

Leadership Team Actions Supporting the Nine Responsibilities of a Principal	
Responsibility	Actions of the Leadership Team
Optimizer	<ul style="list-style-type: none"> • Focus on staff strengths and help arrange work so that strengths are matched with tasks. • Celebrate success. • Use data to illustrate progress toward goals.
Affirmation	<ul style="list-style-type: none"> • Develop structures that regularly recognize & celebrate accomplishments. • Take time in staff meetings to share & celebrate individual and schoolwide learning (success & failures). • Communicate student success to parents and the community.
Ideals/Beliefs	<ul style="list-style-type: none"> • Forge shared agreements around the mission, vision, and purpose of the school. Help turn the adopted beliefs into observable behaviors. • Lead in the writing of instructional philosophies by content area. • Ask strategic questions about times when actions do not reflect agreed-upon purposes, goals, and agreements.
Situational Awareness	<ul style="list-style-type: none"> • Keep the principal informed about perceptions from within the school and from the community the school serves.
Visibility	<ul style="list-style-type: none"> • Support the principal in efforts to be visible; invite the principal into the classroom; model the idea of being comfortable with the principal in the classroom; ask the principal to work with groups of students regularly. • Remain highly visible around the school and encourage frequent contact with students both in and outside the classroom.
Relationships	<ul style="list-style-type: none"> • Work hand in hand with the principal in acknowledging professional accomplishments of staff; celebrate the awarding of advanced degrees, professional honors and so on. • Recognize significant events in the lives of staff, such as birthdays, marriages, and births. • Promote a caring culture and procedures that support staff in facing personal challenges and meeting obligations outside of school, such as those related to families & children.
Communication	<ul style="list-style-type: none"> • Help develop structures that promote the free flow of information with the staff, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time. • Model constructive disagreement and problem solving skills. • Model positive communication; center conversations on learning.
Culture	<ul style="list-style-type: none"> • Model cooperation & cohesion; be promoters of the desired culture of the building. • Monitor school climate. • Lead structured dialogues around the purpose and vision of the school.
Input	<ul style="list-style-type: none"> • Model giving input in a positive manner. • Ask strategic questions about whether decisions & actions are aligned with school goals. • Actively seek staff input. • Ensure that all perspectives are addressed.

Leadership Team Responsibilities & Actions Important to Second-Order Change	
Responsibility	Actions of the Leadership Team
Knowledge of Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • Work individually with staff members regarding implementation of an innovation. • Attend staff development opportunities regarding the innovation.
Optimizer	<ul style="list-style-type: none"> • Speak positively about the innovation. • Provide examples of other schools that have successfully implemented the innovation. • Express a continued belief that the innovation will enhance student achievement. • Identify roadblocks & challenges to the innovation.
Intellectual Stimulation	<ul style="list-style-type: none"> • Include research about the innovation in conversation. • Ask questions that cause teachers to be reflective in their practices related to that innovation. • Lead discussions around current practices related to the innovation.
Change Agent	<ul style="list-style-type: none"> • Raise issues around student achievement related to the innovation. • Share data related to other schools that have implemented the innovation. • Compare where the school is and where it needs to be in terms of implementing the innovation. • Demonstrate “tolerance for ambiguity” regarding the innovation.
Monitoring/ Evaluating	<ul style="list-style-type: none"> • Look at both formative and summative assessments in relation to the innovation. • Conduct classroom walk-throughs related to the innovation.
Flexibility	<ul style="list-style-type: none"> • Continually adjust plans in response to progress & tension. • Use situational leadership regarding the innovation. • Use protocols that allow for input regarding the innovation without bogging down into endless discussion.
Ideals/Beliefs	<ul style="list-style-type: none"> • Communicate ideas & beliefs related to the innovation in formal and informal conversations and model through behaviors. • Ensure that practices related to the innovation are aligned with shared ideals and beliefs. • Ask strategic questions regarding the innovation when actions don't reflect agreed-upon purposes, goals, and understandings.

Marzano, R., Waters, T. & McNulty B. (2005). *School Leadership that Works: From Research to Results*. Alexandria: VA, Association for Supervision & Curriculum Development.