PRINCIPLES OF EFFECTIVE ADMINISTRATIVE LEADERSHIP

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

The effective administrator works with others to create learning environments that address the needs of students.

A. The administrator facilitates the development of a shared mission and vision.

1. Demonstrates an understanding of the importance of mission and vision, based on a well developed philosophy and develops a collaborative vision that provides direction for the school or district.

2. Recognizes that student learning must be the focus of all school programs and activities.

B. The administrator encourages and uses a variety of strategies to assess student performance accurately.

1. Encourages teachers to view authentic learning and authentic assessment as linked.
2. Uses a variety of valid, reliable, and unbiased instruments to assess the achievement of learner goals.
3. Uses a cyclical, ongoing process to review and evaluate the goals, methods, and resources of programs and makes modifications as needed.
C. The administrator applies current principles, practices, and research to foster effective teaching.

1. Demonstrates knowledge of the instructional process and teaching methodologies.
2. Assists teachers to develop inquiry-based teaching practices.
3. Assists and inspires teachers to make significant changes in practice as changes are dictated in the field.

D. The administrator leads the renewal of curriculum and instructional programs.

1. Assures that the school's/district's curriculum and its implementation reflect the principles of the state's Common Core of Learning and Curriculum Frameworks.
2. Encourages and assists staff to be knowledgeable in subject areas and also to identify connections between disciplines.
3. Assists staff to distinguish between what is central and what is peripheral in the subject area when analyzing, planning, and supervising units, courses, and programs so that instruction time on central concepts, skills, and understanding are protected.
4. Uses a broad and current knowledge of instructional trends to involve staff in curriculum planning and program improvement, based on the vision, goals, and needs of school, district, and community.

E. The administrator promotes and models the effective use of appropriate instructional technologies.

1. Integrates the appropriate use of video, computers, telecommunications, and other technologies into the curriculum.
2. Allocates fiscal and human resources for incorporating technology in the instructional process, accessing information and resources through electronic networks, e.g., Internet, and improving communication (e.g., e-mail, homework hotlines).
F. The administrator holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.

1. Enlists teachers in creating and communicating to students positive dispositions toward learning
2. Works with teachers to establish high standards and expectations for student work.
3. Assists teachers to make their expectations and how to meet them very clear to students.
4. Promotes activities that honor academic excellence.

G. The administrator works with teachers and other staff to supervise and evaluate their performance, using performance standards, and to identify areas for growth.

1. Understands and communicates performance standards for teachers, using the state's baseline standards as a foundation.
2. Communicates consistent expectations that all teachers can meet standards and perform at high levels.
3. Employs current supervision and evaluation models and practices to assess the performance of teachers and encourage growth.
4. Encourages staff to improve practice through collegial activities such as modeling and peer mentoring.
5. Evaluates classroom instruction in terms of teacher objectives and student performance; follows effective practices for improving teacher performance.
6. Supports individuality of teacher approaches to classroom organization, management, and teaching styles.
7. Monitors the assessment of performance to ensure that staff reach the levels set by the system.
H. The administrator supports ongoing professional development.

1. Provides opportunities for all staff to engage in professional development that enhances curriculum renewal, staff performance, and student learning.
2. Applies research on adult learning and development to design and provide for effective professional development.
3. Fosters effective professional development based on research and models of desired practice including time for reflection, planning, problem solving and collaboration; repeated practice and feedback; and respect for individual adaptations.
4. Encourages collegial approaches to professional development including mentoring, peer coaching, study groups, and group planning and problem-solving.
5. Involves staff in identifying professional development needs.
6. Monitors, documents, and assesses staff professional development activities.
7. Supports staff sense of self-worth; recognizes and encourages teacher initiatives; celebrates individual and collective achievements.
8. Ensures that growth of staff results in student learning and development.
II. EFFECTIVE ORGANIZATIONAL LEADERSHIP

The effective administrator creates a self-renewing organizational environment that consistently focuses on enabling all students to achieve at high levels.

A. The administrator applies research and organizational leadership skills.

1. Applies concepts of organizational behavior and organizational development in daily work.
2. Analyzes the environment in which decisions are made and predicts the impact of those decisions on organizations accurately.
3. Stimulates the development of new programs in areas where changing conditions or new professional insights encourage new approaches.
4. Identifies opportunities to improve the organization's performance.

B. The administrator demonstrates communication skills that are clear, direct, and responsive.

1. Communicates the school's vision, goals, needs and accomplishments to students, school personnel, families, and the community.
2. Facilitates communication that yields results through team work, consensus, and inquiry.
3. Makes use of reliable and professional sources of data, information, and analysis, including the use of technologies, to understand relevant professional issues.
4. Demonstrates understanding of a speaker's point of view, opinions, and ideas even if they are different, new, or oppositional.
5. Presents ideas clearly and concisely in writing. Adapts form and language to the audience (e.g., students, teachers, parents).
6. Presents facts and ideas orally in individual and group situations; uses language that is clear, concise, and appropriate to the person or group.
7. Presents facts and ideas clearly and concisely using visual and symbolic representations.
8. Presents facts and ideas clearly and concisely using appropriate technologies.
9. Communicates so that language and nonverbal cues are consistent, not conflicting.

C. **The administrator creates a positive, informed climate for collegial teaching and learning.**

1. Understands the elements of a strong school culture for adults and is committed and prepared to strengthen them.
2. Applies theories of human development, adult learning, and motivation to develop a community of learners.
3. Provides an environment and culture where creativity, exchange of ideas, responsible risk-taking, and experimentation are shared, valued, and practiced.
4. Builds a culture within the student body and staff that promotes learning.
5. Creates a school climate that gives a sense of well-being and safety.
6. Inspires in others a desire for growth and development.

D. **The administrator facilitates constructive change.**

1. Uses approaches to organizational change, including processes for school-based management and school restructuring.
2. Exhibits openness to new ideas from others; demonstrates originality in developing policies and procedures.
3. Is receptive to new ideas and change, yet understands the need for stability in schools and society.

E. **The administrator plans for, models, and encourages collaboration and shared decision-making.**

1. Develops, participates in, and maintains systems of shared decision making with department and/or school colleagues and the larger school community.
2. Involves others in setting and accomplishing goals; recognizes when a group requires direction and uses appropriate intervention styles.
3. Provides appropriate time and resources for collaborative planning.

*Principles of Effective Administrative Leadership, compiled by John Holly*

*jholly@schooladministrators.com*
F. The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions.

1. Applies knowledge of human development, organizational development, and pedagogy to decision-making in the allocation of resources such as personnel, time, space, materials, and budget.

2. Develops and implements long and short-term plans for educational program improvement, professional development, resource allocation, enrollments, and facilities consistent with the school and district mission.


4. Makes use of reliable sources of data, information, and analysis to expand and deepen perspective on goals, objectives, and planning needs.
III. EFFECTIVE ADMINISTRATION AND MANAGEMENT

The effective administrator acts within legal and ethical guidelines to accomplish educational purposes and improve student learning.

A. The administrator carries out personnel selection, supervision, evaluation, and management functions for the school or district effectively.

1. Applies current principles and techniques of staffing, selection, orientation/induction, assignment, supervision, evaluation, motivation, and termination of personnel.
2. Applies sound human resources knowledge and practices in personnel management and labor relations including conflict resolution, mediation and negotiation.
3. Develops and implements procedures for evaluating personnel using Massachusetts' baseline performance standards, effective supervision and evaluation practices, and due process procedures.

B. The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility.

1. Applies knowledge of how teachers, the school, the district, and the community interact to create a school community.
2. Applies knowledge of how policy and decisions are made through the legislative process, the local electoral process, and administratively.
3. Understands and implements federal, state, and municipal laws, regulations, policies, and procedures including the implications of liability and requirements of due process.
C. The administrator applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility.

1. Applies principles of financial planning, including analyzing and evaluating the financial resources for school or system operation and translating program needs into cost requirements.
2. Employs sound fiscal management procedures, methods, and techniques to prepare, revise, and monitor the school or district budget.
3. Applies techniques for resource allocation and asset management.

D. The administrator applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility.

1. Knows the availability of community services and how to coordinate those services for students.
2. Makes decisions concerning facilities and equipment management and needs to support school/district goals and objectives.
3. Applies regulations regarding school facilities to ensure a barrier-free environment for students and staff.

E. The administrator uses appropriate technologies to administer his/her responsibilities.

1. Applies technology management tools (e.g., databases, spreadsheets) to analyze information (e.g., school finance, student and staff record keeping, online school profiles) and make decisions.
IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

The effective administrator strives to ensure equity for all students and values diversity in the school environment.

A. The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents.

1. Provides opportunities to include all staff, students, and parents in the full range of school and district programs and activities.
2. Addresses the needs of diverse educational personnel and student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.

B. The administrator demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.
2. Develops and implements educational, political, and organizational strategies that are effective in meeting the needs of a diverse student body.
3. Functions effectively in a multi-lingual, multi-cultural and economically diverse society.
V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

The effective administrator interacts with the community responsibly to address the needs of students.

A. The administrator assesses the needs of parents and community members and involves them in decision-making.

1. Creates an environment for encouraging recommendations from parents, students, and community members to determine how the school/district can meet their needs.
2. Involves parents and community members in developing the vision, goals, improvement plans, and programs for the school/district.
3. Engages parents, students, and community members in improving student learning.

B. The administrator promotes partnerships among staff, parents, business, and the community.

1. Communicates and interacts with parents, community groups and related service agencies in culturally appropriate ways and involves them in the education of students.
2. Enlists volunteers to support instructional needs.

C. The administrator interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district.

1. Communicates the school's vision, goals, needs, and accomplishments to students, school personnel, parents, and the community.
2. Deals with the media effectively to communicate to the public.
3. Provides information to parents and the community through handbooks, brochures, fact sheets and other handouts available at the school or office.
4. Meets with appropriate community groups in the attainment of objectives.
VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

The effective administrator models professional behaviors that contribute to addressing the needs of students.

A. The administrator demonstrates enthusiasm for his/her own learning.

1. Demonstrates that life-long learning and professional development are necessary for self and others.
2. Keeps abreast of current educational research and exemplary practices in area of expertise.
3. Considers input from others as a basis for deciding to improve his/her practice and demonstrates a willingness to grow.
4. Develops and implements a professional development plan based upon self and external evaluation.

B. The administrator demonstrates and promotes an atmosphere of respect for self and others.

1. Demonstrates tolerance for alternative perspectives and encourages contributions from groups that challenge traditional thinking.
2. Demonstrates sensitivity to differences in learning needs, modes of expression, and social and cultural backgrounds.

C. The administrator models ethical behavior.

1. Interacts with others in a professional manner consistent with his/her role.
2. Accepts responsibility for his/her own actions.