

4. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

4.1 Collaborative Leadership	#	1	2	3	4	5
4.1a Working relationships among students and adults	4.1a[1]	The working relationships between the principal and other shareholders are primarily formal, cordial, and informational. There is no delegation of decisionmaking authority.	The working relationships between the principal and other shareholders are generally formal, cordial, and informational. There is limited delegation of decisionmaking authority to individuals in leadership positions of formal structures (e.g., committees, departments).	The working relationships between the principal and other shareholders are generally a delicate balance between formal and informal, cordial and collegial, and informational and interactive. There is some delegation of decisionmaking processes (e.g., formal and informal delegation, participatory involvement).	The working relationships between the principal and other shareholders are predominantly a well-functioning balance of formal and informal, collegial, cooperative, interactive, and inclusive. There is support for consensus decisionmaking, which engages many in participatory decisionmaking and delegation of authority.	The working relationships between the principal and shareholders are collaborative, interactive and inclusive. Everyone is considered a part of a single team supporting adult and student learning. Decisionmaking structures vary based on the context and type of the work. Decisionmaking is predominantly delegated and participatory and achieves consensus before action occurs.

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	4.1a[2]	<p>Involvement and visibility of a few parents or shareholders in working relationships to support student or adult learning is infrequent. The principal and teachers most often identify parent/teacher conferences and PTA/PTSA meetings as the key relationship-building strategies, along with parent or shareholder support of student social or athletic events. Interaction occurs based on the principal, teacher, school, or district schedules.</p>	<p>Involvement and visibility of limited numbers of parents or shareholders in working relationships to support student or adult learning is limited. The principal and teachers relate and work most often with parents and shareholders in regularly scheduled school or districtwide activities (e.g., parent/teacher conferences, PTA/PTSA, committees) and with a few parents or shareholders who work to support some student learning (e.g., tutoring, field</p>	<p>Involvement and visibility of some and varied parents or shareholders in working relationships to support student or adult learning is periodic but more regular. All parents and shareholders are invited to work directly with student and adult learning in a variety of formal learning locations (e.g., within one or more classrooms, community locations). The principal and some teachers engage parents and shareholders beyond regularly scheduled school or districtwide</p>	<p>Involvement and visibility of many parents and shareholders in working relationships to support student or adult learning is becoming common in any given day or week throughout the school, at offsite locations, and at scheduled events. The principal and many teachers constantly work together to develop new working relationships with all parents and shareholders.</p>	<p>Involvement and visibility of parents and shareholders are maximized through strategies to create interactive working relationships with the principal and staff about student or adult learning and are expected in any given day. Everyone has a common knowledge about the accomplishments of and challenges for student and adult learning.</p>
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			trips). Interaction occurs primarily based on the principal, teacher, school or district schedules. There may be some flexibility to meet parents outside of school hours.	activities (e.g., daily, weekly, monthly). Interaction varies and occurs according to multiple schedules (e.g., before, during, after the normal school day) based on the learning need and availability of support.		
4.1b Collaborative architectures supporting learning and work	4.1b[1]	The principal rarely, if ever, establishes learning and work structures for students or adults unless mandated by the district or state (e.g., ACSIP).	The principal periodically forms student or adult learning and work structures (e.g., team, committee) to do a specific task, event, or project beyond structures mandated by the district or state.	The principal and/or some teachers create a few collaborative student or adult learning and work structures (e.g., sharing teaching practices, reviewing student work together, joint creation of learning	The principal and teachers regularly establish collaborative architectures (e.g., nested learning communities, ad hoc work groups), which may include selected shareholders, to support collective	The principal teachers, staff, and shareholders regularly establish collaborative architectures for collective idea generation, inquiry, or work when engaged in planning, implementing plans, aligning

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				experiences by teams, project-based learning experiences in the community, schoolwide literacy practices) beyond those mandated by the district or state.	idea generation, inquiry, or work.	resources, monitoring progress, or reporting results in pursuit of continuous improvement of student and adult learning.
4.1c Multiple shareholder feedback and interactive communication system	4.1c[1]	The principal predominantly communicates necessary information to teachers and staff in groups with little or no feedback or interactive communication.	The principal predominantly communicates necessary information to individuals and groups of teachers and staff (e.g., grade-level leaders, department chairpersons, committee leaders).	The principal communicates regularly with staff, and asks for at least annual feedback from staff through different communication vehicles (e.g., emails, work group sessions, faculty meetings, surveys).	The principal and many teachers interact openly and continuously with each other, using continuous learning and feedback mechanisms. The principal encourages the use of varied interactive communication vehicles.	The principal, teachers, and staff regularly gather for feedback and engaged, interactive communication (e.g., electronic and in-person).
	4.1c[2]	The principal rarely requests feedback from	The principal periodically requests student	The principal and some teachers frequently solicit	The principal and teachers regularly gather student	The principal, teachers and students work

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	4.1c[3]	students and primarily communicates with students in formal school events or to resolve student problems.	feedback on specific school issues and primarily communicates with students in formal school events or to resolve student problems.	feedback from students on classroom and school issues. The principal talks with students in formal and informal settings including the classroom to gather student perceptions about teaching and learning.	voice about student, classroom and school issues (e.g., safety, teaching rigor and relevance, use of technology, health, academics) using multiple data gathering strategies (e.g., focus groups, surveys, interviews).	together to ensure student voice is included in planning, implementation, and evaluation phases of teaching and learning practices as well as other school efforts.
		The principal primarily communicates with parents to provide information, make announcements, or resolve a student problem.	The principal, with limited and formal teacher participation, communicates with parents to provide information, make announcements, resolve a student problem, or talk with parent	The principal and some teachers communicate with some parents about issues beyond negative student incidents or performance (e.g., engagement in classroom learning experiences,	The principal, teachers, and some staff regularly communicate with many parents, especially parents of low-performing students, about student learning issues and	The principal, teachers, and staff continually expand the effectiveness of communication systems to reach and involve all parents, including the often disenfranchised parent, in dialogue about

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	4.1c[4]	The principal communicates with shareholders through one-way communication structures (e.g., newsletters, PTA meetings, schedule or event announcements, report cards) with limited invitational language to engage in formal events.	<p>leaders about specific topics (e.g., celebration of student success, event planning, ACSIP sessions).</p> <p>The principal and some teachers communicate with shareholders through predominantly one-way communication structures with limited invitational language to engage beyond formal events and committee structures.</p>	<p>school or classroom planning, implementation of supports for student learning, individual student progress).</p> <p>The principal and teachers frequently communicate with shareholders, and directly with selected shareholders, through both one-way and two-way (interactive) communication structures with invitational language to engage in ways aligned with the strategic plan and focused on supporting learning (e.g.,</p>	<p>successes, engagement in school or classroom planning, and implementation of supports for student learning.</p> <p>The principal, teachers, and staff regularly communicate with many shareholders, primarily through interactive communication structures with invitational language that engages multiple shareholders in varied ways to support the learning needs of all students.</p>	<p>ways the school, district, and community can better support students and families to improve student learning.</p> <p>The principal, teachers, and staff communicate with the district staff and diverse shareholders continuously through varied interactive communication structures with language that informs and engages shareholders in support of the learning needs of all students.</p>
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				tutoring, internships, project-based learning, and training).		
4.2 Community Resources and Action to Support Student Learning	#	1	2	3	4	5
4.2a Community leadership	4.2a[1]	The principal has little or no leadership role within the community.	The principal has a limited leadership role within the community (e.g., serves on a committee or nonprofit board).	The principal is involved in one or more educational or other child and youth issues that are important to the community.	The principal is recognized as a civic leader willing to interact with other community leaders about education and other issues. The principal encourages teachers and staff to become involved in the community.	The principal is an active civic leader about education for all students as well as other issues important to the community. Teachers and staff members are very visible participants in many community affairs.

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<p>4.2b Community engagement of multiple sectors</p>	<p>4.2b[1]</p>	<p>The principal responds to information requests from the eight sectors but rarely initiates requests for community involvement to directly support student or adult learning.</p>	<p>The principal responds to information requests from the eight sectors and periodically asks a sector to involve in a specific effort (e.g., program, event, materials) to support student or adult learning.</p>	<p>The principal and teachers periodically engage several sectors of the community to help the school achieve one or more expected learning results of the strategic plan (e.g., ACSIP). Involvement is predominately to build community awareness about school efforts and results, and provide some resources (e.g., people, services, funds) to support learning.</p>	<p>The principal, teachers, and some staff have a system for regularly scanning and mapping the interests and resources of the eight sectors. Multiple sectors are often engaged to help achieve expected learning results of the strategic plan. Involvement includes building awareness, providing additional resources, providing some learning experiences in the community, and building shared accountability for results.</p>	<p>The principal, teachers, and staff expect most sectors to regularly and actively engage in supporting student and adult learning to achieve the expected learning results of the strategic plan. Involvement continuously builds community awareness, aligns district and community resources, creates and sustains learning experiences within the community, creates shared accountability, and encourages advocacy for</p>
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4.2c Community economic and political support	4.2c[1]	The principal never seeks economic (e.g., budget decisions, financial resources) or political (e.g., millage votes) support from the community for the school or district.	The principal rarely seeks economic or political support from the community for the school or district.	The principal responds to requests from community leaders to explain the economic conditions or political action needed from the community to support the school or district.	The principal and some teachers or staff periodically reach out to educate and engage parents and community leaders in understanding the economic and political support needs of the school and district. Community leaders are occasionally engaged in acting to support a key school or district need.	The principal, teachers, and some staff members regularly interact with parents and community leaders to educate and engage them in understanding and taking action on economic and political support needs of the school and district.