

Summary of Balanced Leadership¹

Findings for Principals

<i>Factor</i>	<i>Associated Practices</i>	<i>Description: Extent to which the principal...</i>
Seven Responsibilities in Rank Order According to the Relationship with Second Order Change		
1. Knowledge of curriculum, instruction, assessment	<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 practice 	Is knowledgeable about current curriculum, instruction, and assessment practices
2. Optimizer	<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 	Inspires and leads new and challenging innovations
3. Intellectual stimulation	<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 	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture
4. Change agent	<ul style="list-style-type: none"> ▪ Consciously challenges the status quo ▪ Is comfortable leading change initiatives with uncertain outcomes ▪ Systematically considers new and better ways of doing things 	Is willing to challenge and actually challenges the status quo.
5. Monitor & evaluate	<ul style="list-style-type: none"> ▪ Monitors and evaluates the effectiveness of the curriculum ▪ ...instruction ▪ ...assessment 	Monitors the effectiveness of school practices and their impact on student learning
6. Flexibility	<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 	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
7. Ideals & beliefs	<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 	Communicates and operates from strong ideals and beliefs about schooling
Four More People Can't Get Enough of in Second-Order Change in Rank Order		
1. Culture	<ul style="list-style-type: none"> ▪ Promotes cooperation among teachers and staff ▪ Promotes a sense of well-being ▪ Promotes cohesion among teachers and staff ▪ Develops an understanding of purpose ▪ Develops a shared vision of what the school could be like 	Fosters shared beliefs and a sense of community and cooperation
2. Communication	<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 	Establishes strong lines of communication with and among teachers and students
3. Order	<ul style="list-style-type: none"> ▪ Provides and enforces clear structures, rules, and procedures for teachers, staff, and students ▪ Establishes routines regarding the running of the school that teachers and staff understand and follow 	Establishes a set of standard operating procedures and routines
4. Input	<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 	Involves teachers in the design and implementation of important decisions and policies
Ten More Responsibilities for First-Order Change (Note: 21 Significant for First-Order Change)		
Affirmation	<ul style="list-style-type: none"> ▪ Systematically and fairly recognizes and celebrates student accomplishments ▪ Systematically and fairly recognizes and celebrates teacher accomplishments ▪ Systematically and fairly recognizes the failures of the school as a whole 	Recognizes and celebrates accomplishments and acknowledges failures
Contingent Rewards	<ul style="list-style-type: none"> ▪ Uses hard work and results as the basis for rewards and recognition 	Recognizes and rewards individual achievements
Discipline	<ul style="list-style-type: none"> ▪ Protects instructional time from interruptions ▪ Protects teachers from internal and external distractions 	Protects teachers from issues and influences that would detract from their teaching time or focus

¹ R. Marzano, T. Waters, B. McNulty (2005). *School Leadership that Works*. Alexandria, VA: ASCD.

Focus	<ul style="list-style-type: none"> ▪ Establishes concrete goals for curriculum, instruction, and assessment practices within the school ▪ Establishes concrete goals for the general functioning of the school ▪ Establishes high, concrete goals and expectations that all students will meet them ▪ Continually keeping attention on established goals 	Establishes clear goals and keeps those goals in the forefront of the school's attention
Involvement in Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ▪ Is directly involved in helping teachers design curricular activities, address assessment issues, and address instructional issues 	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices
Outreach	<ul style="list-style-type: none"> ▪ Ensures that the school complies with all district and state mandates ▪ Is an advocate of the school with parents ▪ Is an advocate of the school with the central office ▪ Is an advocate of the school with the community at large 	Is an advocate and spokesperson for the school to all stakeholders
Relationships	<ul style="list-style-type: none"> ▪ Is informed about significant personal issues within the lives of staff members ▪ Is aware of personal needs of teachers ▪ Acknowledges significant events in the lives of staff members ▪ Maintains personal relationships with teachers 	Demonstrates an awareness of the personal aspects of teachers and staff
Resources	<ul style="list-style-type: none"> ▪ Ensures that teachers have the necessary materials and equipment ▪ Ensures that teachers have the necessary staff development opportunities to directly enhance their teaching 	Provides teachers with materials and professional development necessary for the successful execution of their jobs
Situational Awareness	<ul style="list-style-type: none"> ▪ Accurately predicts what could go wrong from day to day ▪ Is aware of informal groups and relationships among the staff ▪ Is aware of issues in the school that have not surfaced but could create discord 	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
Visibility	<ul style="list-style-type: none"> ▪ Makes systematic and frequent visits to classrooms ▪ Has frequent contact with students ▪ Is highly visible to students, teachers, and parents 	Has quality contact and interactions with teachers and students

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- Adapted and re-grouped by Susan Leddick for Heartland AEA 11; December, 2006.