**Strategic Leadership**

**Summary:** School leadership creates conditions that result in the strategic re-imaging of the school’s vision, mission, and goals in the 21st Century. The leader exhibits the understanding that schools ideally prepare students for an unseen, but not altogether, unpredictable future, thus the leader creates a climate of inquiry that challenges the school community to re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

The school principal practices effective strategic leadership when he or she:

- Is able to share a vision of the changing world in the 21st Century that all schools are preparing children to enter;
- Creates with all stakeholders a set of core beliefs and a vision for the school that captures people’s attention and imagination;
- Uses symbols, ceremonies, stories and other similar activities to communicate the core beliefs, vision and mission of the school;
- Facilitates the setting of high concrete goals and expectations that all students meet them;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals, objectives and action steps;
- Creates processes that provide for periodic review and revision of the school’s vision, mission, and strategic goals by all stakeholders;
- Develops strategic goals that reflect the demographic data of the students, families and student achievement data;
- Facilitates the implementation of the strategic plan through school organization, resource allocation and the identification of barriers to the plan, which are then clarified and a plan to address those barriers developed;
- Creates processes to distribute leadership throughout the school;
- Facilitates the process of continuous improvement through processes to promote on-going cycles of plan-do-study-act;
- Designs school based professional development to assist staff and the school to reach strategic goals.

**Cultural Leadership**

**Summary:** School leadership will understand and act on the understanding of the important role a school’s culture contributes to the improvement of student achievement. A school principal must develop a school with a learning centered culture based upon shared philosophies, ideologies, values, assumptions, expectations, attitudes and norms that knit the school community together.

The school principal practices effective cultural leadership when he or she:

- Guides the development of shared values and beliefs among staff and students;
- Promotes a culture of high expectations for self, students and staff;
- Fosters the development of a “learner centered school” for adults and students;
- Expects that all individuals are treated with fairness, dignity and respect;
- Values students and staff;
Cultural leadership (continued)

- Acknowledges and celebrates accomplishments of students and staff;
- Creates an environment whereby a sense of well-being is evident among students, staff and parents;
- Builds a sense of efficacy and empowerment among staff that results in a can-do attitude when faced with challenges;
- Creates opportunities for students to assume leadership roles in decision making processes of the school;
- Creates a collaborative work environment that supports the “team” as the basic unit of learning and decision making within the school and promotes cohesion and cooperation among staff;
- Develops a continuous improvement ideology whereby all facets of the school are monitored, evaluated and strategies developed for improvement.

Instructional Leadership

Summary: School leadership sets high standards for the professional practice of instruction and assessment and creates systems and protocols to assess the effectiveness of instruction that results in a school with an accountable environment for the education of all students. The school principal is knowledgeable of the best instructional practice and assures the implementation and use of 21st century instructional processes that are research-based, learner-focused, and relevant to students and engage learners in quality meaningful work. The school leader must foster collaborative structures within the school for the design of highly engaging schoolwork for students, the ongoing peer review and sharing of this work among the professional community. The school leader expects that pervasive use of data within the professional school community to inform professional practice.

The school principal practices effective instructional leadership when he or she

- Designs scheduling processes and protocols that maximize staff input and address diverse student needs while meeting all requirements of state and local policy;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the states’ accountability program,
- Demonstrates knowledge of curriculum, instruction, assessment through
  1. Logical alignment of curriculum, assessment and instruction
  2. Application of high yield strategies to undergird school practices
  3. Pervasive use of assessment data for evaluation and refinement of curriculum and instructional design and delivery
- Challenges staff to reflect on and define what knowledge, skills and concepts are essential to the complete educational development of students,
- Creates processes for identifying and providing students access to a variety of instructional technologies and best practices for meeting diverse student needs,
- Creates processes that ensure strategic allocation and use of resources to meet instructional goals and support teacher needs,
- Creates processes to provide formal feedback to teachers concerning effectiveness of their classroom instruction,
- Creates processes that protect teachers from issues and influences that would detract from their instructional focus,
- Systemically and frequently observes classrooms and engages in conversation with students about learning,
Instructional leadership (continued)

- Creates an environment of distributed leadership and teacher empowerment,
- Applies 21st century research based instructional management practices that result in focused productive collaboration and adaptable classrooms that support directed learning,
- Creates processes and support for student involvement in curricular decision making,
- Ensures that instructional time is protected and adjusted to meet student needs,
- Revises and modifies school schedules annually to address varied instructional needs of students,
- Supervises and provides support for the induction of new instructional staff.

Managerial Leadership

Summary: School leadership will ensure that the school has processes and systems in place for the budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines of the building. The school leader must monitor the budget, human resource allocation and material resources to effectively support the goals of the strategic plan. The school is a safe, efficient, and effective place conducive to learning.

The school principal practices effective managerial leadership when he or she

- Assures compliance with all federal, state and county policies;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff;
- Designs operational procedures to manage and maximize opportunities for successful learning;
- Develops operational procedures to achieve the vision and goals of the school;
- Aligns financial, human, and material resources to the goals of the school;
- Assures that the school plant, equipment, support systems operate safely, efficiently and effectively;
- Maintains the confidentiality and privacy of school records;
- Utilizes technology to manage school operations;
- Creates processes to identify and solve, resolve, dissolve or absolve school based conflicts in a fair democratic way;
- Designs a system of communication that provides for timely responsible sharing of information to and from and with school staff, district staff, stakeholders and community entities.

Human Resource Leadership

Summary: School leadership develops a community of learners that has as its central purpose the improvement of student achievement. School leadership ensures that processes and systems are in place that results in the recruitment, support, evaluation, development and retention of a high performing staff. School leaders engage and empower accomplished teachers in distributive leadership, including the support of teachers in day to day decisions such as discipline, communication with parents, and protecting teachers from duties that detract from instructional and preparation time.

The school principal practices effective human resource leadership when he or she
Human Resource Leadership (continued)

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results characterized by collective responsibility for instructional planning and student learning;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development and the goals of the school;
- Evaluates teachers and staff in accordance with state policy;
- Is accessible to teachers, staff and students;
- Sensitive to the needs of staff;
- Maintains high visibility throughout the school;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Maintains open vertical and horizontal communication throughout the school community;
- Encourages people to express opinions contrary to those in authority;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Uses the school improvement team to make decisions and provides opportunities for staff to be involved in developing school policy;
- Creates and monitors processes for induction and mentoring of new teachers and staff to the school;
- Provides for professional development that is aligned with identified 21st century curriculum, instruction and assessment needs connected to the school improvement plan.

School/Community/Family Leadership

Summary: School leadership designs structures and processes that result in community engagement, support, and ownership. School leaders proactively create opportunities for parents, community and business representatives to participate as stakeholders in the school.

The school principal practices effective school/community/family leadership when he or she

- Implements processes that engage parents and other stakeholders in the decision making process;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates school accomplishments to the general public, the community and family stakeholders;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda;
- Is proactive in identifying and removing any barrier that might exclude any student/parent/community member from participation within the school;
- Assures and models that the school community will function within the framework of policies, laws and regulations enacted by state, local, and federal authorities;
School/Community/Family leadership (continued)
- Advocates for students in the larger political and societal arena;
- Participates in political and policy making contexts in the service of education;
- Uses the legal system to protect student rights and improve student opportunities;
- Educates the school community regarding emerging educational trends and issues;
- Promotes the understanding and respect for diversity within the school community.

**Ethical Leadership**

Summary: School leadership is educational leadership which promotes the success of all students by acting with integrity, fairness and in an ethical manner.

The school principal practices effective ethical leadership when he or she

- Demonstrates a personal and professional code of ethics;
- Accepts responsibility for school operations;
- Considers the impact of one’s administrative practice on others;
- Treats people fairly, equitably and with dignity and respect;
- Protects the rights and confidentiality of students and staff;
- Demonstrates appreciation for the sensibility to the diversity in the school community;
- Recognizes and respects the legitimate authority of others;
- Considers the prevailing values of the diverse school community;
- Willingness to open the school to public scrutiny;
- Fulfils legal and contractual obligations, applies laws procedures fairly and wisely and consistently.