

2. LEADING AND MANAGING CHANGE

2.1 System Change	#	1	2	3	4	5
2.1a <i>Strategic results-based framework</i>	2.1a[1]	The standards-based strategic framework for schoolwide change that complies with state requirements is ACSIP. The principal and a few, selected teachers usually create the plan.	The standards-based strategic framework for schoolwide change that complies with state requirements is ACSIP. The principal and some teachers create the plan.	The standards-based framework for schoolwide change is ACSIP, but the school goes beyond state requirements (e.g., includes some additional schoolwide goals, strategies, measures, targets, and timelines) to meet specific student learning needs. The principal, teachers, and some parents develop the plan.	The standards-based strategic framework for schoolwide change is a strategic action plan, which embeds ACSIP requirements and focuses on expected learning results. The results-based action plan is developed and reviewed by the principal, staff, and some shareholders.	The standards-based strategic framework for schoolwide change is a strategic action plan, which embeds ACSIP requirements and focuses on expected learning results. The plan is seamlessly integrated into the practice of the school resulting in a culture that is directly tied to student and adult performance. The results-based plan is developed and revised, and progress is regularly monitored and reported by the

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	2.1a[2]	Progress in achieving results set by the district and state is reported annually by the principal using required data.	Progress in achieving results set by the district and state is reported annually by the principal using required data.	Progress in achieving the results of the plan is reviewed, revised, and reported periodically to staff and parents as well as annually to the district and public.	Progress in achieving the results of the plan is reviewed, revised, and reported by the principal, staff, and some shareholders periodically throughout the year to staff, parents, and some shareholders as well as annually to the district and public.	principal, staff, and most shareholders. Progress in achieving the results of the plan is reviewed, revised, regularly monitored, and reported by the principal, staff, and most shareholders. Most everyone can articulate the progress in achieving expected results of the strategic action plan.
	2.1a[3]	The principal and some teachers do not make decisions about programs based upon alignment with standards and results that increase student	The principal and some teachers rarely make decisions about implementing new programs based upon alignment with standards and	The principal, teachers, and some staff make decisions about implementing new programs based upon alignment with research data,	The principal, teachers, staff, and some shareholders often examine varied types of data to determine the effectiveness of practices and	The principal, teachers, staff, and most shareholders expect ongoing collection and examination of varied data to make decisions

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		<p>performance (e.g., ease of implementation, mandated by district or state, cost or available funding). New practices or programs often are initiated by teachers and are used in a classroom or grade level.</p>	<p>results that increase student performance. New practices or programs often are initiated by teachers and are used in a classroom or grade level. There is limited schoolwide knowledge about the new practice or program.</p>	<p>standards, and results that increase student performance. Research or data on practice or program effectiveness for students with similar needs is done before implementation. Program implementation plans articulate expected results. The principal and teachers understand the program and its alignment with standards and expected results.</p>	<p>programs in improving specific student learning. Decisions are made within the strategic direction set by the schoolwide plan while encouraging creativity and innovation.</p>	<p>about the use of practices or programs to effect changes in student learning. Major changes in the strategic plan are based on review of trends and formative and summative data about existing practices within the school by benchmarking efforts in other sites. Innovation within a systems approach undergirds the examination of all efforts and the design of future efforts.</p>
<p>2.1b Integrated system for systematic improvement</p>	<p>2.1b[1]</p>	<p>There is no integrated system for systematic improvement. Each</p>	<p>The principal may understand a systems thinking approach, but it is not part of the</p>	<p>The principal and some teachers understand that when making an improvement to</p>	<p>The principal, teachers, and some staff understand improvements to</p>	<p>The principal, staff, and some shareholders understand that instructional,</p>

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		improvement is its own activity, most often to solve an immediate problem.	culture of school efforts. Each improvement is its own activity and most often created to solve an immediate problem.	existing practice it requires a systematic approach if the change will be lasting. There are periodic systemic approaches to making decisions and doing the work.	instructional or administrative functions are connected to each other within the school. Operational and long-range planning efforts explicitly consider the implications of changes to all systems aspects of the work. The principal manages not only specific parts of the work (e.g., evaluating teachers) but spends a majority of time on the intersections of the various parts of the work (e.g., school and community resources, teaching across grades or subject	communication, and administrative functions are connected. Any decisions to change one part of the work are considered in relation to other existing systems or systems that need to be created. Improvements or changes are considered for lasting, long-term change and systemic causes are identified before determining the needed improvement or change.
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					areas, teachers/staff/shareholders).	
2.1c Change process and tools	2.1c[1]	The principal and staff do not initiate change process research or tools to inform their choices, decisions, or work.	The principal and some staff periodically use a few change process research findings or tools to inform their choices, decisions, or work.	The principal and many staff regularly use a few change process research findings or tools to inform their planning or monitoring of work progress. Staff explores the change process as it relates to individual and group student and adult learning.	The principal and staff regularly use a variety of change process research findings or tools to inform planning, monitoring of work progress, and engagement of shareholders. They apply their change process knowledge as they lead and manage cooperative or collaborative efforts within and across shareholder groups.	The principal, staff, and shareholders regularly use a variety of change process research findings or tools to do their planning, implementation of strategies, monitoring of work progress, and engagement of other shareholders. The principal and many staff regularly apply their change process knowledge in multiple ways with different types of changes, within and across

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						shareholders groups, and in support of other school and district efforts.
2.1d Political, social, economic, and legal context	2.1d[1]	The principal does not scan the community sectors in an attempt to understand or respond to the larger political, social, economic, and legal contexts.	The principal and some staff periodically scan the community sectors in an attempt to understand and respond to the larger political, social, economic, and legal contexts.	The principal and staff periodically scan the community sectors in an attempt to understand, respond to, and inform the larger political, social, economic, and legal contexts. Required policy and cultural changes to better support student and adult learning at school and district levels are identified.	The principal, staff, and some shareholders regularly scan the community sectors to understand, respond to, and influence the larger political, social, economic, and legal contexts. Required policy and cultural changes to better support student and adult learning at school and district levels are advocated for based on lessons learned.	The principal and shareholders regularly scan and engage the community sectors to understand, respond to, and influence the larger political, social, economic, and legal contexts. Policy and cultural changes to better support student and adult learning at school, district, and state levels are advocated for based on lessons learned.

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<p>2.1e Efforts at scale: depth, spread, sustainability and ownership</p>	<p>2.1e[1]</p>	<p>The principal understands taking efforts to scale primarily as purchasing schoolwide programs (e.g., Read 180, Accelerated Reader) or instituting new practices in one or more classrooms, grade levels, or subject areas. Implementation varies. Rarely are new policies, procedures, or structures created to support the efforts. Staff has limited ownership for the change and often refers to initiatives as being led by a third-party (e.g.,</p>	<p>The principal supports a few schoolwide programs and practices. The principal or some teachers initiate piloting new efforts. Rarely are pilot efforts moved beyond the initial teachers to all teachers in the school in order to service all students who need these practices.</p>	<p>The principal and many staff examine new programs and practices for applicability of implementing at scale. Periodically, there is an action plan for moving some effective programs and practices to scale deeply within one or more classrooms or across classrooms within grade levels, subject areas, or the whole school. Often new structures are created to sustain the implementation of pilot efforts at scale.</p>	<p>The principal, staff and some shareholders identify student needs and work to implement effective programs or practices at scale. To ensure sustainability, various shareholders (e.g., school governance teams, parents, central office, superintendent, teachers, community members) are responsible for identifying, implementing, and advocating for new policies, procedures, and structures.</p>	<p>The ownership for using effective programs and practices at scale is widespread among shareholders. Sustainability of efforts exists because policies, procedures, resources, and structures support deeply held beliefs about teaching and learning that are reflected in the use of effective programs and practices within and across classrooms.</p>
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		vendors, funders, consultants).				
2.2 Capacity Building		1	2	3	4	5
2.2a Leadership philosophy	2.2a[1]	The principal models a leadership philosophy of “command and control,” which means managers think and workers are expected to follow orders.	The principal’s leadership philosophy is to solicit input from some teachers through the use of committees and then make decisions about school operations.	The principal’s leadership philosophy is to decentralize some instructional decisions to teachers and some staff.	The principal’s leadership philosophy is to engage teachers and some staff in reaching joint agreement on most schoolwide decisions.	The principal models a distributed leadership philosophy that embraces diversity and moves decision-making closest to the active participants in the work.
	2.2a[2]	Leadership experience is limited to career path positions which may be linked to seniority or chairing an <i>ad hoc</i> committee (e.g., write vision statement for ACSIP).	Leadership experiences for schoolwide efforts are distributed to some teachers and staff especially on <i>ad hoc</i> committee or schoolwide events.	Leadership experiences focus on achieving strategic plan targets. Different staff are leaders of planning, benchmarking, implementing, and monitoring efforts.	Leadership experiences are offered to staff based on individual knowledge, skills, attitudes, and talents, which are needed to do the work. Many opportunities for leadership	Many teachers, staff, students, parents, and other shareholders regularly fulfill multiple leadership roles (e.g., resource brokering, removing barriers, marketing,

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					development exist for people to be prepared for formal leadership positions within the school.	communicating, modeling of best practices, coaching, training, managing) within the school, district, and state.
2.2b Assessment of adult leadership skills	2.2b[1]	Assessment of leadership skills is based on the formal district evaluation system.	Assessment of leadership skills is based on the formal district evaluation system and may include some self-assessment.	Assessment of leadership skills is based on the formal district evaluation system and data collected annually from the principal and teachers' assessments about specific leadership efforts.	Periodic planned assessment of leadership skills uses multiple data sources beyond the formal evaluation system.	A plan for continuous assessment of leadership skills includes a variety of measures (evaluation, reflection, surveys, 360° feedback, self-assessment tools). As leadership becomes more distributed, the principal uses similar methods to assess the leadership skills of others.