

<b>Responsibilities (extent to which the principal ...)</b>	<b>Associated practices</b>
<p><b>Culture:</b> <i>fosters shared beliefs and a sense of community and cooperation</i></p>	<p>Promotes cooperation among staff Promotes a sense of well-being Promotes cohesion among staff Develops an understanding of purpose Develops a shared vision of what the school could be like</p>
<p><b>Order:</b> <i>establishes a set of standard operating procedures and routines</i></p>	<p>Provides and enforces clear structure, rules, and procedures for students Provides and enforces clear structures, rules, and procedures for staff Establishes routines regarding the running of the school that staff understand and follow</p>
<p><b>Discipline:</b> <i>protects teachers from issues and influences that would detract from their teaching time or focus</i></p>	<p>Protects instructional time from interruptions Protects/shelters teachers from distractions</p>
<p><b>Resources:</b> <i>provides teachers with materials and professional development necessary for the successful execution of their jobs</i></p>	<p>Ensures teachers have necessary materials and equipment Ensures teachers have necessary staff development opportunities that directly enhance their teaching</p>
<p><b>Involvement in curriculum, instruction, and assessment:</b> <i>is directly involved in the design and implementation of curriculum, instruction, and assessment practices</i></p>	<p>Is involved in helping teachers design curricular activities Is involved with teachers to address instructional issues in their classrooms Is involved with teachers to address assessment issues</p>
<p><b>Focus:</b> <i>establishes clear goals and keeps those goals in the forefront of the school's attention</i></p>	<p>Establishes high, concrete goals and expectations that all students meet them Establishes concrete goals for all curriculum, instruction, and assessment Establishes concrete goals for the general functioning of the school Continually keeps attention on established goals</p>

<b>Responsibilities (extent to which the principal ...)</b>	<b>Associated practices</b>
<p><b>Knowledge of curriculum, instruction, and assessment:</b> <i>is knowledgeable about current curriculum, instruction, and assessment practices</i></p>	<p>Is knowledgeable about instructional practices Is knowledgeable about assessment practices Provides conceptual guidance for teachers regarding effective classroom practice</p>
<p><b>Visibility:</b> <i>has quality contact and interactions with teachers and students</i></p>	<p>Makes systematic frequent visits to classrooms Maintains high visibility around the school Has frequent contact with students</p>
<p><b>Contingent rewards:</b> <i>recognizes and rewards individual accomplishments</i></p>	<p>Recognizes individuals who excel Uses performance versus seniority as the primary criterion for reward and advancement Uses hard work and results as the basis for reward and recognition</p>
<p><b>Communication:</b> <i>establishes strong lines of communication with teachers and among students</i></p>	<p>Is easily accessible to teachers Develops effective means for teachers to communicate with one another Maintains open and effective lines of communication with staff</p>
<p><b>Outreach:</b> <i>is an advocate and spokesperson for the school to all stakeholders</i></p>	<p>Assures the school is in compliance with district and state mandates Advocates on behalf of the school in the community Advocates for the school with parents Ensures the central office is aware of the school's accomplishments</p>
<p><b>Input:</b> <i>involves teachers in the design and implementation of important decisions and policies</i></p>	<p>Provides opportunity for input on all important decisions Provides opportunities for staff to be involved in developing school policies Uses leadership team in decision making</p>

<b>Responsibilities (extent to which the principal ...)</b>	<b>Associated practices</b>
<p><b>Affirmation:</b> <i>recognizes and celebrates school accomplishments and acknowledges failures</i></p>	<p>Systematically and fairly recognizes and celebrates accomplishments of teachers</p> <p>Systematically and fairly recognizes and celebrates accomplishments of students</p> <p>Systematically acknowledges failures and celebrates accomplishments of the school</p>
<p><b>Relationship:</b> <i>demonstrates an awareness of the personal aspects of teachers and staff</i></p>	<p>Remains aware of personal needs of teachers</p> <p>Maintains personal relationships with teachers</p> <p>Is informed about significant personal issues within the lives of staff members</p> <p>Acknowledges significant events in the lives of staff members</p>
<p><b>Change agent:</b> <i>is willing to and actively challenges the status quo</i></p>	<p>Consciously challenges the status quo</p> <p>Is comfortable with leading change initiatives with uncertain outcomes</p> <p>Systematically considers new and better ways of doing things</p>
<p><b>Optimize:</b> <i>inspires and leads new and challenging innovations</i></p>	<p>Inspires teachers to accomplish things that might seem beyond their grasp</p> <p>Portrays a positive attitude about the ability of the staff to accomplish substantial things</p> <p>Is a driving force behind major initiatives</p>
<p><b>Ideals/beliefs:</b> <i>communicates and operates from strong ideals and beliefs about schooling</i></p>	<p>Holds strong professional beliefs about schools, teaching, and learning</p> <p>Shares beliefs about schools, teaching, and learning with the staff</p> <p>Demonstrates behaviors that are consistent with beliefs</p>
<p><b>Monitors/ evaluates:</b> <i>monitors the effectiveness of school practices and their impact on student learning</i></p>	<p>Monitors and evaluates the effectiveness of curriculum, instruction, and assessment</p>

<b>Responsibilities (extent to which the principal ...)</b>	<b>Associated practices</b>
<p><b>Flexibility:</b>  <i>adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent</i></p>	<p>Is comfortable with major changes in how things are done</p> <p>Encourages people to express opinions contrary to those with authority</p> <p>Adapts leadership style to needs of specific situations</p> <p>Can be directive or non-directive as the situation warrants</p>
<p><b>Situational awareness:</b>  <i>is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems</i></p>	<p>Is aware of informal groups and relationships among staff of the school</p> <p>Is aware of issues in the school that have not surfaced but could create discord</p> <p>Can predict what could go wrong from day to day</p>
<p><b>Intellectual stimulation:</b>  <i>ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture</i></p>	<p>Keeps informed about current research and theory regarding effective schooling</p> <p>Continually exposes the staff to cutting-edge ideas about how to be effective</p> <p>Systematically engages staff in discussions about current research and theory</p> <p>Continually involves the staff in reading articles and books about effective practices</p>