

McREL's Balanced Leadership Framework™

Leadership responsibilities positively associated with student achievement

Responsibilities	Avg. r	Practices associated with responsibilities
Affirmation	.19	<ul style="list-style-type: none"> • Systemically and fairly recognizes and celebrates accomplishments of teachers, staff and students • Systemically and fairly acknowledges failures and celebrates accomplishments of the school
Change agent	.25	<ul style="list-style-type: none"> • Consciously challenges the status quo • Is comfortable leading change initiatives with uncertain outcomes • Systemically considers new and better ways of doing things
Communication	.23	<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	<ul style="list-style-type: none"> • Recognizes individuals who excel • Uses performance vs. seniority as the primary criterion for reward and advancement • Uses hard work and results as the basis for reward and recognition
Culture	.25	<ul style="list-style-type: none"> • Promotes cooperation among teachers and staff • Promotes a sense of well-being and promotes cohesion among teachers and staff • Develops an understanding of purpose and a shared vision of what the school could be like
Curriculum, instruction and assessment	.20	<ul style="list-style-type: none"> • Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms • Is involved with teachers to address assessment issues
Discipline	.27	<ul style="list-style-type: none"> • Protects instructional time from interruptions and protects/shelters teachers from distractions
Flexibility	.28	<ul style="list-style-type: none"> • Is comfortable with major changes in how things are done • Encourages people to express opinions that may be contrary to those held by individuals in positions of authority • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Focus	.24	<ul style="list-style-type: none"> • Establishes high, concrete goals and the expectation that all students will meet them • Establishes high, concrete goals for all curricula, instruction and assessment • Establishes high, concrete goals for the general functioning of the school • Keeps everyone's attention focused on established goals
Ideals/beliefs	.22	<ul style="list-style-type: none"> • Holds strong professional ideals and beliefs about schooling, teaching and learning • Shares ideals and beliefs about schooling, teaching and learning with teachers, staff and parents • Demonstrates behaviors that are consistent with ideals and beliefs
Input	.25	<ul style="list-style-type: none"> • Provides opportunities for input from teachers and staff on all important decisions • Provides opportunities for teachers and staff to be involved in policy development • Involves the school leadership team in decision making
Intellectual stimulation	.24	<ul style="list-style-type: none"> • Stays informed about current research and theory regarding effective schooling • Continually exposes teachers and staff to cutting-edge ideas about how to be effective • Systematically engages teachers and staff in discussions about current research and theory • Continually involves teachers and staff in reading articles and books about effective practices
Knowledge of curriculum, instruction, etc.	.25	<ul style="list-style-type: none"> • Is knowledgeable about curriculum and instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practices

Monitors	.27	<ul style="list-style-type: none"> • Monitors and evaluates the effectiveness of the curriculum, instruction and assessment
Optimizer	.20	<ul style="list-style-type: none"> • Inspires teachers and staff to accomplish things that might seem beyond their grasp • Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things • Is a driving force behind major initiatives
Order	.25	<ul style="list-style-type: none"> • Provides and enforces clear structures, rules and procedures for teachers, staff and students • Establishes routines regarding running the school that teachers and staff understand and follow
Outreach	.27	<ul style="list-style-type: none"> • Ensures that the school is in compliance with district and state mandates • Advocates on behalf of the school in the community • Interacts with parents in ways that enhance their support for the school • Ensures that the central office is aware of the school's accomplishments
Relationship	.18	<ul style="list-style-type: none"> • Remains aware of personal needs of teachers and staff and maintains personal relationships with them • Is informed about and acknowledges significant personal issues in the lives of teachers and staff
Resources	.25	<ul style="list-style-type: none"> • Ensures that teachers and staff have necessary materials and equipment • Ensures that teachers have the necessary professional development opportunities
Situational awareness	.33	<ul style="list-style-type: none"> • Is aware of informal groups and relationships among teachers and staff • Is aware of issues in the school that have not surfaced but could create discord • Can predict what could go wrong from day to day
Visibility	.20	<ul style="list-style-type: none"> • Makes systematic and frequent visits to classrooms • Is visible around the school and has frequent contact with students

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