

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING
<p>The school's governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.</p>

3 DEVELOPING
<p>The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which creates a "bottleneck" when it comes to implementing and advancing new initiatives.</p>

5 PERFORMING
<p>The school has created a leadership committee made up of a representative selection of stakeholders (administrators, teachers, students, parents) from diverse socioeconomic, cultural, and special-needs backgrounds. A consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role in leading school-improvement efforts, shaping the school's strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration (school board, superintendent, school administrators) and all stakeholders in the school community. All teachers are held to high expectations, but they are also given the decision-making autonomy they need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school's action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.</p>

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

