### McREL's Balanced Leadership Framework<sup>™</sup>

Leadership responsibilities possitively associated with student achievement

Responsibilities	Avg. r	Practices associated with responsibilities
Affirmation	.19	<ul> <li>Systemically and fairly recognizes and celebrates accomplishments of teachers, staff and students</li> <li>Systemically and fairly acknowledges failures and celebrates accomplishments of the school</li> </ul>
Change agent	.25	<ul> <li>Consciously challenges the status quo</li> <li>Is comfortable leading change initiatives with uncertain outcomes</li> <li>Systemically considers new and better ways of doing things</li> </ul>
Communication	.23	<ul> <li>Is easily accessible to teachers and staff</li> <li>Develops effective means for teachers and staff to communicate with one another</li> <li>Maintains open and effective lines of communication with teachers and staff</li> </ul>
Contingent rewards	.24	<ul> <li>Recognizes individuals who excel</li> <li>Uses performance vs. seniority as the primary criterion for reward and advancement</li> <li>Uses hard work and results as the basis for reward and recognition</li> </ul>
Culture	.25	<ul> <li>Promotes cooperation among teachers and staff</li> <li>Promotes a sense of well-being and promotes cohesion among teachers and staff</li> <li>Develops an understanding of purpose and a shared vision of what the school could be like</li> </ul>
Curriculum, instruction and assessment	.20	<ul> <li>Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms</li> <li>Is involved with teachers to address assessment issues</li> </ul>
Discipline	.27	• Protects instructional time from interruptions and protects/shelters teachers from distractions
Flexibility	.28	<ul> <li>Is comfortable with major changes in how things are done</li> <li>Encourages people to express opinions that may be contrary to those held by individuals in positions of authority</li> <li>Adapts leadership style to needs of specific situations</li> <li>Can be directive or non-directive as the situation warrants</li> </ul>
Focus	.24	<ul> <li>Establishes high, concrete goals and the expectation that all students will meet them</li> <li>Establishes high, concrete goals for all curricula, instruction and assessment</li> <li>Establishes high, concrete goals for the general functioning of the school</li> <li>Keeps everyone's attention focused on established goals</li> </ul>
Ideals/beliefs	.22	<ul> <li>Holds strong professional ideals and beliefs about schooling, teaching and learning</li> <li>Shares ideals and beliefs about schooling, teaching and learning with teachers, staff and parents</li> <li>Demonstrates behaviors that are consistent with ideals and beliefs</li> </ul>
Input	.25	<ul> <li>Provides opportunities for input from teachers and staff on all important decisions</li> <li>Provides opportunities for teachers and staff to be involved in policy development</li> <li>Involves the school leadership team in decision making</li> </ul>
Intellectual stimulation	.24	<ul> <li>Stays informed about current research and theory regarding effective schooling</li> <li>Continually exposes teachers and staff to cutting-edge ideas about how to be effective</li> <li>Systematically engages teachers and staff in discussions about current research and theory</li> <li>Continually involves teachers and staff in reading articles and books about effective practices</li> </ul>
Knowledge of curriculum, instruction, etc.	.25	<ul> <li>Is knowledgeable about curriculum and instructional practices</li> <li>Is knowledgeable about assessment practices</li> <li>Provides conceptual guidance for teachers regarding effective classroom practices</li> </ul>

Monitors	.27	• Monitors and evaluates the effectiveness of the curriculum, instruction and assessment
Optimizer	.20	<ul> <li>Inspires teachers and staff to accomplish things that might seem beyond their grasp</li> <li>Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things</li> <li>Is a driving force behind major initiatives</li> </ul>
Order	.25	<ul> <li>Provides and enforces clear structures, rules and procedures for teachers, staff and students</li> <li>Establishes routines regarding running the school that teachers and staff understand and follow</li> </ul>
Outreach	.27	<ul> <li>Ensures that the school is in compliance with district and state mandates</li> <li>Advocates on behalf of the school in the community</li> <li>Interacts with parents in ways that enhance their support for the school</li> <li>Ensures that the central office is aware of the school's accomplishments</li> </ul>
Relationship	.18	<ul> <li>Remains aware of personal needs of teachers and staff and maintains personal relationships with them</li> <li>Is informed about and acknowledges significant personal issues in the lives of teachers and staff</li> </ul>
Resources	.25	<ul> <li>Ensures that teachers and staff have necessary materials and equipment</li> <li>Ensures that teachers have the necessary professional development opportunities</li> </ul>
Situational awareness	.33	<ul> <li>Is aware of informal groups and relationships among teachers and staff</li> <li>Is aware of issues in the school that have not surfaced but could create discord</li> <li>Can predict what could go wrong from day to day</li> </ul>
Visability	.20	<ul> <li>Makes systematic and frequent visits to classrooms</li> <li>Is visible around the school and has frequent contact with students</li> </ul>



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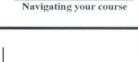
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#### Monday, November 7, 2005 8:30 a.m.- 3:30 p.m.

Sheraton Cerritos Hotel Towne Center 12725 Center Court Dr. Cerritos, CA 90703

#### Wednesday, November 16, 2005 8:30 a.m.- 3:30 p.m.

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