness of communication protocols and tools in addressing all stakeholder groups in an equitable manner.
- Provides a self-improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure best practice in exemplifying personal, professional, equitable beliefs and behaviors which deliver high-quality learning for all stakeholders.

Constructing and Growing Equity

- Implements a process for collaboratively developing a clear vision of equity for all stakeholders.
- Leads all stakeholders in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.
- Diagnoses practices and structures of inequities.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in constructing and growing equity for organizational improvement.

Leading an Equitable Learning Culture

- Cultivates the importance of equity to support strong positive learning opportunities.
- Creates a system that ensures each student is known and valued.
- Motivates, supports, and assists staff members, students, and parents to recognize and resolve issues of inequities.
- 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.

APPENDIX B: ***DOING***

TRADITIONS/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.

Leading and Promoting Mutual Respect

- Models and builds a culture of mutual respect.
- Facilitates a collaborative process with stakeholders that promotes and values individual 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.

Valuing and Celebrating Traditions/Culture

- Collaborates with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement.
- Collaborates with stakeholders to ensure inclusive, meaningful recognition and celebration of staff achievement.
- Collaborates to ensure meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements.
- 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.

Driving a Culture of Service

- Builds and promotes a culture of service to others.
- Supports increased engagement for all stakeholders in service experiences.
- Provides processes and policies that ensure quality of service projects.
- Provides a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain an on-going commitment to a culture of service

ETHICS

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

Exemplifying Ethical Behaviors and Values

- Demonstrates ethical behavior and leads by example.
- Exemplifies respect for all stakeholders.
- Utilizes professional and ethical communication.
- Provides a self-improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure best practice in exemplifying personal, professional, ethical values and behaviors which deliver high-quality learning for all stakeholders.

Embedding an Ethical Work Culture

- Establishes norms and expectations for ethical behavior.
- Establishes routines and processes for the ethical and responsible use of data, materials, research, and assessment.
- Ensures ethical treatment for all stakeholders.
- 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.

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.

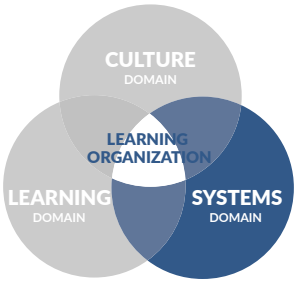
Exemplifying a Global-Minded Culture

- Models practices and attitudes that support global mindedness.
- Builds and promotes a global-minded awareness for students and staff.
- Promotes culture diversity.
- 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.

Embedding a Global-Minded Culture

- Supports a global perspective in learning.
- Pursues partnerships and community connections that promote a global-minded perspective.
- Analyzes current stakeholder attitudes, knowledge, and awareness of global perspectives among 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.

APPENDIX B: ***DOING***



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. The school leader:

"Lead by replacing historically inequitable systems with gap-closing, student-centered systems."

VISION/MISSION

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

Leading Vision and Mission

- Utilizes inquiry and research to evaluate and develop vision and mission for peak performance in a school.
- Facilitates a collaborative process with stakeholders to define and articulate vision and mission.
- Provides a plan with strategies, implementation timelines, responsibilities, a monitoring process, and evaluation for leading stakeholders in the creation of a sustainable vision and mission.

Driving Vision and Mission

- Establishes and supports a culture of ownership and responsibility that will grow and sustain the vision and mission.
- Reinforces and anchors the school vision and mission in ongoing processes and practices related to decision making.
- Provides a plan with immediate and long-term strategies, implementation timelines, evaluation, and a monitoring process for growing and sustaining a vision and mission for how the school will look at its peak performance.

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 Standards

- Collaborates to develop and implement communication norms and skills that promote effective communication with and among all stakeholders.
- Engages all stakeholders in meaningful communication that advocates for needs and shares accomplishments in order to move the organization forward in improvement efforts.
- Facilitates and supports stakeholders by providing evidence-based and systematic protocols for difficult conversations.
- Provides evidence of understanding that communication is both verbal and non-verbal and demonstrates approachability to students, staff, and other stakeholders.
- Provides a continuous improvement plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in facilitating communication standards for all stakeholders.

Communication Structures

- Deploys a variety of communication mechanisms to strategically engage different stakeholder groups.
- Ensures the safety and proficiency in the utilization of social media by stakeholders.
- Provides communication structures and protocols for teachers and students to safely and directly communicate with the community.
- Provides evidence that communications represent a collective, equitable voice of all stakeholders.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices, communications structures and deliver clear, effective communications to all stakeholders.

COMMUNICATION
continued on the next page

APPENDIX B: ***DOING***

COMMUNICATION

(continued from previous page)

Communication Advocacy

- Creates a multi-platform strategy to celebrate successes and advocate school needs and improvement.
- Engages in the community and leverages civic partnerships to advocate on behalf of students and school.
- Provides systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes.
- Collaborates with local and national organizations to raise and promote public awareness of the school.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices for communications advocacy.

Personal Communication

- Engages in self-development for improvement of communication skills.
- Conducts self-evaluation of written, oral, and digital communication.
- Evaluates effectiveness of protocols and tools in addressing communication to all stakeholder groups.
- Provides a continuous improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure effective communication skills.

COLLABORATIVE LEADERSHIP

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

Exemplifying Collaborative Leadership

- Demonstrates collaborative leadership skills in interactions and decision-making with stakeholders in the educational environment.
- Models conflict resolution and problem-solving skills utilized to promote collaborative leadership.
- Demonstrates skills and implementation of strategies applied to empower others as leaders.
- Monitors and assesses personal growth in the scope of collaborative leadership skills.
- Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process focused on best practices for improving collaborative leadership skills.

Empowering a Collaborative Leadership Culture

- Provides support and resources for establishment and maintenance of a collaborative leadership culture focused on improvement.
- 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.
- Monitors and assesses stakeholder growth in the scope of collaborative leadership skills.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to embed, expand, and sustain best practices for a collaborative leadership culture.

APPENDIX B: ***DOING***

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.
- Builds a safe, trusting environment for stakeholder review, analysis, and use of data.
- Establishes a culture of tolerance for data-driven change.
- Supports a cultural shift from specialized to system-level thinking.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish and facilitate best practice in fostering a data literacy culture.

Leading Data Literacy

- Collaboratively develops a commitment to continuous improvement through data, both formal and informal at all organizational levels.
- Provides support and resources for all stakeholders to build necessary knowledge and skills for effective and meaningful data use.
- Possesses and demonstrates effective personal data analysis skills.
- Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous organizational improvement.
- Provides a plan with strategies, implementation timelines, evaluation and a monitoring process to establish best practices in leading data literacy for organizational improvement.

Managing Data Literacy Systems

- Provides tools and processes for the ongoing monitoring, analysis, and ease of use of data for continuous organizational improvement.
- Ensures system capacity meets identified and future needs for effective flow and ease of user access to data.
- Facilitates needs assessment and analyzes data for current and future system and support requirements.
- Implements a consistent risk analysis process to identify, prioritize, and manage potential security threats to data systems.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in managing data systems for organizational improvement.

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.
- Delegates and capitalizes on the leadership strengths of personnel.
- Ensures effective communication and implementation of strategic management processes and results.
- Develops and implements a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process focused on best practices for improving strategic management skills.

Structuring Systems for Strategic Management

- Establishes and validates a collaborative strategic management approach and system process.
- Ensures and implements system components that support the strategic management approach.
- Ensures accountability to achieve strategic management alignment.
- Monitors current strategic management trends and issues in ever-evolving local contexts.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to embed, expand, and sustain effective systems to support strategic management.

APPENDIX B: ***DOING***

SAFETY

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

Leading a Culture of Safety

- Fosters respectful, trusting, and caring relationships throughout the school community.
- Ensures all stakeholders a safe environment free of violence, bullying, and harassment.
- Provides supportive educational settings that address social, emotional, and behavioral needs.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.

Managing Crises and Emergency Planning

- Collaboratively develops and implements crisis management and emergency plans.
- Collaboratively develops and implements an emergency and crisis management communication plan.
- Ensures compliance with all state emergency preparedness laws.
- Provides access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which everyone is accountable for crisis and emergency planning and preparedness.

Assessing Threats

- Develops and implements policies and procedures to ensure effective and timely threat identification.
- Develops and implements a collaborative process to identify, train, and support internal and external safety/threat assessment teams.
- Develops a formalized system of assessing reported threats and support for students.
- Implements a comprehensive student threat/safety assessment system.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in detecting and assessing threats to ensure student safety.

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.

Managing Systems Logistics

- Provides structures and processes that support and ensure the facilitation of efficient and effective oversight of the physical plant/building operations.
- Collaboratively establishes routines, procedures, and schedules for operational staff that aligns and leverages system processes to drive organizational excellence.
- Allocates and manages fiscal resources to support school and district goals and priorities.
- Allocates and manages non-fiscal resources to support school and district goals and priorities.
- Monitors and ensures compliance with operational requirements at the federal, state, and local level.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish efficient use of fiscal and non-fiscal resources that ensure and maintain a safe learning environment and all operational systems.

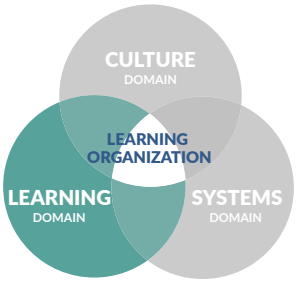
Allocating and Assigning Personnel

- Ensures appropriate assignment of personnel.
- Ensures effective allocation of personnel.
- Implements evaluation processes, procedures and systems that ensure accountability for teachers and staff members.
- Efficiently maintains personnel records and reports that comply with state rules and regulations and local policy.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in personnel management and assignments.

Evaluating Operational Systems Effectiveness

- Assesses and monitors physical plant/building/school operations.
- Assesses and monitors non-fiscal resources.
- Assesses and audits fiscal resource allocation.
- Audits and evaluates federal, state, and local compliance reporting systems.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in operational systems.

APPENDIX B: ***DOING***



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. The school leader:

"Lead by constantly reflecting on your own learning while simultaneously supporting the learning of students and adults."

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.
- Facilitates, supports, and sustains opportunities for stakeholders to recognize and reflect on strengths and areas of improvement vital for personal and professional growth.
- Creates and implements processes and structures to assess and evaluate self-reflection and growth of all stakeholders.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish, foster, and sustain best practices in self-reflection that allow each stakeholder and the school to achieve peak performance.

Growing Through Self-Reflection

- Demonstrates best practices, behaviors, and abilities to implement significant, meaningful self-reflection.
- Engages in formal self-reflection assessment to identify strengths and improvement areas which promote personal and professional growth.
- Exemplifies and provides for self-reflection and professional growth best practices for all stakeholders.
- 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.

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.
- Collaboratively develops and communicates expectations and results of all stakeholders' learning and growth.
- Facilitates the collaborative setting and attainment of goals for personal and collective growth of both students and staff.
- Develops and implements practices or routines that spark motivation and empower teachers and students to be active participants in their learning and personal growth.
- Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a result-oriented environment in which everyone is accountable for the personal and collective growth of all organizational members.

Implementing Data-Driven Decision Making

- Creates a culture of high expectations of results for student learning based on data-driven decisions.
- Provides, develops, and implements policy and processes for improving personal data analysis skills and those of all stakeholders.
- Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which all stakeholders collect, analyze, and use data to drive improvement.

APPENDIX B: ***DOING***

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.
- Provides curriculum related feedback and drives professional development to meet the identified needs of teachers and students.
- Implements processes and procedures that support effective curricular practices to promote student learning.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum for organizational improvement.

Meeting All Academic Needs

- Provides structures and processes that support and ensure implementation of a curriculum that is comprehensive, rigorous, and aligned.
- Creates a collaborative, trusting environment and a curriculum focused on success for all students.
- Ensures curriculum materials contain student-relevant activities, account for proper sequencing of learning, and provide the necessary instructional scaffolding for ensuring student growth.
- Develops and implements a plan that ensures and monitors the alignment of assessment and instruction with the curriculum.

Ensuring Curriculum Alignment

- Provides structures and processes that ensure congruency between curriculum content, instructional methods, and assessment.
- 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.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in curriculum alignment for organizational improvement.

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.

Promoting Instructional Collaboration

- Builds a shared instructional philosophy by leading a collaborative process to define and create stakeholder buy-in.
- Implements practices and procedures that allow for instructional collaboration.
- Collaboratively identifies nonnegotiable elements of instructional expectations for all students that produce a high level of personal and academic achievement.
- Implements processes and procedures for the ongoing improvement of instruction and student learning.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in collaborative instruction for organizational improvement.

Providing Effective Instruction

- Provides resources and support that enables implementation of effective, research-based instructional strategies to provide excellent instruction for all students.
- Observes classroom instruction and provides data-informed, timely feedback that intentionally supports teacher strengths and identifies areas for growth.
- 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.
- Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in providing effective instruction for organizational improvement.

Ensuring Instructional Alignment

- Provides structures and processes that ensure congruency between instructional methods, assessment and curriculum content.
- Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the instructional alignment process, its importance, and effect on student learning.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in instructional alignment.

APPENDIX B: ***DOING***

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 Student Learning and Growth

- Facilitates teacher analysis of student data appropriately and within technical limitations to monitor student progress, improve the instructional process, and ensure student growth.
- Collaboratively develops and implements a research-based, effective assessment framework aligned to curriculum and instruction to ensure learning and provide evidence of student progress.
- Provides an understandable vision of the learning targets for assessment literacy.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing student achievement for organizational improvement.

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.
- Assesses and monitors the effect of leadership's practices and policies on teaching and learning.
- Monitors, assesses, and adjusts the elements of the school culture that affect learning.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing the learning environment for organizational improvement.

Evaluating Assessment Alignment

- Provides structures and processes that ensure congruency between assessment, curricular content, and instructional methods.
- Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the assessment alignment process, importance, and effect on student learning.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.
- Provides a plan with strategies, implementation timelines, evaluation and a monitoring process to establish best practices in assessment alignment for organizational improvement.

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 to promote excellence and transformation throughout the organization.
- Develops deep awareness and knowledge of others' viewpoints and perspectives.
- Provides organizational structures that create and support an innovative culture.
- Generates knowledge and insight through nontraditional ways.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in creating and sustaining innovation for organizational improvement.

Managing Change and Uncertainty

- Generates a vision that begins the process of change in a sustainable, meaningful, and human-centered way.
- Develops stakeholder acceptance of change.
- Identifies priorities to begin building organizational change capacity.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in managing change and uncertainty for organizational improvement.

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.

Recruiting High-Quality Staff

- Establishes effective local partnerships to identify and recruit high quality staff that are representative of the student population and community.
- Utilizes a collaborative, research-based process for selecting, interviewing and evaluating candidates.
- Develops and implements a collaborative process to monitor, evaluate, and improve macro conditions that impact staff recruitment.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in recruiting high quality staff for organizational improvement.

Retaining and Developing Staff

- Fosters a professional culture that creates trust and promotes adult learning, risk taking, and collaboration.
- Engages teachers to collaboratively design and implement a program of professional learning.
- Ensures teachers and staff continually develop and deepen the knowledge and skills needed to address the continually changing needs of the school community.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in retaining and developing staff for organizational improvement.

Ensuring Accountability

- Establishes clear organizational performance expectations.
- Facilitates development of specific, measurable professional goals.
- Ensures accountability for achieving performance goals.
- Provides a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in ensuring accountability for organizational improvement.

APPENDIX C: *CROSSWALK MASTER*

CROSSWALK MASTER WITH COLOR COORDINATES

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 (Wellness, Growth Mindset, Self-Management and Innovation), 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.

INTELLIGENCE	COMPETENCY	KEY ATTRIBUTE
Personal Intelligence	Wellness Growth Mindset Self-Management Innovation	Ethical Reflective Self-Confident Courageous
Social Intelligence	Service Community Building Capacity Building Influence	Protective Relational Empowering Catalytic
Systems Intelligence	Mission and Vision Operations & Management Teaching & Learning Cultural Responsiveness	Analytic Transformative Pedagogically Supportive Advocative

The crosswalk also reveals a key dimension within each domain. As you examine the seven dimensions of the Culture Domain (Relationships, Student Centeredness, Wellness, Equity, Traditions/Celebrations, Ethics and Global Mindedness), 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-Mission Dimension rises to prominence in the Systems Domain while the Reflection and Growth Dimension does the same in the Learning Domain.

DOMAIN	KEY DIMENSION
Culture Domain	Relationships
Systems Domain	Vision-Mission
Learning Domain	Reflection and Growth

APPENDIX C: ***CROSSWALK MASTER***

CULTURE DOMAIN

DIMENSIONS / ATTRIBUTES	PERSONAL INTELLIGENCE																				
	Wellness				Growth Mindset				Self-Management				Innovation				Service				C
	Ethical^	Fit/Healthy	Optimistic	Self-Aware	Humble	**Reflective^**	Intentional	Accountable	Organized	Balanced	Way of Being	**Self-Confident^**	Creative	Adaptive	Resilient	**Courageous^**	Empathetic	Trustworthy	Generous	**Protective^**	**Relational^**
Relationships*	X	X	X	X	X	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	X	X	X	X	X
Wellness	X	X	X	X		X			X	X	X	X				X				X	X
Equity	X					X	X	X				X		X	X	X	X			X	X
Traditions/Celebrations	X		X		X	X	X					X	X	X	X	X				X	X
Ethics	X			X		X	X	X			X	X			X	X		X		X	X
Global Mindedness	X					X	X	X				X		X		X				X	X

**Building and nurturing relationships is the essential component to an effective school/district culture.*
^Attributes that have implications for all Domain Dimensions.

APPENDIX C: ***CROSSWALK MASTER***

SOCIAL INTELLIGENCE											SYSTEMS INTELLIGENCE															
Community Building			Capacity Building				Influence				Mission/ Vision/Strategic Planning				Operations & Management				Teaching & Learning				Cultural Responsiveness			
Collaborative	Connective	Conciliatory	**Empowering^**	Guiding	Resourceful	Facilitative	Attentive	Communicative	Motivational	**Catalytic^**	**Analytic^**	Strategic	Articulate	Visionary	Responsible	**Transformative^**	Responsive	Methodical	Diagnostic	**Pedagog. Supportive^**	Knowledgeable	Evaluative	Visible	Affiliative	**Advocative^**	Global
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	X		X	X			X	X	X	X	X				X	X			X	X	X	X	X		X	
			X							X	X					X				X					X	
X	X	X	X							X	X					X			X	X	X	X		X	X	X
	X	X	X	X				X	X	X	X	X		X		X				X					X	
			X	X						X	X				X	X				X					X	
X	X	X	X				X	X	X	X	X	X		X		X				X	X	X	X	X	X	X

APPENDIX C: ***CROSSWALK MASTER***

SYSTEMS DOMAIN

DIMENSIONS / ATTRIBUTES	PERSONAL INTELLIGENCE																				
	Wellness				Growth Mindset				Self-Management				Innovation				Service				C
	Ethical^	Fit/Healthy	Optimistic	Self-Aware	Humble	**Reflective^**	Intentional	Accountable	Organized	Balanced	Way of Being	**Self-Confident^**	Creative	Adaptive	Resilient	**Courageous^**	Empathetic	Trustworthy	Generous	**Protective^**	**Relational^**
Vision-Mission*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communications	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X
Collaborative Leadership	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Data Literacy	X					X	X	X	X			X				X				X	X
Strategic Management	X					X	X	X	X		X	X	X	X	X	X		X		X	X
Safety	X					X	X	X	X		X	X			X	X	X	X	X	X	X
Operations	X					X	X	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.*
^Attributes that have implications for all Domain Dimensions.

APPENDIX C: ***CROSSWALK MASTER***

SOCIAL INTELLIGENCE											SYSTEMS INTELLIGENCE															
ommunity Building			Capacity Building				Influence				Mission/ Vision/Strategic Planning				Operations & Management				Teaching & Learning				Cultural Responsiveness			
Collaborative	Connective	Conciliatory	**Empowering^**	Guiding	Resourceful	Facilitative	Attentive	Communicative	Motivational	**Catalytic^**	**Analytic^**	Strategic	Articulate	Visionary	Responsible	**Transformative^**	Responsive	Methodical	Diagnostic	**Pedagog. Supportive^**	Knowledgeable	Evaluative	Visible	Affiliative	**Advocative^**	Global
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X	X		X	X	X	X
			X					X		X	X	X	X	X	X	X			X	X	X	X			X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	
			X	X	X	X	X	X		X	X	X	X		X	X	X	X		X			X		X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	

APPENDIX C: ***CROSSWALK MASTER***

LEARNING DOMAIN

DIMENSIONS / ATTRIBUTES	PERSONAL INTELLIGENCE																				S
	Wellness				Growth Mindset				Self-Management				Innovation				Service				C
	Ethical^	Fit/Healthy	Optimistic	Self-Aware	Humble	**Reflective^**	Intentional	Accountable	Organized	Balanced	Way of Being	**Self-Confident^**	Creative	Adaptive	Resilient	**Courageous^**	Empathetic	Trustworthy	Generous	**Protective^**	**Relational^**
Reflection and Growth*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Curriculum	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		X		X	X
Assessment	X					X	X	X	X			X		X	X	X				X	X
Innovation	X		X			X	X					X	X	X	X	X			X	X	X
Human Capital Management	X					X		X			X	X				X	X	X	X	X	X
Instruction	X					X	X	X				X	X	X	X	X				X	X

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

^Attributes that have implications for all Domain Dimensions.

APPENDIX C: ***CROSSWALK MASTER***

SOCIAL INTELLIGENCE											SYSTEMS INTELLIGENCE															
ommunity Building			Capacity Building				Influence				Mission/ Vision/Strategic Planning				Operations & Management				Teaching & Learning				Cultural Responsiveness			
Collaborative	Connective	Conciliatory	**Empowering^**	Guiding	Resourceful	Facilitative	Attentive	Communicative	Motivational	**Catalytic^**	**Analytic^**	Strategic	Articulate	Visionary	Responsible	**Transformative^**	Responsive	Methodical	Diagnostic	**Pedagog. Supportive^**	Knowledgeable	Evaluative	Visible	Affiliative	**Advocative^**	Global
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X			X	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X				X	X	X	X		X	X	X	X	X	X	X	X			X	
X	X		X	X	X		X	X	X	X	X	X	X	X		X	X			X		X			X	
X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X					X	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X

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