

## Standards for School Leadership: Ideas from Colleagues Related to Standards

### #1 Vision:

Prominently displayed

Common Terminology

All Players can Share the Vision

Predictability, not surprises

Questions posed to leaders elicit common responses—everyone is on the same page

Past practices are not continually discarded but rather built upon and refined

Community members feel part of the ongoing conversation

### #2 Management:

Order is evident

Daily operation runs smoothly

Sense that people know what they're doing

Mutual support and trust is evident

Leadership is visible

Students demonstrate expected behaviors (when no one is looking)

Policies and procedures are transparent

Paperwork is not redundant or on paper

### #3 Culture:

Diversity in the building

Teachers come early and stay late

People are eager to participate

Roles and responsibilities are clearly delineated and well understood

Upbeat and positive—belief that all children can learn

Willingness to work together for common goals

Mission of the district

What is the history?

Embracing an exchange of community/School as an extension of each other

Talents are tapped, “go to person” is well known

### #4 Collaboration:

Collaborations with local districts to extend professional development possibilities/share ideas/save \$!

Parent programs

All staff working as a team

Representation: All constituents on committees

Community participation at board meetings/public hearings

Smiling staff

Shared professional development

Outreach and community agencies active working partnerships with staff especially workers

Active e-mail collaboration-websites  
Parental and teacher input in school board meetings that will promote change if necessary  
Anti-blaming  
Shared professional resources-Materials/Texts, etc.

#5 Ethics:

Minimal Legal/lawsuits  
Money is accounted for  
No indictments  
People treat on another with respect during budget process  
Auditor reports validate proper use of public funds  
Being moral  
Clean sites, obvious pride  
Personal behaviors—accountability  
Professionalism upheld  
Being a role model  
Respect at all levels: Bottom Up/Top Down  
Parental Consistency

#6 Outside the Box:

Teachers taking risks in the classroom and meeting with community to bring them in.  
Having the School Board Accountable by Parental Advisers  
Political and Social Influences  
Leadership takes active role in county/statewide organizations and government agencies/forums  
Website is up to date and informative  
Obvious serious whimsy  
Recognizing changing community population and responding to these new needs  
Being involved in more than “classroom” responsibilities  
Working relationships with community organizations for the kids not just the budget  
Community political leaders actively involved in school programs  
Looking at models that have worked (ex. Curriculum) and extending them to other disciplines

Case Study: Achievement

A System of Frames

- Political
- Structural
- Symbolic
- Human Resource

Take data directory and find 3 illustrations:

Pick a School where achievement is a challenge

Pick 3 other schools to benchmark achievement against (3 other schools in the county) choose because their achievement is the opposite. Similar schools, but success is very different. The school you are dealing with is challenged.

\*Achievement and Demographics are the areas of focus

Develop a protocol: What would you be asking the school that would help you and enable you to take ideas back to your school

**What are the questions you are going to ask and who are you going to ask them to?**

**Include a timetable for how you are going to proceed when you are at that school...what's your schedule. This will give you a sense of how many questions you can appropriately pose.**

Benchmark: Tasks.....

3 like schools

Question protocol

Schedule for how you will use your time when you are at the school: who are you going to be speaking to?

### **Questions:**

Do you use test prep material?

How do you track data?

What procedures do you use to communicate across the grade levels in terms of what's happening with the curriculum and the students?

Do you individualize instruction? If so, how specifically?

What kinds of professional development have your teachers experienced?

What kinds of strategies are you using with *sped* students and *ell* students?

Are there self-contained classes for sped students?

What's your department budget for materials?

What materials specifically are you using?

How are you scheduling classes?

How do you schedule teacher opportunities for communication and sharing?

Do you have reading specialists?

What do your department meetings look like?

Do other courses affect or influence student performance....literacy across the content areas?

**Who will you talk to?**

Asst. Supt. For Curriculum

Principals

Lead Teachers

Department Heads and Coordinators, including Sped and ELL

Reading Specialists

Critical Success Factors:

-Owning the Vision

-Using Data to Drive Change

-Organizing to Improve Student Learning

-Maximizing Leadership Effectiveness

-Demonstrating a Passion for Student Learning

-Building a Personalized Environment

Case Study: Make a Presentation on your School

**What key messages you as the leader of the school will try to get across to the staff, PTA and Board of Education and Superintendent: Why are the scores declining and what are you going to do about it?**

Min. of 4 key messages as part of your presentation

And

One key school improvement goal

Keep in mind standards, collaboration, management, culture, who is your leadership team?

Write it down

One district, you are the school that is declining in reading scores.

Talk about achievement over talking about scores