

FRAMEWORK ATTRIBUTES

Bold – instills urgency among students, staff and stakeholders for dramatic improvements based entirely upon the learning needs of students.

Strategic - drives toward clear end results in cooperation with the board of education supported by a strong district theory of action and deliberate efforts to build coherence by aligning and integrating structures, processes and initiatives.

Sustainable – works with board of education and district leadership team to build capacity within the district and its stakeholders that will last long past the tenure of the current superintendent.

Key competency areas through which a superintendent drives dramatic student achievement gains:

1. Develops and Implements Vision that Inspires Action and Commitment

- 1.1 Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children
- 1.2 Articulates to all stakeholders the importance of achieving the vision
- 1.3 Secures commitment from all stakeholders to act upon the vision of what the district must become
- 1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely
- 1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision

2. Develops and Implements a District Leadership Theory of Action that Guides Decision Making

- 2.1 Articulates and acts upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision
- 2.2 Articulates and tests theories of action for all major aspects of the district's improvement work
- 2.3 Executes a district leadership theory of action to build district coherence and alignment

3. Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of All Students

- 3.1 Examines a wide range of data to determine root cause of areas of concern related to improving teaching and learning
- 3.2 Involves key stakeholders in developing strategies to address areas of concern
- 3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action
- 3.4 Leads a budget development process that results in systems and support for integrated district improvement initiatives

4. Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

- 4.1 Guides leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the school level
- 4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation and monitoring
- 4.3 Establishes accountability for improvement at the district, school and classroom level

5. Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

- 5.1 Works with the board to establish district goals and systems and processes for monitoring progress over time
- 5.2 Works in cooperation with the board of education to engage and inform of progress toward goals
- 5.3 Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and superintendent in the areas of policy, management and collaborative governance
- 5.4 Demonstrates strong support and advocacy for board approved district goals in various public settings

6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

- 6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility, mutual accountability, a strong sense of individual and group efficacy and a focus on student learning
- 6.2 Invests in developing the capacity of teachers and leaders to improve performance over time
- 6.3 Demonstrates a strong commitment to professional learning at all levels of the organization

7. Purposely Aligns Systems and Structures that Support the District Theory of Action and Strategic Operating Plan

- 7.1 Develops and oversees a comprehensive approach to human capital that aligns to district vision, strategy and goals
- 7.2 Establishes and implements a strategic approach to resource allocation and budget management
- 7.3 Ensures effective management of the district's core functions

8. Personal Leadership Competencies Associated with Effective District Leadership

- 8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement
- 8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain a consistent focus on high levels of achievement
- 8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning
- 8.4 Equitable Practice. Explores how identity and life experience have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact on the staff, members of the board and community and other stakeholders
- 8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity
- 8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement. Demonstrates political savvy and respectful engagement across all stakeholder groups



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