

2014

Self-Assessment and Reflection Continuum



21st Century Leadership TWG

DoDEA

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Introduction

21st Century School Principal Self-Assessment and Reflection Continuum

Purpose

The Self-Assessment and Reflection Continuum will NOT be used for school principal evaluation purposes. It is not intended as a tool for collecting or tabulating individual evaluation data on school principals, teachers, or Continuous School Improvement (CSI).

The Self-Assessment and Reflection Continuum will serve as a self-assessment tool for school principals and as a guide for continued professional growth. The Self-Assessment and Reflection Continuum is intended to serve as a tool for dialogue and to deepen each principal's understanding of school leadership in the 21st century schools.

Individual Uses of the Self-Assessment and Reflection Continuum Tool

Analysis and Reflection

School principals can use the continuum to learn more about the leadership practices that will support teaching and learning in the 21st century school. School principals will find that the Self-Assessment and Reflection Continuum provides a common language for supporting professional conversations concerning school leadership. The Self-Assessment and Reflection Continuum may be used as a road map for guiding self-improvement and for developing individual professional goals.



Professional Growth

School principals may wish to analyze their own leadership skills and think about new or different ways of leadership. Based on their reflections, principals could identify several professional goals for continued growth. Principals, School Improvement Teams, and specialists may find the Self-Assessment and Reflection Continuum useful for determining professional development needs for all members of the learning community or for identifying best practices for the school's continuous improvement efforts.

Collaboration and Mentoring

School principals could work in collaboration with administrative colleagues and/or district instructional support specialists to guide group work toward common goals. Principals new to a school may find the Self-Assessment and Reflection Continuum helpful in determining a school-wide focus or for obtaining professional learning opportunities for the total staff. Principals could use the Self-Assessment and Reflection Continuum as a coaching tool to support teachers who aspire to enter leadership roles.





Systemic Uses of the Self-Assessment and Reflection Continuum Tool

As a system, DoDEA will use the Self-Assessment and Reflection Continuum of 21st Century Leadership to:

- Implement the use of a common professional language that defines the common worldwide view of the 21st Century School Principal.
- Build the knowledge, skills and abilities of the roles and competencies for school principals to effectively lead all DoDEA schools into the 21st Century.
- Support school level principals in the development, implementation, supervision, and sustainment of all aspects of 21st Century Teaching, Learning and Leading.

Terms

Description of Terms Used in the Self-Assessment and Reflection Continuum

The Self-Assessment and Reflection Continuum of 21st Century Leadership provides a common view of the four roles of leadership that are vital to leading 21st century schools. Within each leadership role, the competencies are clearly defined using indicators of best practices along a continuum of leadership excellence. The self-assessment and reflection tool is designed to show a continuum from early use of a practice to mastery use of a practice. The terms used to identify each level are:

Continuum Level	Definition of Continuum Level	Example of Observable Principal Behavior in the Role of Collaborative Leadership
Emerging	The beginning stages of using a practice with limited use and/or partial implementation	Utilize formal and informal structures of shared leadership
Implementing	Leading the school’s innovative use of best practice, meeting implementation expectations	Identify and implement innovated shared/distributed leadership practices to create a sense of urgency and drive the school forward
Sustaining	Exemplary level of sustaining best practice as part of the total school culture	Empower teachers and students to optimize purposeful and intentional use of effective distributive leadership models





Visionary Leadership: Self-Assessment and Reflection Continuum

V.1	The effective 21st Century school leader utilizes data to make informed decisions and works with the shared leadership team to develop a purposeful plan for sustainable growth <i>(ISLLC-1B,1C,1D,1E, 2I, 4A, 6C)</i>		
v.1a	Analyze and communicate to all stakeholders the link between the data and the developed school goals		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data in conversations with parents about student performance and programing	Use data to monitor the outcomes of school improvement plans and guide the continuous school improvement process and shares results with all stakeholders	Engage and utilize stakeholder input as well as use data to develop a comprehensive vision in transformation of the educational environment
	Analyze and communicate data to stakeholders	Regularly monitor, evaluate, and revise the vision, mission, and implementation plans	Systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives
v.1b	Share leadership with others to build capacity and collective ownership within the school environment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build parent and community partnerships and facilitate ways to support learning	Build leadership capacity in teachers, students, parents, and community members	Share leadership with others to build capacity and collective ownership within the school environment
	Use communication skills with integrity to build trust among stakeholders	Create opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	
v.1c	Ensure the strategic plan utilizes clearly articulated objectives and strategies		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build capacity to examine student data and make sense of it	Use data to move beyond problem identification to problem solving then create strategies to deal with academic concerns	Engage staff in implementation of research based strategies for Curriculum, Instruction, and Assessment
v.1d	Monitor and evaluate program effectiveness		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data to monitor the outcomes of school	Use formative assessments of student progress	Improve classroom teaching by setting clear



	improvement plans and guide the continuous school improvement process	at regular intervals throughout the year	expectations by monitoring, observing, coaching, and evaluating faculty and staff
			Enrich curricula to accelerate learning for all students through differentiation
v.1e	Conduct needs assessments for professional development		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Create a tool to collect data on the needs of the staff, students, and community	Obtain needed resources to support the needs of all stakeholders	Make provision for professional development, financial management, and technology use and integration into the curricular and administrative management activities consistent with the articulated vision
	Use effective staff development and improvement strategies		
v.1f	Use innovative systems in the implementation of change		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build and model a collaborative culture that promotes and supports the change process	Restructure the facility design, optimizes human resources, and build a culture to implement 21 st Century skills and strategies	Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment
V.2	The effective 21st Century school leader aligns the curriculum, instruction, and assessment practices to the school's vision and mission (ISLLC-1A, 2B)		
v.2a	Inspire teachers to use rigorous innovative research based classroom practices		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Provide a safe and healthy environment for collaboration	Build and model a collaborative culture that both promotes and supports a risk free environment	Engage staff in implementation of research based strategies for Curriculum, Instruction, and Assessment
v.2b	Create and communicate a vision focused on the elements of curriculum, instruction and assessment that makes higher achievement possible and a focused mission to improve student achievement		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use stakeholders to help develop the vision of the school	Communicate regularly and routinely with members of the school faculty, student and	Articulate the vision of the school with student and parent groups, local civic, business leaders,



		parent groups, local civic and business leaders, and other appropriate community members	and other appropriate community members, soliciting input and involving them in refining and implementing the vision
	Recognize and celebrate the contributions of school community members to the continuing progress toward the vision		Model the core beliefs of the vision in public. Use the vision to garner resources from the community to support the shared vision
	Assure that progress toward the vision and mission is communicated to all stakeholders		
V.3	The effective 21st Century school leader inspires and communicates a shared vision to support collaborative leadership (ISLLC-1A, 2F, 3D)		
v.3a	Develop model of shared leadership in which others assume responsibilities that have traditionally been assigned to the administrator		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build leadership capacity in teachers, students, parents, and community members	Build parent and community partnerships and facilitates ways to support leadership	Build and model a collaborative culture that promotes and supports leadership opportunities for all stakeholders
	Provide a safe and healthy environment for collaboration	Utilize skills and practice the use of strong leadership in the school environment	
V.4	The effective 21st Century school leader creates, promotes, and sustains a dynamic, digital-age learning culture (ISLLC-2H, 6C)		
v.4a	Model and provide necessary support to ensure the use of digital age tools to enrich the instructional learning for all students		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools	Relate what the "Essential Conditions" are and use them to evaluate classrooms or school readiness for implementation of the 21st century skills from a digital	Articulate the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating a digital learning environment
	Identify and reflect on how the Essential Conditions are necessary to the effective implementation of digital tools	Identify opportunities for technology-rich enhancements to increase student engagement	Use innovative technology tools and resources reflecting learning across various mediums and locations to include: <ul style="list-style-type: none"> • Video Teleconference (VTC) • Virtual Labs • Virtual Classes • Online Classes • Independent Study



	Know and understand the National Educational Technology standards		Teach administrators how to use the digital tools and resources to include: <ul style="list-style-type: none"> • Tablets • MP3 players • SMART technologies • Productivity Software (DoDEA Approved Standard Software) • Web Based Tools
	Know and understand digital citizenship		
v.4b	Lead purposeful change to maximize the achievement of learning goals and communicate through appropriate technology and media-rich resources		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools	Determine mechanisms to meet the challenges of a digital age learning environment regarding ethics, safety, and citizenship	Model and provide opportunities for students and staff to use digital age tools to enrich the instructional learning for all students
	Model digital tools to support teaching, learning, and leading	Model and promote the frequent and effective use of technology for learning	Lead purposeful change to maximize the achievement of learning goals and communicate through appropriate technology and media-rich resources
V.5	The effective 21st Century school leader creates a risk taking school climate and culture (ISLLC-2A, 2C)		
v.5a	Apply knowledge and understanding of school culture		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Design school culture that is rich in collaboration and supportive of new innovations	Demonstrate belief in and commitment to a safe and supportive learning environment	Create a learning environment within the school and community while maximizing real-world learning opportunities
		Embrace a collaborative, innovative and creative environment for all stakeholders	
v.5b	Demonstrate belief in and commitment to a safe and supportive learning environment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Design an environment that extends opportunities and fosters innovative thinking	Design and apply strategies which support open opportunities for students, parents, and staff	Implement a school-wide learning environment that supports teaching and learning of 21 st Century skill outcomes (Wagner’s Seven



			Survival Skills)
	Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment		
v.5c	Promote and encourage innovation and creativity in teacher practice		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Create an environment where teachers can explore new and innovative learning opportunities	Encourage and support staff members in the use of innovative learning opportunities	Empower teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based, interdisciplinary, cooperative learning, creativity and innovative learning
v.5d	Interpret disappointments in ways that help school staff to see them as a learning opportunity		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Lead staff to evaluate and discover different ways to revise to create a solution	Use data to create a solution which turns disappointment into success	Lead staff in collective inquiry and learning to resolve issue to turn a negative into a positive situation
			Encourage staff to take risks by reflecting and refining practices
v.5e	Celebrate success and recognize accomplishments		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Establish informal sharing of success and acknowledgment of accomplishments	Provide opportunities for staff and students to share learning experiences with other staff	Develop a consistent formal structure to share learning success and accomplishments via social media that is easily accessed by all stakeholders
		Create opportunities for staff and students to share success and accomplishments in all areas	



Instructional Leadership: Self-Assessment and Reflection Continuum

I.1	<p>The effective 21st century school leader will guide, monitor and supervise effective curriculum integration and innovative application of instruction and assessment through teaching, learning, and leading</p> <p><i>(ISLLC 2B, 2D, 2E)</i> <i>(NETS-A: 2A)</i></p>		
i.1a	Provide conceptual guidance for teachers regarding effective classroom practice		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Support teachers in using effective instructional strategies to meet students' diverse learning needs	Ensure that curriculum, instruction, and assessment are aligned to maximize student learning	Ensure that knowledge of teaching and learning serves as the foundation for the school's professional learning community
	Improve classroom teaching by setting clear expectations	Improve classroom teaching by observing, coaching, and evaluating faculty and staff	
i.1b	Assist in aligning instruction with the following internal and external factors: DoDEA CSP, school level CSI, AdvancED Standards, CCSS (Common Core State Standards)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Examine student data and make sense of it	Use data to move beyond problem identification to problem solving	Use data to monitor the outcomes of school improvement plans to increase student learning
	Review formative assessments of student progress at regular intervals throughout the year	Gather additional data to better understand causes related to problems in question	Ensure that all students have access to challenging curricula and differentiated learning opportunities
		Promote and encourage innovative and creative teacher practice	Foster deep knowledge of curriculum, instruction and assessment to improve student learning
		Ensure assessments are reliable and valid	
		Monitor and track data use	
		Monitor and track the use of formative assessments of student progress at regular intervals throughout the year	
I.2	<p>The effective 21st century school leader will model digital tools to support teaching, learning, and leading</p> <p><i>(ISLLC 2H)</i> <i>(NETS-A 2B, 4A)</i></p>		



i.2a	Model and promote the frequent and effective use of technology for learning		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Provide students with access to a variety of 21 st century instructional tools, including technology to solve problems	Track the frequent and effective use of technology for learning	Model and provide support to ensure the use of digital age tools to enrich the instructional learning for all students
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools		Model and advance frequent and effective use of technology for learning
i.2b	Understand and promote the “Essential Conditions” (NETS-A)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Identify opportunities for technology-rich enhancements to increase student engagement	Articulate the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating	Utilize the "Essential Conditions" to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective
I.3	The effective 21st century school leader will provide deliberate, purposeful, and collaborative opportunities for professional learning in an environment where risk taking is valued		
	<i>(ISLLC 2F, 2I)</i> <i>(NETS: 3D)</i>		
i.3a	Systematically engage staff in implementation of research based strategies for curriculum, instruction, and assessment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Conduct needs assessment for professional development	Identify strategies for building a sense of efficacy and empowerment among staff	Empower staff to lead professional development to accomplish substantial outcomes
	Understand the importance of building a sense of efficacy and empowerment among staff		
i.3b	Continually expose the staff to cutting edge ideas and the effective use of current research		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data to make decisions about professional development plans	Monitor and track the use of data to make decisions about professional development plan	Lead purposeful professional development to maximize student achievement
i.3c	Provide authentic, job embedded professional learning opportunities		



	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Increase teacher engagement in the learning process	Mentor and support the development of all faculty and staff	Develop staff, while appropriately sharing leadership, and building strong school communities
	Organize targeted opportunities for teachers to learn how to teach their subjects well		
I.4	The effective 21st century school leader will establish a student-centered learning environment promoting interaction and a sense of community		
	<i>(ISLLC 2A, 2C, 2H)</i>		
	<i>(NETS-A: 2B, 5A)</i>		
i.4a	Create a school-wide learning environment that support the teaching and learning of 21st century skill outcomes (WAGNER’s Seven Survival Skills)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Set clear expectations which foster active, participatory learning	Use data in conversations with parents about student performance and programming	Inspire teachers to use rigorous, student-centered innovative research-based classroom practices
i.4b	Provide access to a robust and reliable flexible learning environment within the school and community while maximizing real-world learning opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Promote opportunities to develop innovative thinking	Create and communicate a purpose focused on the elements of curriculum, instruction and assessment that make higher achievement possible	Create flexible and reliable learning environment
i.4c	Design environments that extend opportunities to develop innovative thinking, life and career skills, and prepare students for jobs of the future		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Ensure learning environments support student –centered learning	Monitor and track the use of data in conversations with parents about student performance and programming	Design an environment that extends opportunities for innovative thinking



Organizational Leadership: Self-Assessment and Reflection Continuum

O.1	The effective 21st Century DoDEA school leader ensures creative, innovative, and flexible use of resources, to include technology to support 21st Century teaching, leading, and learning <i>(ISLC 2H, 3B)</i>		
o.1a	Organizes, analyzes and communicates student, program and school performance		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Initiates effective staff development and improvement strategies using 21 st century platforms	Communicate to staff what the "Essential Conditions" are and use them to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective	Reflect on current practices and interventions to determine opportunities to increase staff engagement with digital tools
o.1b	Implements various formats for learning to include Video Tele-Conferencing (VTC), virtual meetings, classes, flexible scheduling, banked time, and before and after school opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Possess the ability to provide direction, coordination, and resources for the improvement of Curriculum, Instruction, and Assessment through school resources	Optimizes use of time for teaching and learning by creating a master schedule that utilizes the resources of the facilities and strengths of the faculty	Inspire and lead the development and implementation of 21st Century skills and tools to promote excellence and support transformation throughout the school
o.1c	Demonstrate innovative use of technology tools and resources to provide additional learning opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Identify opportunities for technology-rich enhancements to increase student engagement	Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment	Reflect on how the Essential Conditions are necessary to the effective implementation of the digital tools
O.2	The effective 21st Century DoDEA school leader develops and implements innovative solutions and protocols to maximize safety and security in the 21st Century <i>(ISLC 3A,C; 4A)</i>		
o.2a	Develop partnerships with base/post emergency personnel to conduct scenario-based safety drills and implement inspections in combination with the district officer, works across complexes to problem-solve security issues, and develops teams to help implement crisis plans		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Review, analyze and implement school safety	Apply legal and district policy requirements	Create a school climate that safety and welfare



	and discipline based on school data	regarding discipline and safety	are fostered and maintained for an optimal learning environment
O.3	The effective 21st Century School Leader manages human resources and administrative support operations and systems <i>(ISLLC 3A,B,C,D,E; 5C)</i>		
o.3a	Utilize technology and human resources to optimize efficiency and streamline daily and seasonal activities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	Maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment	Ensure maintenance of effective management of the school organization, operations and resources for a safe, efficient, and effective learning environment
O.4	The effective 21st Century DoDEA school leader understands how to utilize space in and outside of school facilities in a 21st Century way, creating and utilizing neighborhoods, flexible classrooms, performance spaces, labs, and satellite locations for digital-age learning <i>(ISLC 2C)</i>		
o.4a	Empower teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based, interdisciplinary, and cooperative learning		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Collaborate with stakeholders responding to diverse community interests and needs, and mobilizing community resources to create 21 st century learning environments	Design an environment that extends opportunities for innovative thinking	Transform educational environments by engaging stakeholders and leveraging their expertise in developing a comprehensive 21 st century educational environment



Collaborative Leadership: Self-Assessment and Reflection Continuum

C.1	The effective 21st DoDEA school leader will promote and use social media and other communication avenues to effectively engage, educate and empower the educational community and public (ISLLC 4B, 4C) (NETS-A: 3C) (MAPA 4.3, 4.4)		
c.1a	Effectively utilize appropriate digital and traditional communication tools		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Analyze school use of current school communication tools	Actively involve stakeholders to analyze current school communication plan	Serve as a mentor and facilitator of school stakeholder meetings to prepare, analyze, and rate the quality of school communication plans
	Accurately identify internal and external audiences who will receive the school's message	Design and implement an evaluation of the effectiveness of school communications and stakeholder perceptions of the school	
		Analyze current communication avenues, tools, and messages	
c.1b	Effectively use a variety of communication tools to create and manage the school message		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Develop formal and informal written and oral communications plans	Implement improvements to current plan and messages based on feedback	Serve as a mentor to one or more administrators in using 21st Century digital communication tools to enhance school public relations and to more effectively manage the school message
	Create a comprehensive school communication plan	Expand the spectrum of communication tools to include more than one new digital tool, channel for 2 way communication, and face-to-face forums	
	Implement at least one new digital tool to enhance the school communication plan		
c.1c	Mobilize community resources in response to diverse community interests and needs		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Actively promote the success of every student through communication with stakeholders	Lead school efforts to maximize the community's diverse cultural, social, and intellectual resources in support of student	Build on the collective understanding of the culture of the community to create and sustain mutually supportive school-community



		success	relations that build and sustain individual student success
C.2	The effective 21st Century DoDEA leader will build and sustain strong and enduring relationships and partnerships with students, teachers, families, command, community, and other stakeholders to provide the best education possible for all students (ISLLC 4C, 4D, 6A, 6B) (NETS A- 4D) (MAPA 4.4, 4.5)		
c.2a	Fosters cooperation and support such as resources, funding, personnel, volunteers, experts		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build and sustain positive relationships with families and caregivers	Build productive relationships with community partners such as military units, institutions of higher education, and community groups to strengthen programs and support school goals	Sustain meaningful community collaboration and serve as a role model for staff, emerging school leaders, administrative peers, and community members
c.2b	Develops relationships that result in a shared sense of responsibility for student achievement among teachers, parents and students		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Define and communicate rationale and importance of effective shared leadership that provides avenues for shared accountability for student success	Identify and implement innovated shared leadership practices to create a sense of urgency and drive the school forward	Engage in ongoing review and revision of effective shared leadership community relationships that support success for all students
	Define and articulate formal and informal structures of shared leadership		Coach and nurture emerging school level leaders to take increasing levels of responsibility, ownership and accountability
c.2c	Engage in two-way communication that results in mutual respect and effective problem solving		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Utilize social media to establish ongoing two-way communication with stakeholders	Provide digital age leadership and management to continuously improve methods of two-way communication between stakeholders	Establish and maintain the ongoing use of digital age tools to sustain mutually supportive school-community relations
C.3	The effective 21st Century DoDEA school leader will foster learning communities for professional collaboration and sustainable student growth to improve student learning (ISLLC 2A, 6C) (NETS: 3B) (MAPA 3.6)		
c.3a	Create a risk free, collaborative and innovative environment for the establishment of learning communities		
	Emerging	Implementing	Sustaining



	The administrator will:	The administrator will:	The administrator will:
	Nurture and sustain a culture of collaboration, trust, learning, and high expectations	Ensure all members of the learning community have access to a robust, reliable, and flexible learning environment within the school and community while maximizing real-world learning opportunities	Access, analyze, and anticipate emerging trends, needs and initiatives that affect the continued growth and development of the learning community
	Advocate for instructional programs that are conducive to meaningful student learning and authentic staff professional growth	Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology	Develop and sustain a school wide plan for using a variety of technology tools that support teaching, learning and leading
	Promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources		
c.3b	Guide learning communities to increase accountability, involvement, commitment and growth of stakeholders involvement, commitment and growth of stakeholders		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Engages the educational community, faculty, and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning	Utilize data strategically to promote stakeholder commitment and professional growth	Document evidence that demonstrates increased stakeholder commitment, involvement, and shared accountability for the work of the PLT
		Utilize the Professional Learning Framework to effectively lead all members of the professional learning community	Serve as mentor to assist new administrators in utilizing the Professional Learning Framework to effectively lead all members of the professional learning community
C.4	The effective 21st Century DoDEA school leader will build and sustain shared leadership for collective responsibility (ISLLC 2F) (MAPA 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)		
c.4a	Identify and engage emerging leaders to influence the school's direction		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Demonstrate and articulate understanding of the importance of effective shared leadership	Engage stakeholders in the critical analysis of shared leadership practices in place	Build and sustain an effective system of shared leadership opportunities for all stakeholders



	Analyze the current model of leadership in place	Identify and implement innovated shared leadership practices to create a sense of urgency and drive the school forward	
	Solicit stakeholder input for selection of potential effective shared leadership models		
c.4b	Provide leadership opportunities for stakeholders to create participation and ownership (Grade level, PLC, SILT, SAC, Committees, Student council, PTA-O, IAC, Dept. chairs)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Implement at least one new model of shared leadership at the school level	Engage the educational community, faculty, and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning	Empower teachers and students to optimize purposeful and intentional use of effective distributive leadership models
	Utilize formal and informal structures of shared leadership		Serve as mentor to assist other school level administrators in building and sustaining an effective model of shared leadership that actively involves all stakeholders
	Utilize effective collaborative processes		