McREL's Balanced Leadership Framework[™]

Leadership responsibilities possitively associated with student achievement

| Responsibilities | Avg. r | Practices associated with responsibilities |
|--|--------|---|
| Affirmation | .19 | 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 | Consciously challenges the status quo Is comfortable leading change initiatives with uncertain outcomes Systemically considers new and better ways of doing things |
| Communication | .23 | 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 | 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 | 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 | 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 | • Protects instructional time from interruptions and protects/shelters teachers from distractions |
| Flexibility | .28 | 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 | 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 | 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 | 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 | 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 | Is knowledgeable about curriculum and instructional practices Is knowledgeable about assessment practices Provides conceptual guidance for teachers regarding effective classroom practices |

| Monitors | .27 | • Monitors and evaluates the effectiveness of the curriculum, instruction and assessment |
|--------------------------|-----|---|
| Optimizer | .20 | 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 | 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 | 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 | 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 | Ensures that teachers and staff have necessary materials and equipment Ensures that teachers have the necessary professional development opportunities |
| Situational awareness | .33 | 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 |
| Visability | .20 | Makes systematic and frequent visits to classrooms Is visible around the school and has frequent contact with students |



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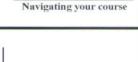
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Monday, November 7, 2005 8:30 a.m.- 3:30 p.m.

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

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