

Balanced Leadership: School Leadership That Works Responsibilities and Practices

Areas of Responsibility	Avg. r	Description of the Areas of Responsibility <i>The extent to which the principal...</i>	Practices Used to Fulfill the Areas of Responsibility
Affirmation	.19	Recognizes and celebrates school accomplishments and acknowledges failures	<ul style="list-style-type: none"> • Systematically and fairly recognizes the accomplishments of teachers and staff • Systematically and fairly recognizes and celebrates the accomplishments of students • Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole
Change agent	.25	Is willing to and actively challenges the status quo	<ul style="list-style-type: none"> • Consciously challenges the status quo • Is willing to lead change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things • Consistently attempts to operate at the edge versus the center of the school's competence
Communication	.23	Establishes strong lines of communication with teachers and among students	<ul style="list-style-type: none"> • Is easily accessible to teachers and staff • Develops effective means for teachers and staff to communicate with one another • Maintains open and effective lines of communication with teachers and staff
Contingent rewards	.24	Recognizes and rewards individual accomplishments	<ul style="list-style-type: none"> • Uses performance versus seniority as the primary criteria for rewards and recognition • Uses hard work and results as the basis for rewards and recognition • Recognizes individuals who excel
Culture	.25	Fosters shared beliefs and a sense of community and cooperation	<ul style="list-style-type: none"> • Promotes a sense of well being among teachers and staff • Promotes cohesion among teachers and staff • Develops an understanding of purpose among teachers and staff • Develops a shared vision of what the school could be like • Promotes cooperation among teachers and staff
Discipline	.27	Protects teachers from issues and influences that would detract from their teaching time or focus	<ul style="list-style-type: none"> • Protects instructional time from interruptions • Protects/shelters teachers and staff from internal and external distractions
Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> • Is comfortable with making major changes in how things are done • Encourages people to express diverse opinions contrary to those held by individuals in positions of authority • Adapts leadership style to the needs of specific situations • Is directive or non-directive as the situation warrants
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention	<ul style="list-style-type: none"> • Establishes high, concrete goals and expectations that all students meet them • Establishes high, concrete goals for curriculum, instruction and assessment practices within the school • Establishes high, concrete goals for the general functioning of the school • Continually keeps attention on established goals
Ideals/beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> • Possesses well-defined beliefs about schools, teaching, and learning • Shares beliefs about school, teaching, and learning with the teachers and staff • Demonstrates behaviors that are consistent with beliefs

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Input	.25	Involves teachers in the design and implementation of important decisions	<ul style="list-style-type: none"> • Provides opportunities for teacher and staff input on all important decisions • Provides opportunities for teachers and staff to be involved in developing school policies • Uses leadership teams in decision-making
Intellectual stimulation	.24	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	<ul style="list-style-type: none"> • Keeps informed about current research and theory on effective schooling • Continually exposes teachers and staff to cutting-edge research and theory on effective schooling • Fosters systematic discussion regarding current research and theory on effective schooling
Involvement in curriculum, instruction, assessment	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> • Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.
Knowledge of curriculum, instruction assessment	.25	Is knowledgeable about current curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> • Possesses extensive knowledge about effective curricular, instructional, and assessment practices • Provides conceptual guidance regarding effective classroom practices
Monitor/ evaluate	.27	Monitors the effectiveness of school practices and their impact on student learning	<ul style="list-style-type: none"> • Continually monitors the effectiveness of the school's curricular practices. • Continually monitors the effectiveness of the school's instructional practices. • Continually monitors the effectiveness of the school's assessment practices • Remains aware of the impact of the school's practices on student achievement
Optimize	.20	Inspires and leads new and challenging innovations	<ul style="list-style-type: none"> • Inspires teachers and staff to accomplish things that might be beyond their grasp • Is the driving force behind major initiatives • Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things
Order	.25	Establishes a set of standard operating procedures and routines	<ul style="list-style-type: none"> • Provides and reinforces clear structures, rules, and procedures for teachers and staff • Provides and reinforces clear structures, rules, and procedures for students • Establishes routines for the effective running of the school that teachers and staff understand and follow
Outreach	.27	Is an advocate and spokesperson for the school to all stakeholders	<ul style="list-style-type: none"> • Ensures the school complies with all district and state mandates • Is an advocate of the school with the community at large • Is an advocate of the school with parents • Is an advocate of the school with central office
Relationships	.18	Demonstrates awareness of the personal aspects of teachers and staff	<ul style="list-style-type: none"> • Is informed about significant personal issues within the lives of teachers and staff • Maintains personal relationships with teachers and staff • Is aware of the personal needs of teachers and staff • Acknowledges significant events in the lives of teachers and staff

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Resources	.25	Provides teachers with materials and professional development necessary for the successful execution of their jobs	<ul style="list-style-type: none"> • Ensures that teachers and staff have the necessary materials and equipment • Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching
Situational awareness	.33	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	<ul style="list-style-type: none"> • Is aware of informal groups and relationships among teachers and staff • Is aware of the issues in the school that have not surfaced but could create discord • Accurately predicts what could go wrong from day to day
Visibility	.20	Has quality contacts and interactions with teachers and students	<ul style="list-style-type: none"> • Makes systematic and frequent visits to the classroom • Is highly visible to students, teachers, and parents • Has frequent contact with students