Adaptive Leadership

High performing Pasco leaders understand the differences between *technical challenges,* problems solved by logic and intellect, and *adaptive challenges,* problems solved by a change of values, beliefs and ways of working, and skillfully apply *Adaptive Leadership.*

Sample Key Indicators

The High Performing Leader

1. Recognizes that successful leaders emphasize personal relationships.
2. Enlists partners with diverse viewpoints when addressing controversial issues or confronting conflicting values.
3. Recognizes the need to change deep beliefs, as well as preferences and routine behaviors, and to develop strategies to facilitate change.
4. Recognizes that adaptive work helps people bridge the gap between their values and expected conditions.
5. Recognizes that leadership is a skill that requires reflection and lifelong learning.
6. Recognizes that the real work of leadership usually involves empowering the people who must adapt to change through collaboration and support.
7. Recognizes that leaders work closely with all stakeholders, supporters and non-supporters.
8. Recognizes that stakeholders need to know that the leader understands change is difficult, and what stakeholders are being asked to give up has real value to them.
9. Recognizes that significant change may be problematic for some stakeholders and will take appropriate action when change leads to difficult personnel decisions.
10. Accepts responsibility for situations needing change.

Recommended Experiences

- Enlists and works with partnerships
- Develops networks within and outside the education community
- Actively participates with a School Advisory Council
- Facilitates professional learning communities (i.e., study groups)
- Demonstrates responsibility for leading change (i.e. task force/committee work)
- Demonstrates collaborative problem solving including all viewpoints
- Develops personal relationships with stakeholders
- Demonstrates the ability to reflect on results and process

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Leadership Development for Teachers
- IM: Coaching Series
- IM: Resolving Conflict
- Learning Focused Strategies
- Diversity for Leaders
- Facilitating Study Groups
- Preparing New Principals Program
- USF Executive Leaders Programs

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Mentoring programs for Principals, Directors, and Assistant Superintendents
- District leaders, departments, and resources
- Professional journals and literature
- Selected Bibliography on Leadership website
- School Board Policy

Instructional Leadership

High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.

Sample Key Indicators

The High Performing Leader

1. Works with staff, teachers, parents and students to achieve annual learning gains, school improvement goals, and other targets
2. Uses multiple sources of data to plan, assess and improve instructional practices and student performance
3. Includes provisions in the instructional program for students with special needs
4. Engages staff in ongoing study of current best practices
5. Bases curricular decisions on research, applied theory, and informed practice
6. Collaboratively determines high expectations and standards for the academic and social development of all students
7. Provides instructional leadership with consideration for the community's values, goals, social needs and changing conditions
8. Develops curriculum aligned to state and district standards based upon the needs of the students, the community and the goals of the school
9. Creates a high-performance learning culture that encourages the staff's desire and willingness to focus energy on achieving educational excellence
10. Coaches to improve teaching and learning for themselves and others
11. Models professionalism, collaboration and continuous learning related to instructional leadership

Recommended Experiences

- Analyzes and develops curriculum aligned to state and district standards
- Facilitates professional learning communities (i.e., study groups)
- Demonstrates deep understanding of curriculum and teaching strategies
- Makes data-based decisions
- Uses formative/summative data from multiple data sources
- Leads a curricular initiative at the school/district
- Participates on walkthrough team
- Serves as a mentor, coach, or supervising teacher
- Participates in the educational planning process for all students
- Plans for the continuum of services to meet students' educational need

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Learning Focused Strategies
- School Advisory Council Training
- School Improvement Plan Training
- Pasco STAR Training
- Mentor/Clinical Educator Training
- CRISS Training
- Leading the Quality Classroom Training
- FAIR Training
- Summer Literacy Institute
- Vocabulary Instruction Training
- Kagan Training
- Response to Intervention
- Florida Differentiated Accountability Model
- FAIR Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum & Instructional Services, Leadership Development, Staff Development and DIMC

Learning, Accountability, and Assessment

High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Sample Key Indicators

The High Performing Leader

1. Creates a culture that is proficient using data
2. Uses multiple sources of data to manage the accountability and instructional improvement process
3. Assesses student progress using a variety of appropriate techniques and informational sources
4. Monitors and assesses instructional programs, activities, and materials
5. Uses the methods and principles of program evaluation in the improvement process
6. Trains the staff in the use of diagnostic tools to improve instruction
7. Identifies strategies for improving student achievement using a variety of successful models
8. Ensures the alignment of curriculum, instruction and assessment

Recommended Experiences

- Participates in student progress monitoring
- Use observation techniques to monitor instruction
- Maintains high visibility around the school
- Develops a system of individual accountability for faculty and staff
- Knows how to access a variety of data sources
- Participates and gathers experiences in the inquiry process

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Learning Focused Strategies (LFS)
- Creating a High Performance Learning Culture
- Progress Monitoring Training
- Leading through Assessment
- Pasco STAR Training
- Monitoring for Achievement (LFS)
- Leading the Quality Classroom
- Team Inquiry Training
- FAIR Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC

Managing the Learning Environment

High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Sample Key Indicators

The High Performing Leader

1. Develops and administers policies and procedures that provide a safe environment
2. Identifies, analyzes, and works to improve the major sources of fiscal and nonfiscal resources for the school including business and community resources
3. Develops and sustains a high-performance learning culture
4. Acquires and manages financial and material assets and capital goods and services, allocating resources according to school priorities
5. Develops an efficient budget planning process that is driven by school priorities and involves staff and community
6. Demonstrates techniques and organizational skills necessary to lead/manage a complex and diverse organization
7. Plans and schedules work so that resources are used appropriately, ensuring short- and long-term goals are met
8. Conforms to legal and ethical standards in the management of the learning environment

Recommended Experiences

- Develops long- and short-term action plans
- Leads/assists with development of school master schedule
- Leads/assists with development of team or school budget
- Understands, recognizes and provides resources to facilitate learning
- Participates in district safety/ facilities walkthroughs
- Leads or actively participates in employee due process procedures
- Understands and responds to safety inspections and reports
- Seeks community and grant resources
- Leads/assists with the development of supervision schedules

Professional Development

- Leadership For Sustainable School Development
- Learning Focused Strategies
- School Advisory Council Training
- School Improvement Plan Training
- Creating a High Performance Learning Culture
- Interaction Management
- Shelter Manager Training
- Grant Writing Workshop
- COMP Training
- PNPP Technical Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC
- Instructional/SRP Master Contracts
- District Safety Officer

Human Resources Development

High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff - paid and volunteer.

Sample Key Indicators

The High Performing Leader

1. Identifies, encourages and develops potential leaders
2. Works collaboratively with teachers to examine student data and plan for individual professional development
3. Uses supervisory models appropriate to individual staff members to improve teaching and learning
4. Applies adult learning strategies to professional development
5. Operates within the provisions of each contract as well as established procedures
6. Empowers teachers and staff, setting high expectations and standards for performance
7. Creates a culture of continuous professional development tied to student learning and other goals
8. Recruits and retains high-quality teachers and holds them accountable for student learning
9. Works with staff to acquire skills to ensure all students are engaged in active learning
10. Provides opportunities for collaboration and coaching
11. Pursues professional development

Recommended Experiences

- Participates in the interviewing/hiring process
- Recruit, hire and retain personnel
- Models appropriate professional development, both as a trainer and participant
- Models coaching to improve teaching and learning
- Leads or is actively involved in school or department level professional development
- Achieves and maintains professional certifications

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Sharpening the Saw - Refining Our Training Skills
- Targeted Selection
- Teacher Insight
- Employee Relations Training
- Hiring Workshop
- Sexual Harassment Training
- Alcohol, Drug Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC
- Staff Development Protocol
- Instructional/SRP Master Contracts

Technology

High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Sample Key Indicators

The High Performing Leader

1. Provides leadership in the appropriate use of technology, telecommunications and information systems
2. Creates and communicates a clear vision for the integration of technology
3. Plans for the increased development and implementation of technology
4. Models the appropriate use of technology
5. Implements innovative strategies for promoting the effective integration of technology
6. Obtains resources necessary to increase access to technology
7. Provides educational and technical support to increase the appropriate use of technology
8. Uses technological resources regarding student assessment
9. Evaluates the effectiveness of technology in all settings

Recommended Experiences

- Uses appropriate technology in daily job performance
- Leads or is actively involved in school technology committee
- Provides for the support of technology in the school or department
- Implements innovative technology in the school or department
- Demonstrates understanding of the links between instructional technology, innovation and appropriate district procedures

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Progress Monitoring Training
- Leading through Assessment
- Pasco STAR Training
- TERMS Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC

Ethical Leadership

High performing leaders act with integrity, fairness, and honesty in an ethical manner.

Sample Key Indicators

The High Performing Leader

1. Manifests a professional code of ethics and values that embraces diversity, integrity, and the dignity of all people
2. Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
3. Creates, models and implements a set of values including confidentiality
4. Understands ethical and legal concerns when using technology
5. Acts in accordance with federal and state constitutional provisions, statutory standards, regulatory applications and district policies
6. Demonstrates ability to make decisions within an ethical context

Recommended Experiences

- Interact with diverse populations
- Uses knowledge of local, state and federal law to make decisions
- Participates in personnel decisions
- Demonstrates ethical decision-making
- Maintains confidentiality of information about colleagues and students
- Demonstrates understanding of professional codes of ethics and Florida Sunshine Law

Professional Development

- Ethics Training
- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Employee Relations Training
- ESOL for Administrators
- Hiring and Employee Discipline Workshop
- IM: Coaching Series
- Leading Through Diversity
- Sexual Harassment Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC
- Finding Common Ground
- www.firstamendmentcenter.org
- The Code of Ethics and Principals of Professional Conduct of the Educational Profession in Florida
- School Board Policy

Diversity

High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Sample Key Indicators

The High Performing Leader

1. Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in all aspects of the educational organization
2. Communicates effectively with various cultural, ethnic, racial, and special interest groups in the community
3. Works with staff to develop instructional curriculum that provides for diverse perspectives
4. Continuously builds school community involvement in appropriate policy implementation, program planning, and assessment
5. Manages situations and interacts effectively with diverse individuals and groups, especially in times of crisis or conflict
6. Conforms to legal and ethical standards related to diversity
7. Anticipates needs and concerns of others and is proactive in responding to them
8. Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
9. Recruits, develops, and retains a diverse staff
10. Serves as a role model using appropriate interpersonal skills in relations with various cultural, ethnic, racial, and special interest groups in the community

Recommended Experiences

- Interacts appropriately with diverse populations
- Demonstrates sensitivity to diverse populations
- Experiences facilitating diversity activities (i.e., Unity Day, AnyTown)
- Experiences with curriculum development related to diversity
- ESOL Certification
- Helps recruit, hire, and retain individuals with diverse backgrounds
- Analyzes data sources related to diversity

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Learning Focused Strategies Training
- ESOL for Administrators
- Diversity for Leaders

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC
- A Framework For Understanding Poverty (Publication)
- Equity Reports

Decision Making Strategies

High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Sample Key Indicators

The High Performing Leader

1. Defines and monitors success based upon results
2. Resolves problems using appropriate problem solving techniques and multiple sources of data
3. Routinely views events and problems from multiple perspectives
4. Considers moral and ethical implications of policy options and political strategies when making decisions
5. Delegates authority and responsibility clearly and appropriately to accomplish organization goals
6. Promotes student learning as the driving force for curriculum, instruction, and institutional decision-making
7. Conforms to appropriate legal standards
8. Evaluates the quality of information being used when making decisions

Recommended Experiences

- Experiences leading groups in collaborative decision-making
- Facilitates professional learning communities (i.e., study groups)
- Demonstrates the ability to make data-based decisions
- Plans and implements programs
- Participates in the School Improvement Plan process
- Demonstrates decision-making within legal and ethical standards

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- Diversity for Leaders
- RtI Training

Resources

- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC

Vision and Culture

High performing leaders have a personal vision for their school or department and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Sample Key Indicators

The High Performing Leader

1. Facilitates the development and implementation of a shared vision
2. Creates conditions that motivate staff, students and families to achieve the shared vision
3. Works with stakeholders to identify needs
4. Interacts with the community concerning the shared vision, mission and priorities
5. Embraces and uses basic concepts of the change process
6. Develops and implements a plan to shape/use external influences that impact the organization
7. Relates the vision, mission, and goals to the welfare and learning needs of students
8. Develops a community of learners focused on student achievement
9. Articulates and reinforces the vision through actions, and in written and spoken communications

Recommended Experiences

- Shares ideals and beliefs about schooling, teaching and learning with all stakeholder groups
- Leads or is actively involved in establishing a school or department mission
- Models and develops high expectations for all stakeholders
- Recognizes and celebrates the accomplishments of all stakeholders
- Maintains stakeholder focus on common goals
- Actively participates with a School Advisory Council
- Participates in the 5 Star School Award Program

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- School Advisory Council Training
- School Improvement Plan Training
- Facilitative Leadership

Resources

- Pasco's Vision: A Community of Connected Schools (Document and DVD)
- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and literature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC

Community and Stakeholder Partnership

High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Sample Key Indicators

The High Performing Leader

1. Enables staff and teachers to address student and family conditions affecting learning
2. Uses community leaders to support and promote school goals and programs
3. Communicates the school's vision, mission and priorities to the community
4. Manages and markets the image of the school via impressions created by the students and staff
5. Shares leadership and decision-making with others in the community and within the school
6. Mobilizes the resources of families, business and community members in support of the school's goals
7. Develops and sustains family-school-community-higher education partnerships, coalitions and networks
8. Nurtures internal and external relationships
9. Creates a process that enables the school to connect students to the health, human and social services that support learning
10. Continuously builds family and community involvement in appropriate policy implementation, program planning, and assessment

Recommended Experiences

- Demonstrates ability to keep school community focused on common goals
- Involves families and other stakeholders in school decision-making processes
- Addresses student and family conditions affecting learning by collaborating with community agencies to integrate health, social and other services
- Demonstrates the ability to work effectively with the media

Professional Development

- Leadership For Sustainable School Development (LSSD)
- Leading Change
- Creating a High Performance Learning Culture
- School Advisory Council Training
- School Improvement Plan Training

Resources

- Pasco's Vision: A Community of Connected Schools (Document and DVD)
- WCG/DELTA School Leaders Program (FDOE)
- Selected Bibliography on Leadership website
- Pasco STAR Database
- Professional journals and iterature
- Area colleges and universities
- District Departments such as Curriculum and Instructional Services, Leadership Development, Staff Development and DIMC
- Winning with the News Media (Publication)
- Pasco Educational Foundation