2014

Self-Assessment and Reflection Continuum



21st Century Leadership TWG DoDEA 1/7/2014



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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.



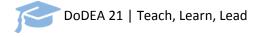
Professional Growth

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

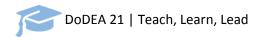


Visionary Leadership: Self-Assessment and Reflection Continuum

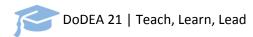
V.1	The effective 21 st Century school leader utilizes data to make informed decisions and works with the shared leadership team to develop a purposeful plan for sustainable growth		
	(ISLLC-1B,1C,1D,1E, 2I, 4A, 6C)		
v.1a	Analyze and communicate to all stakeholders to Emerging The administrator will:	the link between the data and the developed school Implementing The administrator will:	ol goals 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		and collective ownership within the school enviro	
	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 articul	ated objectives and strategies	
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
		•	
v.1d	The administrator will: Build capacity to examine student data and	The administrator will: Use data to move beyond problem identification to problem solving then create	The administrator will: Engage staff in implementation of research based strategies for Curriculum, Instruction,
v.1d	The administrator will: Build capacity to examine student data and make sense of it	The administrator will: Use data to move beyond problem identification to problem solving then create	The administrator will: Engage staff in implementation of research based strategies for Curriculum, Instruction,



	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 de		
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	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	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Build and model a collaborative culture that	Restructure the facility design, optimizes human	Use the change process to maximize the use of
	promotes and supports the change process	resources, and build a culture to implement 21 st Century skills and strategies	human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment
V.2	The effective 21 st Century school leader aligns (ISLLC-1A, 2B)	the curriculum, instruction, and assessment practi	ces to the school's vision and mission
v.2a	Inspire teachers to use rigorous innovative res	earch based classroom practices	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Provide a safe and healthy environment for	Build and model a collaborative culture that	Engage staff in implementation of research
	collaboration	both promotes and supports a risk free	based strategies for Curriculum, Instruction,
		environment	and Assessment
v.2b	Create and communicate a vision focused on the and a focused mission to improve student achieves.	he elements of curriculum, instruction and assessn evement	nent that makes higher achievement possible
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Use stakeholders to help develop the vision of	Communicate regularly and routinely with	Articulate the vision of the school with student
	the school	members of the school faculty, student and	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		Model the core beliefs of the vision in public.
	school community members to the continuing		Use the vision to garner resources from the
	progress toward the vision		community to support the shared vision
	Assure that progress toward the vision and		
	mission is communicated to all stakeholders		
V.3		es and communicates a shared vision to support co	ollaborative leadership
	(ISLLC-1A, 2F, 3D)		
v.3a		others assume responsibilities that have traditiona	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Build leadership capacity in teachers,	Build parent and community partnerships and	Build and model a collaborative culture that
	students, parents, and community members	facilitates ways to support leadership	promotes and supports leadership
			opportunities for all stakeholders
	Provide a safe and healthy environment for	Utilize skills and practice the use of strong	
	collaboration	leadership in the school environment	
V.4	The effective 21 st Century school leader create	s, promotes, and sustains a dynamic, digital-age le	earning culture
	(101.0.01.00)		
	(ISLLC-2H, 6C)	ali	to and to a surface from all abordances
v.4a		e the use of digital age tools to enrich the instruct	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Reflect on current practices and interventions	Relate what the "Essential Conditions" are and	Articulate the value of the NETS-A as a vehicle
	to determine opportunities to increase	use them to evaluate classrooms or school	for a shift in teaching, leading, and advocating
	student engagement with digital tools	readiness for implementation of the 21st	a digital learning environment
		century skills from a digital	
	Identify and reflect on how the Essential	Identify opportunities for technology-rich	Use innovative technology tools and resources
	Conditions are necessary to the effective	enhancements to increase student engagement	reflecting learning across various mediums and
	implementation of digital tools		locations to include:
			 Video Teleconference (VTC)
			 Virtual Labs
			 Virtual Classes
			Online Classes





v.4b	-	vement of learning goals and communicate throug	Teach administrators how to use the digital tools and resources to include: Tablets MP3 players SMART technologies Productivity Software (DoDEA Approved Standard Software) Web Based Tools
	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 21 st Century school leader create (ISLLC-2A, 2C)	s a risk taking school climate and culture	
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 sa	fe 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 creati	vity in teacher practice	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Create an environment where teachers can	Encourage and support staff members in the	Empower teachers and students to optimize
	explore new and innovative learning	use of innovative learning opportunities	purposeful and intentional use of facilities, and
	opportunities		technology to support project/problem-based,
			interdisciplinary, cooperative learning,
			creativity and innovative learning
v.5d	Interpret disappointments in ways that help so	chool staff to see them as a learning opportunity	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Lead staff to evaluate and discover different	Use data to create a solution which turns	Lead staff in collective inquiry and learning to
	ways to revise to create a solution	disappointment into success	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 accomplishme	ents	refining practices
v.5e	Celebrate success and recognize accomplishme	ents Implementing	refining practices Sustaining
v.5e			
v.5e	Emerging	Implementing	Sustaining
v.5e	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
v.5e	Emerging The administrator will: Establish informal sharing of success and	Implementing The administrator will: Provide opportunities for staff and students to	Sustaining The administrator will: Develop a consistent formal structure to share
v.5e	Emerging The administrator will: Establish informal sharing of success and	Implementing The administrator will: Provide opportunities for staff and students to	Sustaining The administrator will: Develop a consistent formal structure to share learning success and accomplishments via
v.5e	Emerging The administrator will: Establish informal sharing of success and	Implementing The administrator will: Provide opportunities for staff and students to	Sustaining The administrator will: Develop a consistent formal structure to share learning success and accomplishments via social media that is easily accessed by all

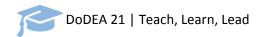


Instructional Leadership: Self-Assessment and Reflection Continuum

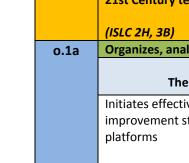
I.1	The effective 21st century school leader will g instruction and assessment through teaching,	uide, monitor and supervise effective curriculum in learning, and leading	itegration and innovative application of
	(ISLLC 2B, 2D, 2E) (NETS-A: 2A)		
i.1a	Provide conceptual guidance for teachers rega	arding 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 followin Core State Standards)	g internal and external factors: DoDEA CSP, school	level CSI, AdvancED Standards, CCSS (Common
	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	
1.2	The effective 21st century school leader will n	intervals throughout the year nodel digital tools to support teaching, learning, an	d leading
	(ISLLC 2H) (NETS-A 2B, 4A)		



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



	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		
1.4	The effective 21st century school leader will es community (ISLLC 2A, 2C, 2H) (NETS-A: 2B, 5A)	tablish a student-centered learning environment	promoting interaction and a sense of
i.4a	Create a school-wide learning environment that Skills)	at support the teaching and learning of 21st centur	ry skill outcomes (WAGNER's Seven Survival
	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 opportunities	learning environment within the school and comm	nunity while maximizing real-world learning
	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 opportunitie	s to develop innovative thinking, life and career sl	kills, and prepare students for jobs of the future
1.40	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

0.1	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		
	(ISLC 2H, 3B)		
o.1a	Organizes, analyzes and communicates studen	t, 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 inc and before and after school opportunities	lude Video Tele-Conferencing (VTC), virtual meetii	ngs, classes, flexible scheduling, banked time,
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Possess the ability to provide direction,	Optimizes use of time for teaching and learning	Inspire and lead the development and
	coordination, and resources for the	by creating a master schedule that utilizes the	implementation of 21st Century skills and
	improvement of Curriculum, Instruction, and	resources of the facilities and strengths of the	tools to promote excellence and support
	Assessment through school resources	faculty	transformation throughout the school
o.1c		ls and resources to provide additional learning op	
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Identify opportunities for technology-rich	Promotes the success of every student by	Reflect on how the Essential Conditions are
	enhancements to increase student	ensuring management of the organization,	necessary to the effective implementation of
	engagement	operation, and resources for a safe, efficient, and effective learning environment	the digital tools
0.2	the 21st Century	r develops and implements innovative solutions a	nd protocols to maximize safety and security in
	(ISLC 3A,C; 4A)		
o.2a		cy personnel to conduct scenario-based safety dril es to problem-solve security issues, and develops t	•
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Review, analyze and implement school safety	Apply legal and district policy requirements	Create a school climate that safety and welfare



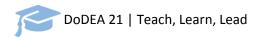
	and discipline based on school data	regarding discipline and safety	are fostered and maintained for an optimal learning environment
0.3	The effective 21st Century School Leader mana	ges human resources and administrative support	operations and systems
	(ISLLC 3A,B,C,D,E; 5C)		
o.3a	Utilize technology and human resources to opt	imize efficiency and streamline daily and seasona	activities
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Obtain, allocate, align, and efficiently utilize	Maximize the use of human, fiscal, and	Ensure maintenance of effective management
	human, fiscal, and technological resources	technological resources promoting high student	of the school organization, operations and
		achievement through a safe, risk-free learning	resources for a safe, efficient, and effective
		environment	learning environment
0.4	The state of the s	r understands how to utilize space in and outside classrooms, performance spaces, labs, and satellite	
o.4a	Empower teachers and students to optimize puinterdisciplinary, and cooperative learning	urposeful and intentional use of facilities, and tech	nnology to support project/problem-based,
	Emerging	Implementing	Sustaining
	The administrator will:	The administrator will:	The administrator will:
	Collaborate with stakeholders responding to	Design an environment that extends	Transform educational environments by
	diverse community interests and needs, and	opportunities for innovative thinking	engaging stakeholders and leveraging their
	mobilizing community resources to create 21 st		expertise in developing a comprehensive 21 st
	century learning environments		century educational environment



Collaborative Leadership: Self-Assessment and Reflection Continuum

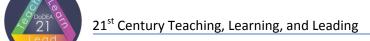
C.1	empower the educational community and pub (ISLLC 4B, 4C) (NETS-A: 3C) (MAPA 4.3, 4.4)		tion avenues to effectively engage, educate and		
c.1a	Effectively utilize appropriate digital and traditional communication tools				
	Emerging The administrator will:	Implementing The administrator will:	Sustaining 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 plan		
	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	J		
	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	Implementing	Sustaining		
	The administrator will:	The administrator will:	The administrator will:		
	Build and sustain positive relationships with	Build productive relationships with community	Sustain meaningful community collaboration		
	families and caregivers	partners such as military units, institutions of	and serve as a role model for staff, emerging		
	_	higher education, and community groups to	school leaders, administrative peers, and		
		strengthen programs and support school goals	community members		
c.2b	Develops relationships that result in a shared sense of responsibility for student achievement among teachers, parents and students				
	Emerging	Implementing	Sustaining		
	The administrator will:	The administrator will:	The administrator will:		
	Define and communicate rationale and	Identify and implement innovated shared	Engage in ongoing review and revision of		
	importance of effective shared leadership that	leadership practices to create a sense of	effective shared leadership community		
	provides avenues for shared accountability for	urgency and drive the school forward	relationships that support success for all		
	student success		students		
	Define and articulate formal and informal		Coach and nurture emerging school level		
	structures of shared leadership		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	Implementing	Sustaining		
	The administrator will:	The administrator will:	The administrator will:		
	Utilize social media to establish ongoing two-	Provide digital age leadership and management	Establish and maintain the ongoing use of		
	way communication with stakeholders	to continuously improve methods of two-way	digital age tools to sustain mutually supportive		
		communication between stakeholders	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 accesses 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 state of the s	r will build and sustain shared leadership for colle			
	(ISLLC 2F) (MAPA 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)				
c.4a	Identify and engage emerging leaders to influe	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 Solicit stakeholder input for selection of	Identify and implement innovated shared leadership practices to create a sense of urgency and drive the school forward		
	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	Implementing	Sustaining	
	The administrator will:	The administrator will:	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	Empower teachers and students to optimize purposeful and intentional use of effective	
	leadership at the school level	development activities that promote both	distributive leadership models	
		individual and organizational growth and lead	·	
		to improved teaching and learning		
	Utilize formal and informal structures of		Serve as mentor to assist other school level	
	shared leadership		administrators in building and sustaining an	
			effective model of shared leadership that actively involves all stakeholders	
	Utilize effective collaborative processes			