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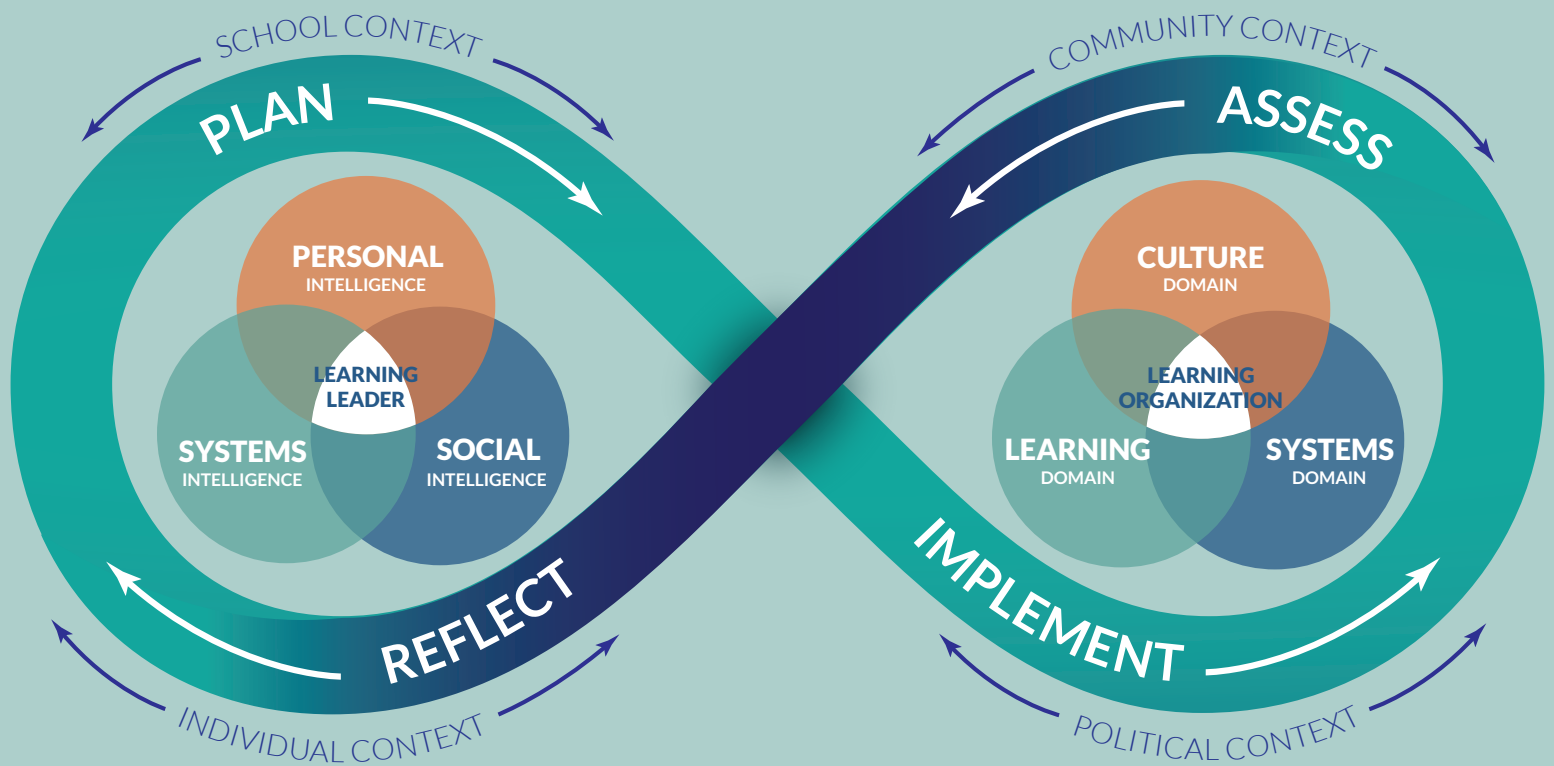
Creating Hope for All

SCHOOL LEADER COLLABORATIVE

THE SCHOOL LEADER COLLABORATIVE

The School Leader Collaborative (the Collaborative) consists of a consortium of state principal associations dedicated to supporting and sustaining the professional growth of school principals and their leadership teams. Specifically, the Collaborative enhances the collective capacity of its partner associations by building a network of shared resources, innovative best practices, and research, which supports school leaders throughout their careers. Current Collaborative associations are:

- **Illinois Principals Association**
- **Indiana Association of School Principals**
- **School Administrators of Iowa**
- **Minnesota Elementary School Principals Association**
- **Missouri Association of Elementary School Principals**
- **Missouri Association of Secondary School Principals**
- **New Jersey Principals and Supervisors Association**
- **School Administrators Association of New York State**
- **Association of Washington School Principals**
- **Association of Wisconsin School Administrators**

Contact information for each association in the Collaborative is listed on the back cover.

ACKNOWLEDGEMENT

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School leadership matters. Principals matter. As was recognized by the U.S. Senate Education Committee almost fifty years ago, school leadership, specifically principal leadership, is critical to the success of our nation's schools, teachers, and students. Very few professions offer the vast opportunities to influence the lives of so many and leave a forever impact on those they serve.

However, school leadership is complex. School leadership is messy. School leadership is hard. Arguably, the principalship is the most challenging position in education. But even with its complexity and messiness, it is the "hard" about school leadership that makes it so important. It is the "hard" about school leadership that makes the profession so great. Otherwise, anyone could do it.

In order to help school leaders effectively navigate the impact, complexity, and messiness of their work, we, a group of state principal associations known as the School Leader Collaborative, look to re-conceptualize how we view principal leadership with a framework we call the School Leader Paradigm. What makes the School Leader Paradigm, or the Paradigm for short, unique is that it not only details the work principals must be doing within their learning organizations, but it also accounts for how principals must be personally invested in developing their own leadership competencies and attributes to become learning leaders.

In the sections that follow, we offer an overview of school leadership's critical importance. Further, we highlight a serious problem of practice in our profession along with our theory of action for how to tackle it. Finally, we lay out the elements of the Paradigm and how we will use it to guide our efforts to support our nation's principals.

School Leadership Matters

"Everything rises and falls on leadership," according to leadership guru Dr. John Maxwell in his book *The 21 Indispensable Qualities of a Leader.*[2] Maxwell's claim is reinforced by Jim Collins's research, which provided the basis for his best-selling book *Good to Great*. In his quest to determine what made good companies great, Collins identified the now well-known concept of Level 5 Leadership. According to Collins, Level 5 leaders "build enduring greatness through a paradoxical blend of personal humility and professional will."[3] Something fascinating

"Everything rises and falls on leadership."

about Collins's research for *Good to Great* was the contrarian point of view he took regarding leadership and great companies. While studying high-performing organizations, Collins gave his research team instructions to downplay the role of chief executives to avoid what he felt was overly simplistic thinking about how the leader was responsible for the success or failure of a company. In the end, the data won out. Leaders matter.

> **"But even with its complexity and messiness, it is the 'hard' about school leadership that makes it so important. It is the 'hard' about school leadership that makes the profession so great. Otherwise, anyone could do it."**

Like great companies that need high-quality executive leaders, great schools need high-quality principal leaders. According to the Wallace Foundation in their 2009 report, *Assessing the Effectiveness of School Leaders: New Directions and New Processes*, Wallace recognized:

> Effective leadership is vital to the success of a school. Research and practice confirm that there is a slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning.[4]

Several studies backup Wallace's claim, noting school leadership as sitting second to classroom instruction as a primary driver for student performance, both positive and negative.[5] In particular, the body of research indicates principals have the greatest impact on student achievement in schools with the greatest needs (i.e., high poverty rates, low student attendance, low graduation rates, and high teacher turnover).[6] Furthermore, principal leadership is the most important factor for attracting and retaining quality teachers.[7] Research indicates that the main reason teachers choose whether or not to stay in a particular school is the quality of support they receive from their principal.[8] Overall, schools require principals who are capable of collaboratively crafting a vision for student success, cultivating a student-centered culture, building others' leadership capacity, improving instruction, and leading school improvement efforts.[9] Essentially, effective principals lead effective schools.[10]

Our National Problem of Practice

YEARS 5 6 7 8 9 10

Only one in four principals are in the same building after five years.

It takes five to ten years for a principal to turn around a large school.

OUR NATIONAL PROBLEM OF PRACTICE

Only one out of four principals are in the same building after five years. This high turnover rate of building principals is costly in dollars, time, relationships, and—most importantly—impact on student learning.

While developing student-centered cultures as well as attracting and retaining high-quality teachers are critical strategies for school leaders to improve their schools, there is another essential element principals must possess: time. Typically, creating meaningful and lasting change in a school is equivalent to turning an oil tanker. For example, research tells us it takes 5 to 10 years for a principal to

have a meaningful impact on a large school.[11] Thus, school leaders need sufficient time to get the job done. Unfortunately, they do not often get it.

According to the School Leaders Network, only 1 in 4 principals stay in a given leadership position longer than 5 years.[12] Of those that are brand new to the principalship, fifty percent do not make it past year three. Although some principals get promoted to the district office or take other building level positions, long hours, tough political environments, mounting mandates, rising expectations, shrinking resources, and narrowing pay with teachers push many promising principals out of school leadership altogether.[13]

Besides losing talented people from the profession, the costs of principal turnover are high both in terms of real dollars and its effect on learning environments. For example, preparing and onboarding a new principal carries an average price tag of $75,000 nationally.[14] Furthermore, student performance in math and English language arts falls the year after a principal leaves, with the next principal needing up to three years to make up the loss.[15] Where overall school climate is concerned, it is not uncommon to hear a veteran teacher utter the phrase "this too shall pass" when learning of an initiative introduced by yet another new principal. Even if the initiative is based on sound research, is there any doubt as to why the veteran staff member turns cynical since he or she has become accustomed to the

coming and going of one initiative after the other with the coming and going of one principal after the other?
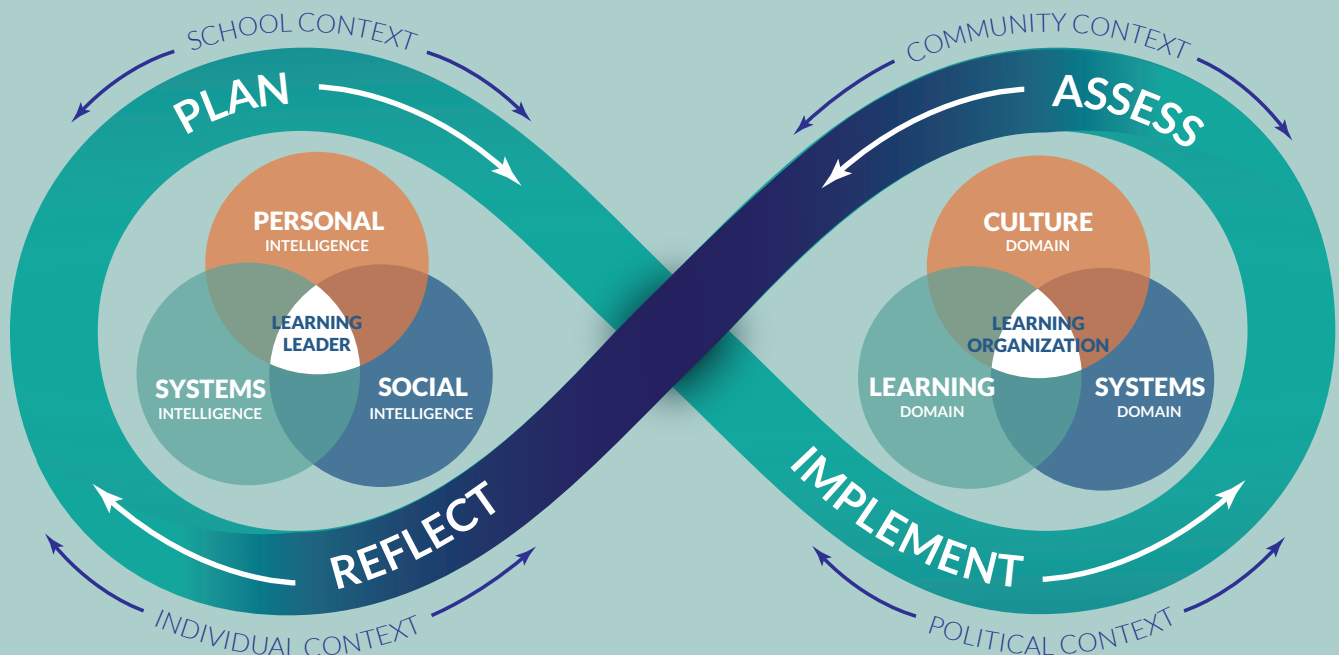
Our Theory of Action

In order to battle teacher cynicism, keep student performance on a positive trajectory, and save school districts' needed resources, a two-prong approach of supporting principals must be taken: 1) increase their longevity in the schools they have been hired to lead; and 2) accelerate their effectiveness as school leaders. As outlined previously, the reason for this two-prong approach is fairly clear. Principals must have time to create positive, lasting change in their schools. However, since most principals do not benefit from the time needed to transform their buildings, they must be provided support to get better faster.

To this end, principals require robust preparation as well as rigorous induction, mentoring, and ongoing professional development throughout their career, not just the first couple of years.[16] Furthermore, school leaders must be given autonomy to do their work, support with difficult decisions, and assurance when taking calculated risks that may fail.[17] Additionally, principals should be allowed to connect with their peers, commonly known as professional learning networks, to learn from each other, offer encouragement, deliver constructive feedback, and, from time-to-time, provide collegial accountability.[18]

For school leaders to account for their own growth and for principal preparation programs, school districts, principals' associations, and other organizations to be able to provide school leaders the critical support they need over the course of their careers, all must account for the complex nature of leadership and leading learning organizations. However, much of what is currently written or discussed about expectations for principals is a desire for them to be instructional leaders. This is a logical thought, but the term instructional leader is usually ill-defined or misunderstood. Too often, when people think instructional leader, a narrow vision of a principal sitting in a classroom observing teachers comes to mind. No doubt, principals need to spend time with teachers and students in classrooms, but capitalizing on opportunities to positively impact adult and student performance in schools demands much

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more. Instead of thinking of principals as just instructional leaders, we regard principals as learning leaders leading learning organizations.[19] We know. It is a bit of a mouthful. Nonetheless, this concept more accurately describes who principals are and what they do, which necessitates a more comprehensive view and understanding of school leadership.

> **"Instead of thinking of principals as just instructional leaders, we regard principals as learning leaders leading learning organizations."**

The School Leader Paradigm

In order to provide a complete picture of principals as learning leaders leading learning organizations, we developed the School Leader Paradigm (see graphic above). The sections that follow break down the parts of the Paradigm and provide an explanation of each. Before digging in, though, you may be asking yourself, "What is meant by the concept of becoming while doing?"

From our experience and expertise, becoming while doing represents the art of school leadership. Specifically, we argue that principals, or learning leaders, should always be simultaneously improving their own leadership dispositions, or becoming, while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences (becoming) increases principals' effectiveness to lead culture, systems, and learning (doing). Being cognizant of the interplay between becoming while doing is crucial for principals throughout their careers in whatever schools they lead. The content below provides the critical elements principals must account for in order to be becoming while doing, which results in positive outcomes for them, their organizations, their teachers, and ultimately their students.

> **"Principals may come and go, but the influence they have on others while leading their schools reverberates always."**

The Infinity Loop

By shaping the Paradigm with an infinity loop (see graphic above), we suggest that the influence and impact of a school leader is eternal, going on, well, forever. Principals may come and go, but the influence they have on others while leading their schools reverberates always. Additionally, the infinity loop accounts for the two sides of leadership: 1) the leader; and 2) the organization the leader leads.

While the leader and the organization can be described separately, the two are inextricably connected, like two sides of the same coin. Lastly, the infinity loop signifies the state of continuous improvement both the learning leader and the learning organization must be engaged in to do what is best for their students. Thus, we embedded a cycle of inquiry within the infinity loop which we will discuss later.

Becoming

The popular leadership saying goes, "A leader is one who knows the way, goes the way, and shows the way." In other words, leaders, including principals, must lead themselves well first in order to provide effective leadership for their schools. By establishing themselves as learning leaders, principals model the behavior they expect from both the adults and students in their learning organizations. Furthermore, principals gain credibility for their efforts by not requiring their followers to do something they are not willing to do themselves.

In order for a principal to become a learning leader, it requires the principal to possess a convergence of personal, social, and systems intelligences, as shown on the left side of the Paradigm. We use the term "intelligence" within the Paradigm in order to describe the ways principals need to be smart about their leadership. The intelligences are interconnected, do not act in isolation, and take into account the personal, social, and systems aspects of school leadership. Furthermore, intelligence implies how learning and growth, or becoming, need to take place for principals to become better leaders. The concept of "either you have it or you don't" does not apply here. Improvement is possible even if it requires intentional, incremental growth, as is often the case when creating new habits and skills.[20]

To flesh out the intelligences on the becoming side of the Paradigm, we identified critical competencies and attributes principals must account for when working to grow, or become, as school leaders. While the entire becoming side of the Paradigm (including intelligences, competencies, and attributes) can be found in Appendix A, the definitions of the intelligences and their corresponding competencies are provided below.

As referenced previously, we believe principals must be in a perpetual state of self-actualization, which can be accomplished in part by focusing on the personal, social, and systems intelligences of school leadership. However, the intelligences with the corresponding competencies and attributes are not enough. School leaders must be able to concretely demonstrate their expertise by actually doing the work, which takes us to the other side of the Paradigm.

> ## "Principals must lead themselves well first in order to provide effective leadership for their schools."

PERSONAL INTELLIGENCE

The capacity of the principal to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences.[21] The personal intelligence competencies include:

Wellness – Balances quality or state of being healthy in body and mind as a result of deliberate effort;

Growth Mindset – Embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others' success;

Self-Management – Monitors and takes responsibility for one's own behavior and well-being, personally and professionally; and

Innovation – Introduces new methods, novel ideas, processes or products that are put into operation.

SOCIAL INTELLIGENCE

A principal's set of interpersonal competencies that inspire others to be effective.[22] Social intelligence competencies include:

Service – Assures that other people's highest priority needs are being served;

Community Building – Instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together;

Capacity Building – Employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning; and

Influence – Can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.

SYSTEMS INTELLIGENCE

A principal's understanding of the inner-workings and leadership of complex systems within a their learning organization.[23] Systems intelligence competencies include:

Mission, Vision, and Strategic Planning – Defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision;

Operations and Management – Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management;

Teaching and Learning – Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students' academic success and well-being; and

Cultural Responsiveness – Promotes cooperation, collaboration, and connectedness among a community of learners while responding to diversity, need, and capacity.

Doing
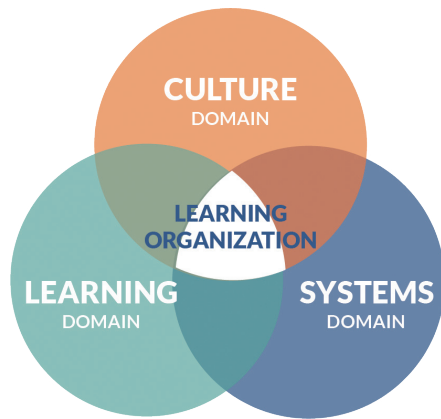
What is principaling? Or, in other words, what is it that principals should be *doing*? Over the last few decades of education reform, this question has been more and more difficult to answer. The role of the principal has exponentially expanded to include responsibilities that did not traditionally fall under the purview or direction of the principal.[24] We can argue as to the multitude of reasons why the role has changed over the years, but that will not help us define the current state of principaling in today's schools. We can, however, identify one main influence contributing to the gradual increase on the workload and responsibilities for principals: the increased accountability legislated into the system from No Child Left Behind (NCLB), and subsequent legislation including the Every Student Succeeds Act (ESSA). Simply stated, our educational system prior to NCLB was designed to select, sort and remove students. NCLB ushered in a new era that held the system accountable to ensure that all students were successful, and that students would no longer be sorted out of the system.[25]

What did that mean for principaling? A massive paradigm shift occurred as principals moved from managers of schools to leaders of systems required to ensure the success of all students.[26] What was generally acceptable in terms of school culture, systems, and learning outcomes was no longer permissible. Historically inequitable systems that perpetuated access and opportunity gaps for underserved and underrepresented students required immediate dismantling. Adult-centered systems that contributed to ongoing student failure, chronic absenteeism, high suspension rates, consistently low graduation rates, and institutional racism needed to be addressed in order to meet the requirements of NCLB.[27]

"It takes time for principals to change a school's culture, build systems that support the culture, and nurture the ongoing learning of all stakeholders."

This mandated accountability system required new and unprecedented leadership from building principals. They (principals) could no longer just manage, but rather lead. Principals were charged with eliminating achievement gaps which required redefining a school's culture, the systems that supported that culture, and how learning was defined for all stakeholders.

Now, the responsibilities and expectations of principals promulgated by NCLB persist with ESSA.[28] What we know about principaling today is that it takes time for principals to change a school's culture, build systems that support the culture, and nurture the ongoing learning of all stakeholders.[29] The process does not happen overnight, nor in the first year.

From our work with school leaders, we know a principal new to his or her position invests the first few years establishing trust and building relationships in order to begin shaping the climate, then culture. Once high levels of trust and strong relationships have been built, the principal can then begin dismantling ineffective and/or harmful systems while concurrently creating improved systems that support a new culture. Over time, as the culture grows, and systems support that culture, then the principal tactfully and concurrently pushes on student and adult learning. We refer to this process as leading the convergence of culture, systems and learning. The art of leadership is balancing becoming a leader while guiding this convergence. A more veteran and experienced principal has the ability to accelerate the convergence of these domains concurrently, while a newer principal needs more time and tends to work from culture to systems to learning.

Simply stated, culture sets the foundation, systems support the culture, and learning shows the belief. Masterful principaling is accelerating this convergence to impact

student and adult learning as early as possible in the principal's tenure. By setting culture, developing systems, and fostering the learning of all those they serve, principals create, nurture, and sustain learning organizations.[30] But, what specifically is necessary for principals to do this work?

In order to fully capture what principals must do to lead learning organizations, we incorporated the National Association of Secondary School Principals' (NASSP) new publication, *Building Ranks: A Comprehensive Framework for Effective School Leaders.*[31] In *Building Ranks*, NASSP identified two critical leadership domains: culture and learning. Going further, NASSP broke each leadership domain into different dimensions, then further dissected the dimensions into concrete strategies and action steps for school leaders to consider incorporating into their own leadership.

"Simply stated, culture sets the foundation, systems support the culture, and learning shows the belief."

Overall, *Building Ranks* provides all principals a solid leadership framework to follow as well as tangible examples from practitioners who are getting the job done in their schools. We highly recommend reading it and keeping it close by as an important resource. However, we diverged from NASSP by adding the third leadership domain of systems to our Paradigm. Our experience supporting principals with their day-to-day challenges of effectively leading and improving their learning organizations' systems has convinced us that systems is a necessary leadership domain. But even with the addition of the systems domain to the Paradigm, the dimensions and subsequent strategies and action steps outlined in *Building Ranks* align well to the domains in the Paradigm.

With permission from NASSP, we deconstructed the *Building Ranks* dimensions aligned to the culture and learning domains. Next, we reconstructed those dimensions under our culture, systems, and learning domains. Finally, we included additional dimensions we felt were necessary to complete the Paradigm's domains. Appendix B provides a deeper dive into the doing side of the Paradigm. A quick reference to the descriptions for the culture, systems, and learning domains and dimensions is on the next page.

For principals to be learning leaders leading learning organizations, they must recognize and understand that the interplay between becoming and doing is critical. We believe it is important for them to know which leadership attributes they should consider leveraging to conduct the concrete work their jobs require as described by the dimensions above. Therefore, Appendix C provides the alignment between the becoming and doing sides of the Paradigm. Of note, our efforts to align the two sides of the Paradigm brought to light that certain leadership attributes are necessary to conduct the work of all dimensions. Similarly, we identified three dimensions (Relationships, Vision/Mission, and Reflection/Growth) that require the use of all leadership attributes for the dimensions to be conducted well. See Appendix C for further explanation.

CULTURE DOMAIN

The principal's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs. The culture domain dimensions include:

Relationships - A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all (*Building Ranks™*);

Student Centeredness - An environment where students' needs drive the strategic alignment of organizational decisions and resources (*Building Ranks™*);

Wellness - An environment in which the well-being (physical, mental, and social-emotional) of everyone in the learning organization is intentionally fostered and nurtured (*Building Ranks™*);

Equity - The behaviors, systems, processes, resources, and environments that ensure each member of the learning organization is provided fair, just, and individualized learning and growth opportunities (*Building Ranks™*);

Traditions/Celebrations - The routines and procedures that elevate organizational culture as well as recognize, celebrate and honor all students, staff, and community for their achievements and service to others;

Ethics - An environment in which each person exhibits the beliefs and behaviors that uphold the universal core values that promote the learning organization's success (*Building Ranks™*); and

Global Mindedness - An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society (*Building Ranks™*).

SYSTEMS DOMAIN

The principal's efforts to assess a school's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems. The systems domain dimensions include:

Vision/Mission - A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes (*Building Ranks™*);

Communication - The process used to foster collective understanding and engagement that creates and sustains a positive learning environment (*Building Ranks™*);

Collaborative Leadership - An environment where all members of the learning organization actively assume and support leadership for themselves and others to enhance engagement and performance (*Building Ranks™*);

Data Literacy - A focus on learners where all members of the learning organization understand and actively use various forms of formal and informal data to improve the learning organization;

Strategic Management - A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance (*Building Ranks™*);

Safety - An environment where the learning organization's physical space and safety procedures are regularly monitored and maintained; and

Operations - A focus on the school operations which utilize and deploy systems that effectively balance operational efficiencies and student needs.

LEARNING DOMAIN

The principal's efforts to support the development and use of innovative practices that encourage adult and student life-long learning. The learning domain dimensions include:

Reflection/Growth - A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning organization (*Building Ranks™*);

Result-Orientation - An environment in which everyone is accountable for the personal and collective growth of all members of the learning organization (*Building Ranks™*);

Curriculum - A focus on learners where content produces a high level of personal and academic achievement (*Building Ranks™*);

Instruction - A focus on learners where teaching methods produce a high level of personal and academic achievement (*Building Ranks™*);

Assessment - A focus on learners where measures produce a high level of personal and academic achievement (*Building Ranks™*);

Innovation - A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo (*Building Ranks™*); and

Human Capital Management - A focus on learners where the growth and development of each individual are essential to support learning and the school community (*Building Ranks™*).

Cycle of Inquiry
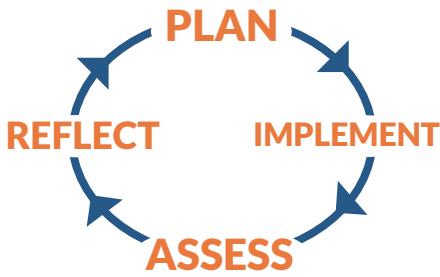
As discussed previously, we wrapped the becoming and doing sides of the Paradigm in an infinity loop (see page 5). Embedded within the loop is a cycle of inquiry, which reinforces the notion that both leaders and the learning organizations they serve should always be improving.[32] The cycle is broken into four stages: 1) plan, 2) implement, 3) assess, and 4) reflect. When engaging in personal and school improvement activities, we recognize that a blending or overlapping of the four stages usually occurs. However, each deserves special attention so nothing is missed during the growth process. A brief description of the four stages is provided as follows:

PLAN

The planning stage incorporates the collection and synthesis of data which school leaders must use to develop measurable goals. Additionally, resources and supports needed for school leaders to attain their identified goals should be determined;

IMPLEMENT

With a comprehensive plan in place, school leaders must get to work by intentionally implementing growth initiatives. Special care must be given to monitoring the pace of implementing growth initiatives to ensure long-term sustainability;

ASSESS

Simply, data must be collected and reviewed to ascertain whether the growth initiatives implemented are achieving the goals identified during planning; and

REFLECT

Really, school leaders should be in a constant state of reflection when it comes to growth and improvement. Not only does this help them ensure what they are doing is still relevant, but it also informs future improvement efforts.

Context

In order for the Paradigm to provide a comprehensive view of school leadership, we felt it important to accentuate a critical truth: Leadership does not exist in a vacuum. To be successful, school leaders must effectively work within a complex web of differing personalities, motivations, political connections, individual circumstances, beliefs and opinions.[33] Further, school leaders have more than one contextual web to navigate at a time. In fact, they must navigate every one all of the time. Thus, we surrounded the Paradigm with four contexts (Individual, School, Community, and Political) that school leaders need to continuously monitor in order to determine how one context affects the other and how those contexts affect the leader's ability to lead.[34] Below is a brief description of each.

INDIVIDUAL

What happens at home matters for leaders. The quality of relationships with family and friends, personal finances, and health all impact how leaders perform;

SCHOOL

Obviously, student, teacher, and parent voices are critical for school leaders to seek out and understand. However, attention must also be given to cooks, custodians, bus drivers, and anyone who engages with students;

COMMUNITY

Besides being taxpayers who care about their investment in their schools, community members provide a wealth of resources, often left untapped, to support students' learning and overall growth. Further, community members typically have strong opinions about what is happening in their schools; and

POLITICAL

School leaders must look well beyond their own home, school, and community to see everything that impacts their work. In addition to policymakers, attention must be given to the ever-changing dynamics of society as a whole.

> **"Every child in every school deserves a high-quality principal. Every child. Right now."**

"Leadership does not exist in a vacuum."

Creating Hope

While some say hope is not a strategy, we believe the leaders who make the most indelible impact on others are effective dealers in hope This begins with the hopeful belief that all students can and will be successful, no exceptions. Hope inspires. Hope motivates. Hope solidifies trust. A leading expert on the science of hope, Dr. Shane Lopez, stated that "Hope is the leading indicator of success in relationships, academics, career, and business—as well as of a healthier, happier life."[35] Leadership that creates hope connects followers emotionally to their leader and their school. Hope-filled leaders and organizations make the impossible possible. By aligning their leadership to the Paradigm's intelligences and domains, school leaders are provided a guide to creating hope in the people and organizations they serve.

Looking Ahead

In order for our nation's schools to meet the needs of all kids, we as the School Leader Collaborative believe every child in every school deserves a high-quality principal. Every child. Right now. But if we want to ensure every child has a high-quality principal leading their school, we as a nation must possess a greater sense of urgency to develop and support principals across the country. Otherwise, we will not be able to reduce the alarming rate of principal churn which negatively impacts our ability to attract and retain teachers, maximize adult and student performance, close achievement gaps, and guarantee equitable educational opportunities for all students.

To this end, the School Leader Collaborative is committed to using our collective capacity to develop and support all school leaders to help them get better faster and stay in positions longer. We will use the School Leader Paradigm to focus and guide our efforts to create the resources and professional learning supports for

individuals whether they be aspiring leaders, first-year launching leaders, growing as building leaders, or reaching the pinnacle of the profession as mastering leaders. Further, we will use the Paradigm to engage school district leaders, preparation programs, policymakers, and the public with a common vision and language about what makes a principal effective and what is necessary to support and sustain our nation's principals. Overall, we will use the Paradigm as a source of hope-filled conviction needed to ensure all of our schools' leaders are learning leaders leading learning organizations.

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Hope-filled leaders and organizations make the impossible possible.

PERSONAL INTELLIGENCE

- **Wellness**
  - Ethical
  - Fit/Healthy
  - Optimistic
  - Self-aware
- **Growth Mindset**
  - Humble
  - Reflective
  - Intentional
  - Accountable
- **Self Management**
  - Organized
  - Balanced
  - Self-controlled
  - Self-confident
- **Innovation**
  - Creative
  - Adaptive
  - Resilient
  - Courageous

SOCIAL INTELLIGENCE

- **Service**
  - Empathetic
  - Trustworthy
  - Generous
  - Protective
- **Community Building**
  - Relational
  - Collaborative
  - Connective
  - Conciliatory
- **Capacity Building**
  - Empowering
  - Guiding
  - Resourceful
  - Facilitative
- **Influence**
  - Attentive
  - Communicative
  - Motivational
  - Catalytic

SYSTEMS INTELLIGENCE

- **Mission/Vision/ Strategic Planning**
  - Analytic
  - Strategic
  - Articulate
  - Visionary
- **Operations & Management**
  - Responsible
  - Transformative
  - Responsive
  - Methodical
- **Teaching & Learning**
  - Diagnostic
  - Knowledgeable
  - Pedagogic
  - Evaluative
- **Cultural Responsiveness**
  - Visible
  - Affiliative
  - Advocative
  - Global

SCHOOL LEAD

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SCHOOL CONTEXT

PLAN

PERSONAL INTELLIGENCE

LEARNING LEADER

SYSTEMS INTELLIGENCE

SOCIAL INTELLIGENCE

REFLECT

INDIVIDUAL CONTEXT
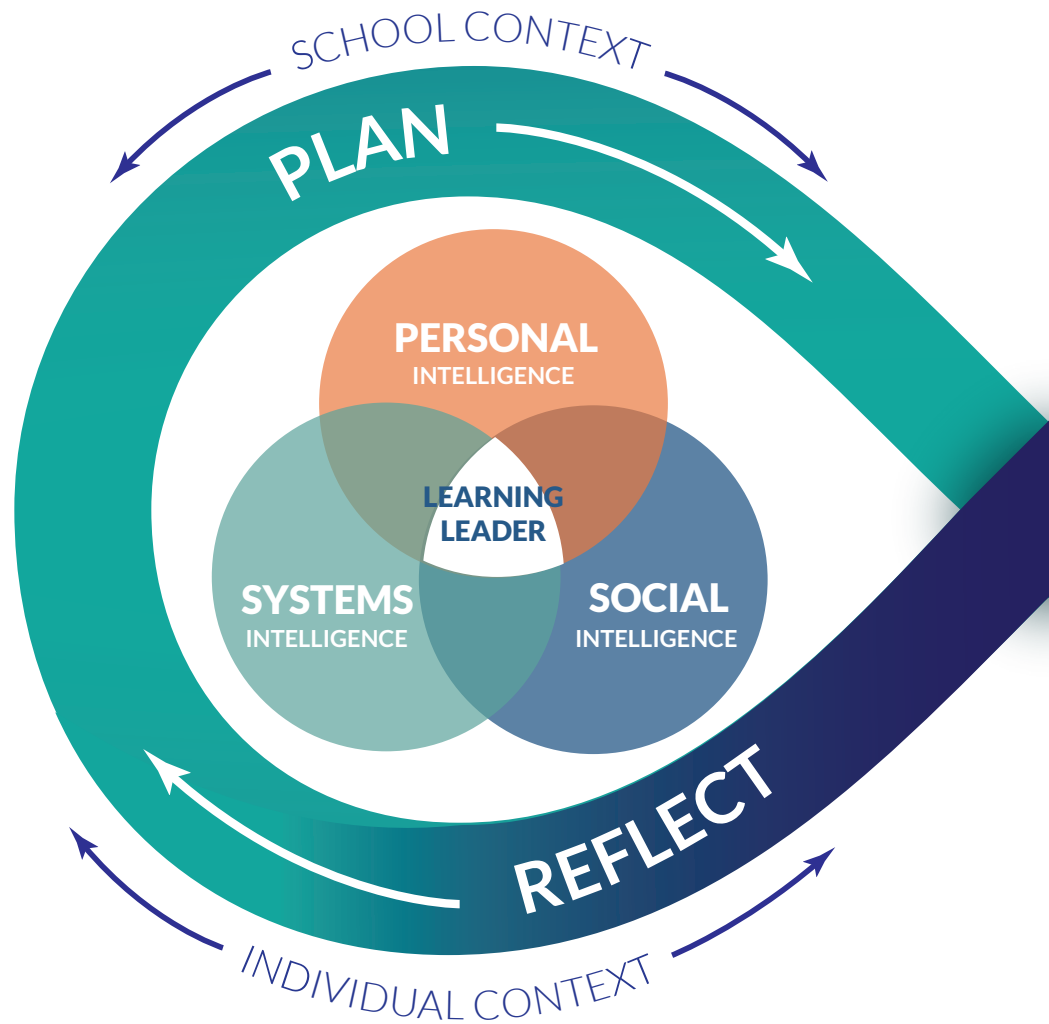
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"BECOMING" GUIDING QUESTIONS:

1. What does it mean to be a Learning Leader?

2. What are your Leadership Intelligences? How do these intelligences impact your ability to lead?

3. How aware are you of the contexts in which you lead? How does your leadership intelligence impact your contextual effectiveness?

4. How effective are you in leading constant Cycles of Inquiry? What attributes make you more or less effective?

ER PARADIGM
While Doing

COMMUNITY CONTEXT

ASSESS

CULTURE DOMAIN

LEARNING ORGANIZATION

LEARNING DOMAIN

SYSTEMS DOMAIN

IMPLEMENT

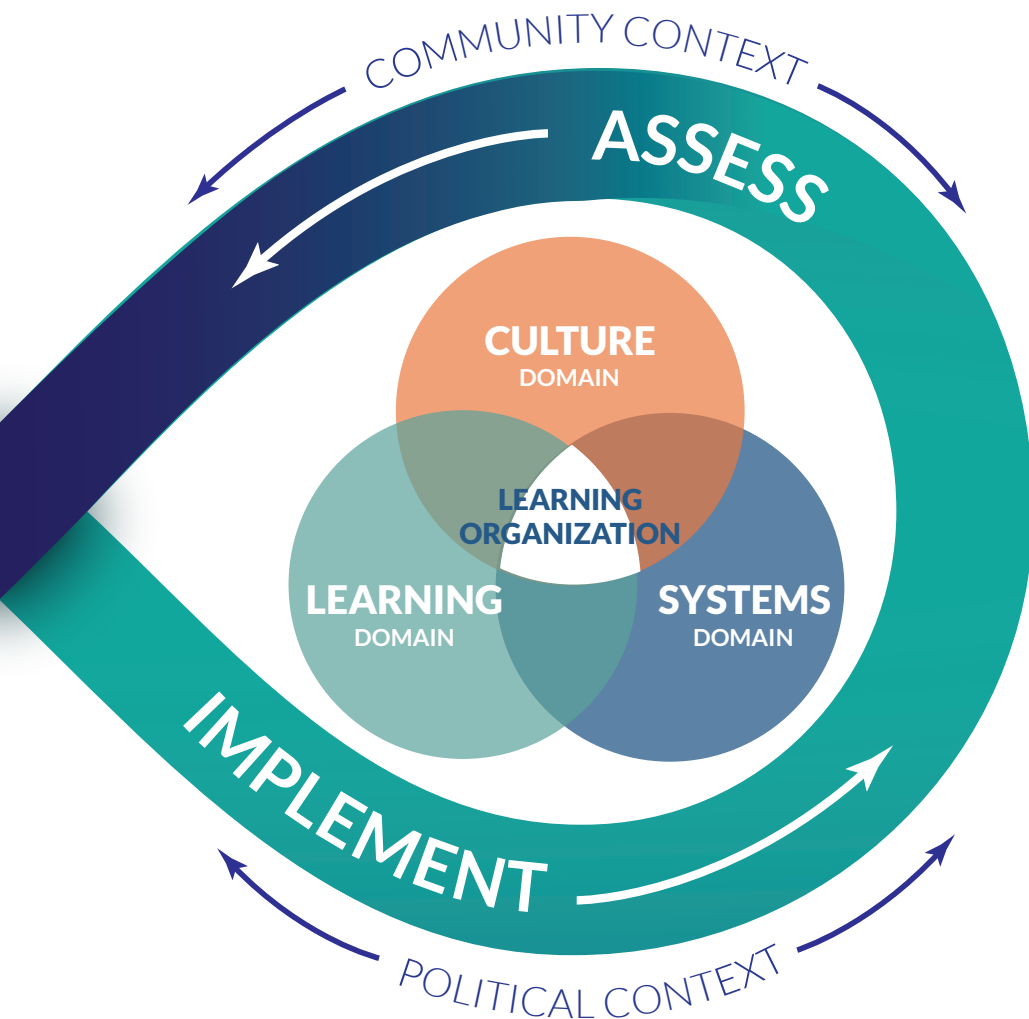POLITICAL CONTEXT

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CULTURE DOMAIN

- Relationships
- Student Centeredness
- Wellness
- Equity
- Traditions/Celebrations
- Ethics
- Global Mindedness

SYSTEMS DOMAIN

- Vision/Mission
- Communication
- Collaborative Leadership
- Data Literacy
- Strategic Management
- Safety
- Operations

LEARNING DOMAIN

- Reflection/Growth
- Result-Orientation
- Curriculum
- Instruction
- Assessment
- Innovation
- Human Capital Management

SCHOOL LEADER COLLABORATIVE

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"DOING" GUIDING QUESTIONS:

1. How are *you* leading the learning of your learning organization?

2. What are you doing to create culture with your students, staff, and school community? What attributes increase your effectiveness at leading culture?

3. What systems are supporting and/or eroding your culture and what are you doing to be a systems leader? What attributes make you an effective systems leader?

4. How are you pushing on leading learning for all stakeholders? What attributes make you an effective "Lead Learner"?

APPENDIX A: *BECOMING*

Each Intelligence has four key competencies, heading the columns below. For each competency, four basic attributes are identified. The attributes provided do not represent an exhaustive list, rather those behaviors recognized as critical for school leaders to be successful. Individual leaders may identify other critical attributes depending on their context. The competencies and attributes are further defined in this appendix.

PERSONAL INTELLIGENCE

WELLNESS	GROWTH MINDSET	SELF-MANAGEMENT	INNOVATION
Ethical Fit/Healthy Optimistic Self-aware	Humble Reflective Intentional Accountable	Organized Balanced Self-controlled Self-confident	Creative Adaptive Resilient Courageous

SOCIAL INTELLIGENCE

SERVICE	COMMUNITY BUILDING	CAPACITY BUILDING	INFLUENCE
Empathetic Trustworthy Generous Protective	Relational Collaborative Connective Conciliatory	Empowering Guiding Resourceful Facilitative	Attentive Communicative Motivational Catalytic

SYSTEMS INTELLIGENCE

MISSION/VISION STRATEGIC PLANNING	OPERATIONS AND MANAGEMENT	TEACHING AND LEARNING	CULTURAL RESPONSIVENESS
Analytic Strategic Articulate Visionary	Responsible Transformative Responsive Methodical	Diagnostic Knowledgeable Pedagogic Evaluative	Visible Affiliative Advocative Global

PERSONAL INTELLIGENCE

DEFINITION: The capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences.

COMPETENCIES	ATTRIBUTES	
Wellness Balances quality or state of being healthy in body and mind as the result of deliberate effort.	**1A Ethical** Embraces what has been defined as right behavior and influences people through actions, principles, values and beliefs.	**1C Optimistic** Remains steadfast personally and professionally in the face of adversity; believes adversity can be overcome; looks on the positive side of situations.
	1B Fit/Healthy Embraces a balanced lifestyle that promotes dimensions of wellness including emotional, mental and physical.	**1D Self-aware** Recognizes and is aware of one's self, one's strengths and weaknesses, one's 'gut-level' instincts; reacts positively and appropriately to any situation.
Growth Mindset Embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others' success.	**2A Humble** Knows what he/she does not know; resists being arrogant; never underestimates competition.	**2C Intentional** Acts rather than reacts; is deliberate; rec- ognizes every aspect of their behavior; sets personal leadership milestones.
	2B Reflective Thinks critically about personal behaviors, attitudes, beliefs and values.	**2D Accountable** Holds oneself to a higher standard and continuous growth; honors, stands behind, and takes ownership of agreements and decisions that one makes.
Self-Management Monitors and takes responsibility for one's own behavior and well-being, personally and professionally.	**3A Organized** Plans and accomplishes things in a prioritized, orderly manner.	**3C Self-Controlled** Regulates behavior to achieve goals, acts strategically, and stays calm during stress.
	3B Balanced Lives and leads with multiple perspectives; considers not only the organizational and financial impact of decisions, but also the personal, social and environmental impacts.	**3D Self-Confident** Aware and comfortable with personal strengths and weaknesses; celebrates others' accomplishments; seeks opportunities to learn and develop; listens to others ideas; accepts both challenges and support; empowers others to grow and lead.
Innovation Introduces new methods, novel ideas, processes or products that are put into operation.	**4A Creative** Solves problems or challenges in novel ways from new perspectives and seeks innovation in exploring potential options.	**4C Resilient** Strong enough to live with uncertainty and ambiguity; learns to grow through adversity.
	4B Adaptive Takes on the gradual but meaningful process of change, both individually and within the organization; thrives within challenging environments.	**4D Courageous** Takes chances after thoughtful estimation of the probable outcome; willing to take bold moves after careful deliberation and preparation.

SOCIAL INTELLIGENCE

| DEFINITION: A set of interpersonal competencies that inspire others to be effective.		
COMPETENCIES	**ATTRIBUTES**	
Service Assures that other people's highest priority needs are being served.	**1A Empathetic** Has the ability to recognize, value and share others' feelings.	**1C Generous** Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice and talent.
	1B Trustworthy Is benevolent, honest, open, reliable and competent.	**1D Protective** Focuses on the well-being of others, the community and society at large, rather than self
Community Building Instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together	**2A Relational** Interacts with people in ways that fulfill their physical, psychological, social and emotional needs.	**2C Connective** Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources and ideas.
	2B Collaborative Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.	**2D Conciliatory** Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes.
Capacity Building Employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.	**3A Empowering** Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.	**3C Resourceful** Garners personal, building, district and community resources to achieve the vision and goals of the school.
	3B Guiding Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.	**3D Facilitative** Works to identify and eliminate impediments to staff and student success; creates conditions for positive change.
Influence Can cause changes without directly forcing them to happen; practices skills of networking, constructive persua- sion and negotiation, consultation, and coalition-building.	**4A Attentive** Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.	**4C Motivational** Fosters in others an internal state that rouses them to action and specific desired behaviors.
	4B Communicative Shares information in ways that are understood by target audiences, are relevant and timely, and that allow for feedback.	**4D Catalytic** Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal and external influences, and fostering productive interpersonal relationships.

SYSTEMS INTELLIGENCE

DEFINITION: Individual understanding of the inter-workings and leadership of complex systems within an organization.

COMPETENCIES	ATTRIBUTES	
Mission, Vision, and Strategic Planning Defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision.	**1A Analytic** Uses knowledge, reasoning and inquiry to analyze situations and develop constructive plans for improvement.	**1C Articulate** Clearly conveys the mission, vision and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.
	1B Strategic Develops plans and appropriate mechanisms to achieve the school's vision and goals.	**1D Visionary** Builds a group vision as a guide for making all school decisions.
Operations and Management Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management.	**2A Responsible** Demonstrates the ownership and takes the responsibility necessary for achieving desired results.	**2C Responsive** Responds to situations appropriately and constructively through effective listening, communication and actions.
	2B Transformative Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.	**2D Methodical** Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate.
Teaching and Learning Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	**3A Diagnostic** Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.	**3C Knowledgeable** Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
	3B Pedagogically Supportive Provides differentiated support for teachers; creates time for staff to discuss change and its implications; models a "we're all in this together" attitude; and fosters shared vision and shared purposes.	**3D Evaluative** Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes.
Cultural Responsiveness Promotes cooperation, collaboration, and connectedness among a community of learners while responding to diversity, need, and capacity.	**4A Visible** Actively practices the role of community leader, including high visibility in the community and advocacy for community causes, leading to trust and rapport between school and community.	**4C Advocative** Develops implicit relational knowledge of the educational system through keen attention to human interest and need; actively advocates for students, teachers, and school with local, state, and federal policy makers.
	4B Affiliative Values people and their feelings; seeks to accomplish tasks and goals without sacrificing the needs of students and staff; emphasizes harmony and builds team resonance.	**4D Global** Recognizes the collective value of diverse social networks and the capacities that arise from these networks to accomplish goals together; views the school in the context of the broader society.

The domains, dimensions, and strategies of the Doing side of the Paradigm are offered in this Appendix. As discussed, the National Association of Secondary School Principals' (NASSP) Building Ranks document was used as an important guiding document to flesh out the concrete work of school leaders. Permission to use the Building Ranks content was granted by NASSP (© NASSP 2018. All Rights Reserved). Dimensions and strategies taken from Building Ranks are designated with *Building Ranks™*. Please visit www.nassp.org/buildingranks for additional information.
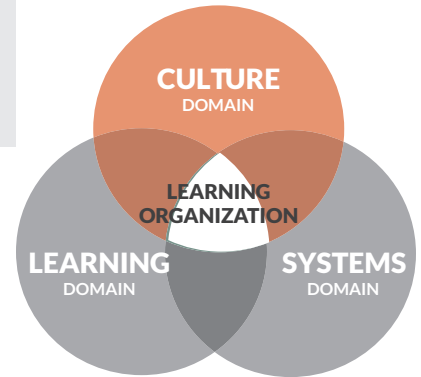
Culture Domain

The principal's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

"Lead by creating a positive, hope-filled climate and culture."
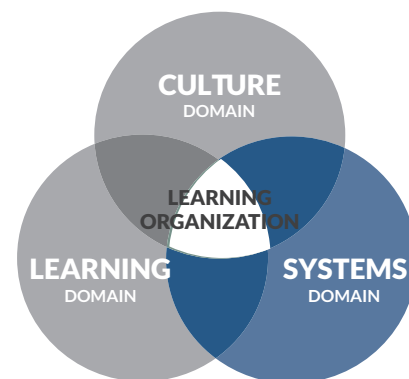
RELATIONSHIPS - A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all. (*Building Ranks™*)	• Being approachable, accessible, and welcoming to students, staff members, families, and community members. (*Building Ranks™*) • Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members. (*Building Ranks™*) • Instituting structures and strategies that foster and maintain strong relationships among staff members. (*Building Ranks™*) • Directly building relationships with families and community organizations to identify their interests and assets. (*Building Ranks™*) • Connecting with feeder schools and district offices. (*Building Ranks™*)
STUDENT CENTEREDNESS - An environment where students' needs drive the strategic alignment of organizational decisions and resources. (*Building Ranks™*)	• Committing to—and ensuring that your staff members are committed to—meeting the needs of each student. (*Building Ranks™*) • Targeting supports for each student - academically, socially, emotionally, and physically. (*Building Ranks™*) • Intentionally providing opportunities for student voice and leadership. (*Building Ranks™*)
WELLNESS - An environment in which the well-being (physical, mental, and social-emotional) of everyone in the learning organization is intentionally fostered and nurtured. (*Building Ranks™*)	• Leading the school community to focus on wellness in all its aspects—social, emotional, physical, and safety. (*Building Ranks™*) • Increasing wellness programming and strategies. (*Building Ranks™*)
EQUITY - The behaviors, systems, processes, resources, and environments that ensure each member of the learning organization is provided fair, just, and individualized learning and growth opportunities. (*Building Ranks™*)	• Ensuring that each student is known and valued. (*Building Ranks™*) • Diagnosing inequitable practices and structures. (*Building Ranks™*) • Inspiring staff members, students, and parents to understand and resolve issues of equity. (*Building Ranks™*) • Leading members of your learning community in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning. (*Building Ranks™*)
TRADITIONS/CELEBRATIONS - The routines and procedures that elevate organizational culture as well as recognize, celebrate and honor all students, staff, and community for their achievements and service to others.	• Celebrating and recognizing students' achievement and reinforcing positive behavior. (*Building Ranks™*) • Building a culture of acceptance. • Promoting and valuing individual differences. • Ensuring a culture of tolerance of viewpoints and beliefs. • Promoting a culture of service to others.
ETHICS - An environment in which each person exhibits the beliefs and behaviors that uphold the universal core values that promote the learning organization's success. (*Building Ranks™*)	• Making values explicit. (*Building Ranks™*) • Establishing routines and processes. (*Building Ranks™*) • Leading ethically by example. (*Building Ranks™*)
GLOBAL MINDEDNESS - An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society. (*Building Ranks™*)	• Instilling and modeling core values that support a global society. (*Building Ranks™*) • Supporting curricular connections to the global society and leveraging students' diversity. (*Building Ranks™*)

Systems Domain

The principal's efforts to assess a school's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems.

"Lead by replacing historically inequitable systems with gap closing student-centered systems."
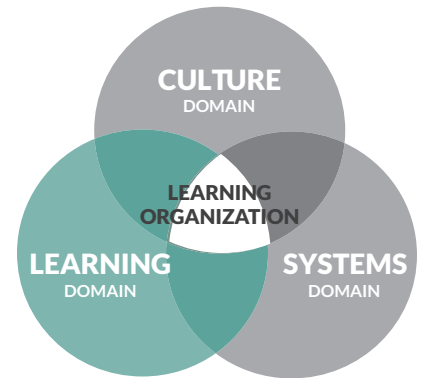
VISION/MISSION - A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes. (*Building Ranks™*)	• Leading collaborative processes to define the vision and mission. (*Building Ranks™*) • Anchoring decisions in the vision and mission. (*Building Ranks™*) • Bringing the vision and mission to life. (*Building Ranks™*)
COMMUNICATION - The process used to foster collective understanding and engagement that creates and sustains a positive learning environment. (*Building Ranks™*)	• Promoting norms and skills that enable effective communication. (*Building Ranks™*) • Advocating for school needs. (*Building Ranks™*) • Creating structures to facilitate information flow. (*Building Ranks™*) • Enhancing and exemplifying one's own communication skills. (*Building Ranks™*)
COLLABORATIVE LEADERSHIP - An environment where all members of the learning organization actively assume and support leadership for themselves and others to enhance engagement and performance. (*Building Ranks™*)	• Encouraging staff members and students to step into leadership roles. (*Building Ranks™*) • Trusting and supporting staff members, students, and parents when they take calculated risks and initiate ideas aligned with the school's vision, mission, and values. (*Building Ranks™*) • Creating structures for staff members to work together. (*Building Ranks™*)
DATA LITERACY - A focus on learners where all members of the learning organization understand and actively use various forms of formal and informal data to improve the learning organization.	• Creating and supporting a culture of data use for continuous organizational improvement. • Evaluating student performance, stakeholder perception, attendance, discipline, and other data for continuous organizational improvement. • Providing tools and protocols for the ongoing monitoring, analysis, and use of data for continuous organizational improvement.
STRATEGIC MANAGEMENT - A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance. (*Building Ranks™*)	• Setting priorities. (*Building Ranks™*) • Establishing concrete and measurable goals. (*Building Ranks™*) • Creating a plan and aligning resources. (*Building Ranks™*) • Monitoring progress and making adjustments. (*Building Ranks™*)
SAFETY - An environment where the learning organization's physical space and safety procedures are regularly monitored and maintained.	• Ensuring all physical environments are safe and secure. • Developing and implementing crisis management and emergency plans. • Providing appropriate, timely, and effective safety training for students and staff. • Ensuring data is reviewed and analyzed to track trends and patterns for modification of all safety plans.
OPERATIONS - A focus on the school operations which utilize and deploy systems that effectively balance operational efficiencies and student needs.	• Ensuring an inviting and well-maintained physical environment. • Planning and overseeing efficient and equitable use of fiscal and educational resources. • Understanding and ensuring compliance with local, state, and national policies, procedures, regulations and laws. • Developing, implementing and monitoring logistics to maximize time, talent, and resources.

Learning Domain

The principal's efforts to support the development and use of innovative practices that encourage adult and student life-long learning.

"Lead by constantly reflecting on your own learning while simultaneously supporting the learning of students and adults."

REFLECTION/GROWTH - A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning organization. (*Building Ranks™*)	• Engaging in self-reflection. (*Building Ranks™*) • Modeling reflection through one's explanations, language, and actions. (*Building Ranks™*) • Encouraging self-understanding and self-driven improvement among staff members and students. (*Building Ranks™*) • Supporting staff members and students in reflecting on practice and feedback. (*Building Ranks™*)
RESULT-ORIENTATION - An environment in which everyone is accountable for the personal and collective growth of all members of the learning organization. (*Building Ranks™*)	• Facilitating the collaborative setting and attainment of goals for personal and collective growth of both students and staff. • Creating a culture of high expectations of results for student learning based on data-informed decisions. • Providing tools and protocols for the ongoing monitoring, analysis and use of data for continuous instructional improvement and student growth.
CURRICULUM - A focus on learners where content produces a high level of personal and academic achievement. (*Building Ranks™*)	• Building awareness about expectations for student success. (*Building Ranks™*) • Providing rigor and meeting the academic needs of all students. • Ensuring alignment to state and local learning targets. • Incorporating culturally competent best instructional practices.
INSTRUCTION - A focus on learners where teaching methods produce a high level of personal and academic achievement. (*Building Ranks™*)	• Ensuring strong culturally responsive instruction. (*Building Ranks™*) • Leading improvement of collective instructional practices. (*Building Ranks™*) • Differentiating for the needs of individual learners. • Relying upon formative and summative assessment to make necessary adjustments to instruction.
ASSESSMENT - A focus on learners where measures produce a high level of personal and academic achievement. (*Building Ranks™*)	• Ensuring alignment to state and local learning targets. • Assisting staff with developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness. • Relying upon formative and summative assessments which provide timely and relevant data about student learning.
INNOVATION - A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo. (*Building Ranks™*)	• Creating time and space for innovation. (*Building Ranks™*) • Managing change and uncertainty. (*Building Ranks™*) • Encouraging the use of technology and innovative practices. (*Building Ranks™*)
HUMAN CAPITAL MANAGEMENT - A focus on learners where the growth and development of each individual are essential to support learning and the school community. (*Building Ranks™*)	• Recruiting and hiring high-quality staff members. (*Building Ranks™*) • Retaining staff members and developing their skills. (*Building Ranks™*) • Assigning roles and responsibilities. (*Building Ranks™*) • Ensuring appropriate accountability. (*Building Ranks™*)

CROSSWALK MASTER WITH COLOR COORDINATES

Effective learning leaders understand that their personal, social and systems intelligences are inextricably woven into their work effectively leading a learning organization. When we examine those *Becoming* attributes that are most important in each of the *Doing* dimensions, we begin to build an understanding of this interplay.

The crosswalk of the *Becoming* attributes and the *Doing* dimensions reveals a **key attribute** within each intelligence's competency that has implications for all three domains and their related dimensions.

As you examine the four competencies within **Personal Intelligence** (Wellness, Growth Mindset, Self-Management and Innovation), you see that a single attribute in each competency has an implication for every dimension in all three domains. The **Ethical** attribute within the **Wellness** competency, for example, has universal application to all dimensions with the three domains and, thus, rises to prominence within the competency.

INTELLIGENCE	COMPETENCY	KEY ATTRIBUTE
Personal Intelligence	Wellness Growth Mindset Self-Management Innovation	Ethical Reflective Self-Confident Courageous
Social Intelligence	Service Community Building Capacity Building Influence	Protective Relational Empowering Catalytic
Systems Intelligence	Mission and Vision Operations & Management Teaching & Learning Cultural Responsiveness	Analytic Transformative Pedagogically Supportive Advocative

The crosswalk also reveals a key dimension within each domain. As you examine the seven dimensions of the **Culture Domain** (Relationships, Student Centeredness, Wellness, Equity, Traditions/Celebrations, Ethics and Global Mindedness), you will see that all intelligence attributes have an implication in the **Relationships Dimension** and, thus, it rises to prominence within the domain.

DOMAIN	KEY DIMENSION
Culture Domain	Relationships
Systems Domain	Vision-Mission
Learning Domain	Reflection/Growth

CULTURE DOMAIN

ATTRIBUTES → DIMENSIONS	PERSONAL INTELLIGENCE																S(ervice)				
	Wellness				Growth Mindset				Self-Management				Innovation				Service				C...
	1A - Ethical^	1B - Fit/Healthy	1C - Optimistic	1D - Self-Aware	2A - Humble	2B - Reflective^	2C - Intentional	2D - Accountable	3A - Organized	3B - Balanced	3C - Self-Controlled	3D - Self-Confident^	4A - Creative	4B - Adaptive	4C - Resilient	4D - Courageous^	1A - Empathetic	1B - Trustworthy	1C - Generous	1D - Protective^	2A - Relational^
Relationships*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Student Centeredness	X	X	X	X		X			X		X	X			X	X	X	X	X	X	X
Wellness	X	X	X	X		X			X	X	X	X				X				X	X
Equity	X					X	X	X				X		X	X	X	X			X	X
Traditions/Celebrations	X		X		X	X	X	X				X	X	X	X	X				X	X
Ethics	X			X		X	X				X	X			X	X		X		X	X
Global Mindedness	X					X	X	X				X		X		X				X	X

*Building and nurturing relationships is the essential component to an effective school/district culture.
^Attributes that have implications for all Domain Dimensions.

	SOCIAL INTELLIGENCE											SYSTEMS INTELLIGENCE															
	Community Building			Capacity Building				Influence				Mission/Vision/Strategic Planning				Operations & Management				Teaching & Learning				Cultural Responsiveness			
	2B - Collaborative	2C - Connective	2D - Conciliatory	3A - Empowering^	3B - Guiding	3C - Resourceful	3D - Facilitative	4A - Attentive	4B - Communicative	4C - Motivational	4D - Catalytic^	1A - Analytic^	1B - Strategic	1C - Articulate	1D - Visionary	2A - Responsible	2B - Transformative^	2C - Responsive	2D - Methodical	3A - Diagnostic	3B - Pedagog. Supportive^	3C - Knowledgeable	3D - Evaluative	4A - Visible	4B - Affiliative	4C - Advocative^	4D - Global
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		X		X	X			X	X	X	X	X				X	X			X	X	X	X	X		X	
				X							X	X					X				X					X	
	X	X	X	X							X	X					X			X	X	X	X		X	X	X
		X	X	X	X				X	X	X	X	X		X		X				X					X	
				X	X						X	X				X	X				X					X	
	X	X	X	X				X	X	X	X	X	X		X		X				X	X	X	X	X	X	X

SYSTEMS DOMAIN

DIMENSIONS \ ATTRIBUTES	PERSONAL INTELLIGENCE																S...				C...
	Wellness				Growth Mindset				Self-Management				Innovation				Service				
	1A - Ethical^	1B - Fit/Healthy	1C - Optimistic	1D - Self-Aware	2A - Humble	2B - Reflective^	2C - Intentional	2D - Accountable	3A - Organized	3B - Balanced	3C - Self-Controlled	3D - Self-Confident^	4A - Creative	4B - Adaptive	4C - Resilient	4D - Courageous^	1A - Empathetic	1B - Trustworthy	1C - Generous	1D - Protective^	2A - Relational^
Vision-Mission*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communications	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X
Collaborative Leadership	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Data Literacy	X					X	X	X	X			X				X				X	X
Strategic Management	X					X	X	X	X		X	X	X	X	X	X		X		X	X
Safety	X					X	X	X	X		X	X			X	X	X	X	X	X	X
Operations	X					X	X	X	X		X	X	X	X	X	X				X	X

*A clear and articulated vision and mission serve as the foundation for all other systems.
^Attributes that have implications for all Domain Dimensions.

	SOCIAL INTELLIGENCE											SYSTEMS INTELLIGENCE														
	Community Building			Capacity Building				Influence				Mission/Vision/Strategic Planning				Operations & Management				Teaching & Learning				Cultural Responsiveness		
	2B - Collaborative	2C - Connective	2D - Conciliatory	3A - Empowering^	3B - Guiding	3C - Resourceful	3D - Facilitative	4A - Attentive	4B - Communicative	4C - Motivational	4D - Catalytic^	1A - Analytic^	1B - Strategic	1C - Articulate	1D - Visionary	2A - Responsible	2B - Transformative^	2C - Responsive	2D - Methodical	3A - Diagnostic	3B - Pedagog. Supportive^	3C - Knowledgeable	3D - Evaluative	4A - Visible	4B - Affiliative	4C - Advocative^	4D - Global
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X	X		X	X	X	X
				X					X		X	X	X	X	X	X	X			X	X	X	X			X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	
				X	X	X	X	X	X		X	X	X	X		X	X	X	X		X			X		X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	

LEARNING DOMAIN

DIMENSIONS	1A - Ethical^	1B - Fit/Healthy	1C - Optimistic	1D - Self-Aware	2A - Humble	2B - Reflective^	2C - Intentional	2D - Accountable	3A - Organized	3B - Balanced	3C - Self-Controlled	3D - Self-Confident^	4A - Creative	4B - Adaptive	4C - Resilient	4D - Courageous^	1A - Empathetic	1B - Trustworthy	1C - Generous	1D - Protective^	2A - Relational^
PERSONAL INTELLIGENCE — Wellness				Growth Mindset				Self-Management				Innovation				Service (S...)			C...	
Reflection/Growth*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Curriculum	X					X	X	X	X			X	X	X	X	X				X	X
Result-Orientation	X		X			X	X	X	X		X	X	X	X	X	X		X		X	X
Assessment	X					X	X	X	X			X		X	X	X				X	X
Innovation	X		X			X	X					X	X	X	X	X			X	X	X
Human Capital Management	X					X		X			X	X				X	X	X	X	X	X
Instruction	X					X	X	X				X	X	X	X	X				X	X

*Continuous growth and reflection is necessary in all attributes to become the effective leader a school/district needs to move forward.

^Attributes that have implications for all Domain Dimensions.

| | | | SOCIAL INTELLIGENCE | | | | | | | | | | | | SYSTEMS INTELLIGENCE | | | | | | | | | | | |
| Community Building | | | Capacity Building | | | | Influence | | | | Mission/Vision/Strategic Planning | | | | Operations & Management | | | | Teaching & Learning | | | | Cultural Responsiveness | | | |
2B - Collaborative	2C - Connective	2D - Conciliatory	3A - Empowering^	3B - Guiding	3C - Resourceful	3D - Facilitative	4A - Attentive	4B - Communicative	4C - Motivational	4D - Catalytic^	1A - Analytic^	1B - Strategic	1C - Articulate	1D - Visionary	2A - Responsible	2B - Transformative^	2C - Responsive	2D - Methodical	3A - Diagnostic	3B - Pedagog. Supportive^	3C - Knowledgeable	3D - Evaluative	4A - Visible	4B - Affiliative	4C - Advocative^	4D - Global
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X			X	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X				X	X	X	X		X	X	X	X	X	X	X	X			X	
X	X		X	X	X			X	X	X	X	X	X	X		X			X	X		X			X	
X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X					X	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X

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