



Leadership for Personalized Learning

A Crosswalk between the Massachusetts Professional Standards for Administrative Leadership and the JFF/CCSSO Leadership Competencies for Learner-Centered, Personalized Education

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MAPLE

LearnLaunch



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

About the Massachusetts Personalized Learning Edtech (MAPLE) Consortium

The [MAPLE Consortium](#) is a public-private partnership between the [LearnLaunch Institute](#) and the [Massachusetts Department of Elementary and Secondary Education](#) to catalyze personalized learning in the Commonwealth with the purpose of better preparing students for their future.

The MAPLE Consortium energizes solutions to ensure student access to personalized learning throughout public education in the Commonwealth. By building public will and connecting schools with necessary resources – professional learning, digital tools, funding strategies, and a rich evidence base – innovative models of teaching and learning will scale and student engagement and achievement will improve.

About LearnLaunch Institute

[LearnLaunch Institute](#) catalyzes a community that drives innovation to transform learning and increase achievement. Our education innovation ecosystem mobilizes educators, entrepreneurs, learners, investors, and industry affiliates. As a nonprofit, the Institute offers learning opportunities, support services, and a school pilot network. We believe in expanding access to learning that is engaging, personalized, and effective. Edtech is a critical component of achieving this vision at scale. For more information, visit www.learnlaunch.org or follow us @LearnLaunch. LearnLaunch Institute is a part of the LearnLaunch family, which includes LearnLaunch Accelerator and LearnLaunch Campus.

About Nellie Mae Education Foundation

This project is supported by funds from the [Nellie Mae Education Foundation](#)

The [Nellie Mae Education Foundation](#) supports the promotion and integration of student-centered approaches to learning at the high school level across New England—where learning is personalized; learning is competency-based; learning takes place anytime, anywhere; and students exert ownership over their own learning.

The logo for the Maple Consortium, featuring the word "MAPLE" in a bold, sans-serif font. Each letter is a different color: M (blue), A (red), P (orange), L (green), and E (green).The logo for LearnLaunch, featuring the word "LearnLaunch" in a bold, sans-serif font. "Learn" is in blue and "Launch" is in red.The logo for the Nellie Mae Education Foundation, featuring a stylized "E" made of three overlapping shapes in teal, yellow, and purple. To the right of the "E" is the text "nellie mae EDUCATION FOUNDATION" in a sans-serif font, with "nellie mae" in teal, "EDUCATION" in yellow, and "FOUNDATION" in purple.

This report introduces the Jobs for the Future/The Council of Chief State School Officers (JFF/CCSSO) Leadership Competencies for Learner-Centered, Personalized Education and a crosswalk between these Leadership Competencies and the Massachusetts Professional Standards for Administrative Leadership.

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Introduction

This report introduces the Jobs for the Future/The Council of Chief State School Officers (JFF/CCSSO) Leadership Competencies for Learner-Centered, Personalized Education and a crosswalk between these Leadership Competencies and the Massachusetts Professional Standards for Administrative Leadership.

This tool is intended to be a resource for district and campus leaders in the Commonwealth of Massachusetts. The objective is to support leaders in several areas: 1) inform discussions and practices leading to student personalized learning; 2) foster a common understanding of leadership knowledge focused on improving teaching, learning and student achievement; 3) offer tools that can be helpful in the preparation for future administrative roles, and 4) exceed commonwealth professional standards and indicators.

This tool is also a crosswalk between the [Massachusetts Professional Standards for Administrative Leadership](#), amended by the Massachusetts Board of Elementary and Secondary Education in 2017, and the [Leadership Competencies for Learner-Centered, Personalized Education](#) (“JFF/CCSSO Leadership Competencies”) created by Jobs for the Future (JFF) and the Council for Chief State School Officers (CCSSO) in 2017.

The Massachusetts Professional Standards for Administrative Leadership sets expectations and provides a rubric to assess leadership based on those expectations. The JFF/CCSSO Leadership Competencies describe the specific knowledge, skills, and behaviors of leaders and teams who want to specifically support a school culture that puts students at the center of their own learning. Within the Crosswalk, leaders and teams will find the specific competencies that will assist in accomplishing the Massachusetts Professional Standards for Administrative Leadership.

Personalized Learning

There are many definitions of personalized learning (also called student-centered learning), and they all share a focus on tailoring the educational system to individual students’ strengths, needs and interests¹. The Massachusetts Personalized Learning Edtech (MAPLE) Consortium, a public-private partnership between the LearnLaunch Institute and the Massachusetts Department of

Who is the audience for the Crosswalk?

While the Massachusetts Professional Standards for Administrative Leadership specifically address school-based leaders and district leaders (including principal supervisors), this Crosswalk is geared toward school leaders, including department heads, coaches, teacher leaders, and others exercising leadership, whether formally or informally.

¹ Terms closely associated with personalized learning include student- and learner-centered learning. For consistency, “personalized learning” is used throughout this report.

Elementary and Secondary Education, articulates the following definition of personalized learning for Massachusetts:



Personalized learning seeks to accelerate student learning by tailoring the instructional environment – what, when, how and where students learn – to address the individual needs, skills and interests of each student.

Within a framework of established curriculum standards and high expectations, personalized learning motivates students to reach their goals. Students take ownership of their own learning and develop deep, personal connections with each other, their teachers and other adults.

Technology is necessary to implement personalized learning effectively, affordably, and at significant scale. Teachers leverage technology to gain detailed and timely knowledge of their students that guides instruction. Effective use of technology allows teachers and students to focus more on creativity, critical thinking, and collaboration.²

What sets Massachusetts’ definition of personalized learning apart from others is the explicit focus on established curriculum standards, high expectations, and the acknowledgement that technology is an important tool for supporting all students.

Goal of the Crosswalk

While the [Massachusetts Professional Standards for Administrative Leadership](#) set expectations for effective leadership practice in Massachusetts and are the basis for leadership competency and evaluation, the JFF/CCSSO Leadership Competencies articulate the actions leaders and their teams can take to lead improvements in personalized learning. In connecting these two documents, the Crosswalk helps educators formulate, design, and implement strategies in their schools to move to personalized learning in a way that is consistent with best practices in leadership.

² MAPLE Consortium (2018, April 23), *Personalized Learning*. Retrieved from <http://learnlaunch.org/maple-personalized-learning/>

Massachusetts Professional Standards for Administrative Leadership

The Massachusetts Professional Standards for Administrative Leadership ([603 CMR 7.10](#)) sets expectations for leadership and guides each school administrator’s professional learning and development. The decisions and actions a Massachusetts administrator take are the basis for evaluation of their leadership. The four standards and associated indicator areas are:

- **Instructional Leadership**
Indicators: Curriculum; Instruction; Assessment; Evaluation; Data-informed Decision-making; Student Learning
- **Management and Operations**
Indicators: Environment; Human Resources Management and Development; Scheduling and Management Information Systems; Laws, Ethics and Policies; Fiscal Systems
- **Family and Community Engagement**
Indicators: Engagement; Sharing Responsibility; Communication; Family Concerns
- **Professional Culture**
Indicators: Commitment to High Standards; Cultural Proficiency; Communications; Shared Vision; Managing Conflict³

JFF/CCSSO Leadership Competencies

The JFF/CCSSO Leadership Competencies in response to growing national interest in the field for more personalized, student-centered school designs, which address educational equity and provide students greater voice, choice and flexibility in the learning process; enable learning experiences for students based on their individual strengths and needs; and determine student progress based on demonstrated competency, not seat time.

The JFF/CCSSO Leadership Competencies address four key Leadership domains with issues of Equity and Inclusion transfused throughout.

Equity and Inclusion

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. Working toward equity involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social, economic, or cultural factor.
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

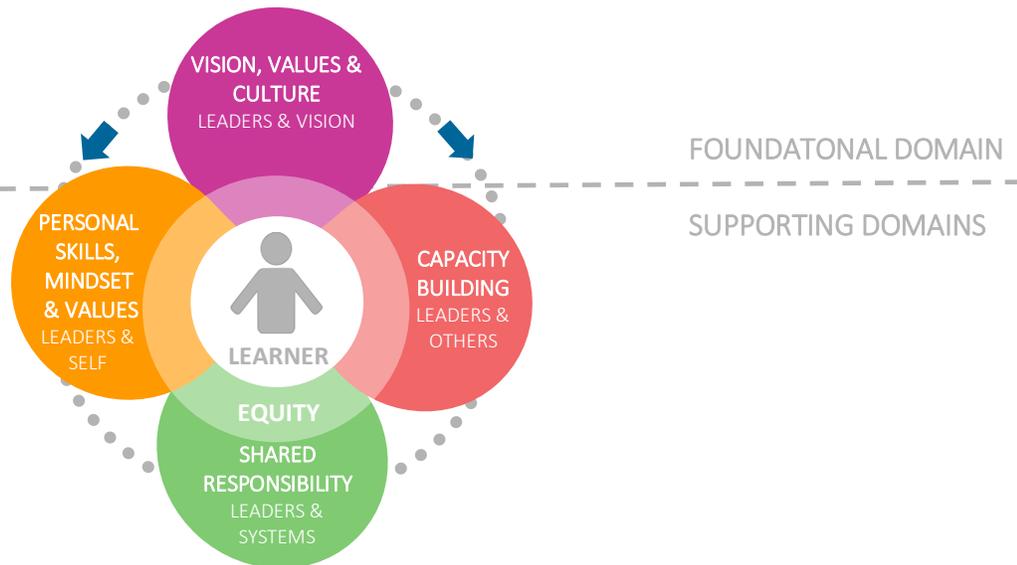
(JFF/CCSSO Leadership Competencies, p. 17)

³ The Massachusetts Professional Standards for Administrative Leadership <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10>

Four Leadership Competency Domains

1. Vision, Values and Culture: Leaders & Vision (Foundational Domain)
2. Personal Skills, Mindset & Values: Leaders & Self
3. Capacity Building: Leaders & Others
4. Shared Responsibility: Leaders & Systems

Each domain includes specific leadership competencies and indicators that are actionable strategies for creating and sustaining learner-centered, personalized education. The equity lens is applied to each domain based on the National Equity Project definition of equity that “every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income”.⁴



Leadership Competencies for Learner-Centered, Personalized Education⁵

To understand the Crosswalk and use it most effectively, it is important to understand the JFF/CCSSO Leadership Competencies. To help leadership teams get started on the process of understanding the JFF/CCSSO Leadership Competencies within the context of their own work, we provide a Leadership Competencies Self-Assessment (Appendix A). This self-assessment encourages leaders to spend 15-30 minutes ranking particular statements according to where they think their school leadership team is along the spectrum of each of the Leadership Competency Domains and Indicators. It provides guiding questions for leaders to discuss what they think about their own context in moving to personalized learning.

⁴ JFF/CCSSO Leadership Competencies, p. 18.

⁵ JFF/CCSSO Leadership Competencies, p. 16.

Comparisons between the Massachusetts Professional Standards for Administrative Leadership and the JFF/CCSSO Leadership Competencies

The Massachusetts Professional Standards for Administrative Leadership and the JFF/CCSSO Competencies, have different, yet compatible and mutually supportive scopes and purposes as described below:

	Massachusetts Professional Standards for Administrative Leadership	JFF/CCSSO Leadership Competencies
Audience	School-based leaders and district leaders (including principal supervisors)	“Leaders and teams” - District, school and teacher leaders, including department heads, coaches, and others exercising leadership within the building, whether formally or informally
Leadership Focus	Full range of core performance standards, indicators, and elements for school leaders	Targeted focus on innovative leadership for personalized and student-centered learning in pursuit of educational equity
Expectations	Tied to the development of successful leadership of a school, and a basis for administrator evaluation	Tied to development of specific competencies for personalized and student-centered learning
Level of Detail	Sets overall expectations	Identifies specific approaches and activities that support personalized learning for all students

- Audience:** While the [Massachusetts Professional Standards for Administrative Leadership](#) focus specifically on school and district administrators. The Leadership Competencies are broader in their definition of leadership and include “building leaders, instructional designers, coaches, teacher leaders, and others assuming collective responsibility for outcomes across a community of student and professional learners”.

- **Leadership Focus:** The Massachusetts Professional Standards for Administrative Leadership address the full range of core performance standards, indicators, and elements for what effective leadership should look like in our schools. The Leadership Competencies are more specific in their targeted focus on innovative leadership to create learner-centered learning environments in pursuit of educational equity.
- **Expectations:** The Massachusetts Professional Standards for Administrative Leadership identify the expectations for all school leaders and aspiring school leaders and provide guidelines for evaluation. The Leadership Competencies address strategies for leading school change. It is expected that school leaders will target the most relevant starting points and competencies that fit their situation, using this Crosswalk as a guide, rather than trying to meet all of the competencies at once.
- **Level of Detail:** While there are four core Massachusetts Professional Standards for Administrative Leadership and four Leadership Competency domains, they are structured differently and the level of detail and specificity differs. The Massachusetts Professional Standards for Administrative Leadership delineate expectations and provide a rubric to assess leadership based on those expectations. It is important to note that these standards do not describe specific activities leaders might do to meet the standards. The Leadership Competencies are more specific and include many more detailed indicators and activities that support leaders in implementing personalized learning for all students.

Planning for Personalized Learning

1. Clarify Vision for Personalized Learning

Making the shift to personalized learning requires examining your school’s vision - what it values and why, and what future success will look like - from the perspective of the learner.

The purpose of examining the school’s vision from the perspective of learners (students) is not to reinvent the vision. Rather it is a process that should involve multiple stakeholders over a sustained timeframe to re-imagine how students experience school and whether that experience is consistent with the vision. For example, leaders and teams should put themselves in the shoes of students they know.

The JFF/CCSSO Competencies’ emphasis on Vision, Values and Culture as a foundational domain can help leaders and teams understand how to strengthen their culture for personalized learning. The Crosswalk will help them see how these efforts are tied to the expectations for which they will be held accountable. Additionally, there is a particularly

Profile of a Graduate

Many schools and districts transitioning to personalized learning recognize the importance of creating and updating their profile of a graduate. The Leadership Competencies provide a useful overview to how a focus on personalized learning supports middle and high schools in the development of a new vision for a profile of a graduate that is rooted in an emphasis on deeper-learning competencies and 21st century skills.

(JFF/CCSSO Leadership Competencies, p. 8-9)

strong alignment between the Massachusetts Professional Standards for Effective Administrative Leadership and the Vision, Values and Culture domain in the JFF/CCSSO Competencies.

2. Identify Priorities for Personalized Learning

Structuring a conversation around the following questions can help leaders and their teams identify goals and priorities for their plan for personalized learning. These questions can help launch an important conversation within a school, district, leadership team or other school forums about transitioning to personalized and student-centered learning. These questions, each of which connects to a core tenet of personalized learning as defined by MAPLE, explicitly prompt leaders and their stakeholders to take a 360-degree perspective in examining conditions in their school.

Questions for the leadership team to consider include:

- How are deep personal connections between students, teachers and other adults supported?
 - How do *students* experience these connections?
- In what ways are students motivated to identify and reach their goals, allowing them to take ownership of their learning?
 - From where do *students* derive their motivation?
- Is detailed knowledge of student learning available in real-time, or close to real-time?
 - If so, how do teachers act on that information to guide instruction?
 - If so, how do *students* act on that information to guide their learning?
- What is the relevance of what students are learning?
- Do teachers and leaders make effective use of technology for instruction to support personalized learning?
- To what extent is there flexibility in what, when, how, and where learning occurs?
 - Do *students* perceive learning and instruction as flexible?
- Is student progress based on mastery of the standards, as opposed to seat time?
- Do *students* understand the expectations for what constitutes high quality work and how to ask for help (from peers, teachers, and other experts) if their work does not meet those expectations?
 - How do *students* know when they have demonstrated mastery in academic content, separate from work habits and behavior, and are they given multiple opportunities to demonstrate mastery?

Asking these questions from students' perspective is important and helpful. In responding to these questions, leadership teams should be able to answer the key question, "How do I know?" and provide evidence supporting this assertion or know where to look.

3. Take an Equity Perspective on Personalized Learning

Leadership and teams should also be able to articulate how their plans apply to all students in the school and address their diverse educational needs. The JFF/CCSSO Leadership Competencies provide important guidance on these goals. “These competencies describe the kinds of capabilities educators need to support success for all learners, regardless of socio-economic background, race, ethnicity, skill level, learning or physical ability or differences, age, gender, linguistic heritage, sexual orientation, immigrant status, religion, or culture. They are compiled from research, practice, and evidence that cross these categories.”⁶ The JFF/CCSSO Competencies’ strong focus on equity can support leaders and leadership teams in understanding how a transition to personalized learning can help them address persistent inequities and enable them to meet the needs of all of their learners. For this reason, the Leadership Competencies and the Crosswalk include an equity and inclusion notation  identifying competencies and indicators with this specific focus.

4. Align with Professional Leadership Expectations

The Crosswalk situates the JFF/CCSSO Leadership Competencies within the broader framework of the Massachusetts Professional Standards for Effective Administrative Leadership. Individuals, teams, and even entire schools will have their own unique path to personalizing learning. After discussing their responses to the questions about priorities for personalized learning, leadership teams can identify an area to focus on more deeply and connect it to the appropriate Massachusetts Professional Standards for Administrative Leadership. School leaders with established professional goals might align activities and strategies from the Leadership Competencies with their existing evaluation cycle.

Full Crosswalk

This crosswalk identifies the alignment of the Leadership Competencies in support of mastering the Massachusetts Professional Standards for Administrative Leadership. Use this Crosswalk chart to learn about how striving for and mastering the Leadership Competencies also fulfills these standards. In this chart, each leadership competency has been directly aligned to the Massachusetts Professional Standards for Administrative Leadership with the strongest correlation. The standards that align with the listed competency are identified in the light grey boxes. The Leadership Competencies include an equity and inclusion notation  identifies competencies and indicators that address equity and inclusion.

⁶ JFF/CCSSO Leadership Competencies, p. 11.

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Massachusetts
Professional Standards
for Administrative
Leadership**

**JFF/CCSSO Leadership
Competencies**

Note: Each Leadership Competency is directly aligned once to the Massachusetts Professional Standard with the strongest fit. Additional standards that align with each competency are listed below.

EI : Equity and Inclusion

Standard I: Instructional Leadership - The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Vision, Values and Culture

4. Create norms that foster student voice, choice, and agency
 - a. *Establish structures and policies that create a learning environment in which developmentally appropriate learner voice, choice, and growth mindsets matter and abound, via strategies such as:
 - I. Student-led and adult-supported, developmentally appropriate processes used to make choices, monitor progress, and set goals
 - II. Establishing approaches to curriculum, instruction, and assessment that prioritize student co-design and choice
 - III. Multiple options for students to demonstrate growth toward mastery of a standard or competency
 - IV. Students contributing to classroom or learning community decision-making processes, including participatory-action research, place-based education, restorative circles, and class meetings.

*These competencies impact all indicators for instructional leadership.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations:
 - (a) Environment
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (d) Continuous Learning

(a) Curriculum Indicator: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Personal Skills, Mindsets and Values

1. Have relevant content, instructional, human development and technical knowledge and skills
 - g. Have a solid grasp of universal design for learning (UDL) and how it applies to a whole range of elements of learner-centered, personalized approaches including curriculum design, strategic thinking, and procurement decisions. **EI**

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (a) Environment
 - (e) Fiscal Systems

	<p style="text-align: right;">Standard 4: Professional Culture (d) Continuous Learning</p> <p>Capacity Building for Innovation and Continuous Improvement</p> <p>2. Develop instruction that improves learning</p> <ul style="list-style-type: none"> a. Reference the Educator Competencies for a complete set of instructional approaches that are learner-centered and personalized. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: right;">Standard 4: Professional Culture (d) Continuous Learning (e) Shared Vision</p>
<p>(b) Instruction Indicator: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p>	<p>Vision, Values and Culture</p> <p>2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory</p> <ul style="list-style-type: none"> b. Create regular opportunities for staff to help all students reach and demonstrate their potential.  <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: right;">Standard 2: Managements & Operations (a) Environment</p>
	<p>Vision, Values and Culture</p> <p>3. Establish and sustain a learning-focused culture of risk-taking and continuous improvement</p> <ul style="list-style-type: none"> e. Make learning the core of the mission and organizing force of the work (as opposed to teaching or grading) by: <ul style="list-style-type: none"> I. Ensuring that higher levels of learning for each and every student drive decision-making (and not standardized, inflexible, group-focused processes) II. Problem solving with staff to remove barriers and increase learning opportunities when need arises. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: right;">Standard 4: Professional Culture (a) Commitment to High Standards (d) Continuous Learning (e) Shared Vision</p>
	<p>Vision, Values and Culture</p> <p>4. Create norms that foster student voice, choice, and agency</p> <ul style="list-style-type: none"> a. Use techniques that ensure students of all learning abilities have the skills and competencies to access personalized (e.g. self-advocacy, self-determination).  <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: right;">Standard 1: Instructional Leadership (d) Evaluation Standard 4: Professional Culture (b) Cultural Proficiency (e) Continuous Learning</p>

	<p>Personal Skills, Mindsets and Values</p> <p>1. Have relevant content, instructional, human development and technical knowledge and skills</p> <ul style="list-style-type: none"> a. Have a solid and observable grasp of the learning theory underpinning learner-centered, personalized approaches, including: <ul style="list-style-type: none"> I. Appropriate curriculum, pedagogy, and level of choice for the developmental age of students II. The impact that identity and emotional development, adversity, trauma, and stress can have on learning and a student’s readiness to engage in learning. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (a) Curriculum</p> <p>Standard 2: Management & Operations (a) Environment</p> </div>
<p>(c) Assessment Indicator: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth and understanding, and also make necessary adjustments to their practice when students are not learning.</p>	<p>Personal Skills, Mindsets and Values</p> <p>1. Have relevant content, instructional, human development and technical knowledge and skills</p> <ul style="list-style-type: none"> d. Be trained in and emphasize the need for instructional leadership. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (a) Curriculum</p> </div> <p>Capacity Building for Innovation and Continuous Improvement</p> <p>4. Build educators’ capacity for assessment for learning and strategic data use</p> <ul style="list-style-type: none"> a. In addition to leadership’s data monitoring, support all educators to employ multiple assessment strategies that: EI <ul style="list-style-type: none"> I. Are consistent with knowledge of child learning and development, including the effective use of formative assessment practices and the use of summative assessments (e.g., performance assessments, competency-based assessments, curriculum-embedded assessment, computer-adaptive testing, and student self- and peer-assessment) II. Encourage and engage students in age-appropriate regular monitoring, interpretation, and interventions based on learning data III. Support staff’s (along with students, parents, and broader community as appropriate) ownership of and accountability for monitoring overall learning community progress toward student learning goals. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (e) Data-Informed</p> <p>Standard 3: Family & Community Engagement (b) Sharing Responsibility (c) Communication</p> </div>

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 4. Foster systems that support personalization
 - c. Enhance ability to provide real-time assessment and learning tracking with new digital tools.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (e) Fiscal Systems
- Standard 4: Professional Culture
 - (d) Continuous Learning

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 6. Use communication approaches that enable shared responsibility
 - d. Ensure educators, students, and parents understand how to use assessment data appropriately to monitor student progress, improve learning, and communicate about data and improvements through strategies such as: EI
 - I. Transparency in reporting
 - II. Clear communication that any data point is just a snapshot and doesn't define the learner
 - III. Sensitivity to the needs of different audiences when sharing data and information, including explaining how data and evidence are used and how decisions are made
 - IV. Student co-construction of criteria for proficiency or quality.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed
 - (f) Student Learning
- Standard 3: Family & Community Engagement
 - (c) Communication
 - (d) Family Concern
- Standard 4: Professional Culture
 - (e) Shared Vision

(d) Evaluation Indicator:
Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

- 1. Ensures educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
- 2. Makes frequent unannounced visits to

Vision, Values and Culture

- 4. Create norms that foster student voice, choice, and agency
 - b. Develop, support, and celebrate educator agency as a model and means to providing student voice and agency.
 - d. Develop a system for monitoring student engagement as part of staff reviews.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
 - (d) Continuous Learning

Capacity Building for Innovation and Continuous Improvement

- 2. Develop instruction that improves learning
 - e. Deliver actionable feedback about instruction and other professional practices via coaching approaches that:

<p>classrooms and gives targeted and constructive feedback to teachers.</p> <p>3. Exercises sound judgment in assigning ratings for performance.</p> <p>4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases where a discrepancy exists.</p>	<ol style="list-style-type: none"> I. Are job-embedded and use teacher leaders or partnerships with area education agencies to distribute leadership and responsibilities II. Employ educators’ ability to self-assess III. Use multiple means of employing summative and formative data to understand individual educator’s performance IV. Place ultimate accountability for learning in teams and groups of educators. <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (d) Continuous Learning</p> </div>
	<p style="color: #e91e63; font-weight: bold;">Capacity Building for Innovation and Continuous Improvement</p> <p>3. Support a culture of risk-taking and continuous improvement for educators</p> <ol style="list-style-type: none"> b. Adopt an orientation toward a strengths-based, continuous improvement approach for all educators that is personalized to their learning needs. <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (d) Continuous Learning</p> </div>
	<p style="color: #e91e63; font-weight: bold;">Capacity Building for Innovation and Continuous Improvement</p> <p>3. Support a culture of risk-taking and continuous improvement for educators</p> <ol style="list-style-type: none"> c. Provide customized support that pays careful attention to each educators’ background, where education, previous training, or institutional norms may prove a challenge to their ability to take risks or a transparent approach to discussing their mistakes. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (c) Communications (d) Continuous Learning (f) Managing Conflict</p> </div>
	<p style="color: #e91e63; font-weight: bold;">Personal Skills, Mindsets and Values</p> <p>1. Have relevant content, instructional, human development and technical knowledge and skills</p> <ol style="list-style-type: none"> b. Balance challenges with supports to optimize each educator’s growth over time. <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (d) Continuous Learning</p> </div>

Personal Skills, Mindsets and Values

- 4. Model being a risk-taker and innovator
 - b. Continually read and interpret the learning environment in order to identify patterns, need for development, and leverage points for new and innovative actions

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
 - (b) Instruction
- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (d) Continuous Learning

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 3. Establish Collective Accountability
 - a. Align learning community’s accountability measures with a culture of risk-taking to ensure that accountability structures, systems, and measures support rather than inhibit risk-taking and continuous improvement.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (f) Student Learning
- Standard 2: Management & Operations
 - (b) Human Resources
 - (c) Schedule & Information Systems Management
- Standard 4: Professional Culture
 - (d) Continuous Learning

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 3. Establish Collective Accountability
 - g. Build the capacity over time of educator teams to oversee complex projects, lead others, and conduct peer observations, including a rigorous, consistent educator improvement system that provides timely, evidence-based, and actionable feedback.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed
- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (d) Continuous Learning

(e) Data-informed Decision-making Indicator: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Personal Skills, Mindsets and Values

- 1. Have relevant content, instructional, human development and technical knowledge and skills
 - c. Demonstrate ability to navigate between district and state assessment, standards, and curriculum and how they interact in a personalized system.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
 - (b) Instruction
 - (c) Assessment
- Standard 4: Professional Culture
 - (d) Continuous Learning

Personal Skills, Mindsets and Values

- 1. Have relevant content, instructional, human development and technical knowledge and skills
 - e. Observe and direct the use of data for continuous improvement in a personalized instruction system.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (c) Assessment
 - (d) Evaluation
 - (f) Student Learning
- Standard 4: Professional Culture
 - (d) Continuous Learning

Personal Skills, Mindsets and Values

- 4. Model being a risk-taker and innovator
 - c. Use evidence and strategic priorities as a basis for decision-making.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (d) Evaluation
- Standard 4: Professional Culture
 - (d) Continuous Learning

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 2. Use assessment for and as learning
 - b. Work with educators to apply quantitative and qualitative data systematically and in a timely manner to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to design and modify personalized learning paths toward meeting school, district, and state standards. 

		<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (b) Instruction (f) Student Learning</p> <p>Standard 4: Professional Culture (a) Commitment to High Standards (e) Shared Vision</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>3. Establish Collective Accountability</p> <p>c. Use a comprehensive school-quality review process to engage the learning community, including students, teachers, boards, community, unions, and others in reviewing results and implementing improvements.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (d) Law, Ethics, & Policies</p> <p>Standard 3: Family & Community Engagement (c) Communication</p> <p>Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>4. Foster systems that support personalization</p> <p>b. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation of personalized, learner-centered approaches.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (f) Student Learning</p> <p>Standard 4: Professional Culture (d) Continuous Learning (e) Shared Vision</p>
<p>(f) Student Learning Indicator: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p>	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>2. Use assessment for and as learning</p> <p>d. Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student-led parent-teacher conferences, or capstone projects).</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (a) Curriculum (b) Instruction (c) Assessment</p> <p>Standard 4: Professional Culture (e) Shared Vision</p>

Standard 2: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

**Massachusetts
Professional Standards
for Administrative
Leadership**

**JFF/CCSSO Leadership
Competencies**

Note: Each Leadership Competency is directly aligned once to the Massachusetts Professional Standard with the strongest fit. Additional standards that align with each competency are listed below.

EI : Equity and Inclusion

(a) Environment Indicator:
Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.

Vision, Values and Culture

2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory **EI**
- d. Support and enhance students' social and emotional development through:
 - I. Adopting practices shown to develop safe learning environments (e.g., community and family partnerships, trauma-informed pedagogies, restorative justice)
 - II. Adopting practices shown to develop safe learning environments (e.g., community and family partnerships, trauma-informed pedagogies, restorative justice)
 - III. Continually assessing systems and procedures to ensure the learning community environment is physically and emotionally safe and secure.

Additional Standards Supported by this Competency

Standard 3: Family & Community Engagement
(b) Sharing Responsibility
Standard 4: Processional Culture
(b) Cultural Proficiency
(d) Continuous Learning

Vision, Values and Culture

2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory
- e. Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur. **EI**

Additional Standards Supported by this Competency

Standard 2: Management & Operations
(d) Law, Ethics, & Policies
Standard 4: Processional Culture
(b) Cultural Proficiency
(f) Managing Conflict

	<p>Vision, Values and Culture</p> <p>3. Establish and sustain a learning-focused culture of risk-taking and continuous improvement</p> <ul style="list-style-type: none"> b. Establish a safe environment where seeking help and questioning—academically, mentally, and physically—is encouraged and barriers are reduced for adults and learners to do so. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 2: Managements & Operations <ul style="list-style-type: none"> (b) Human Resources Standard 4: Professional Culture <ul style="list-style-type: none"> (d) Continuous Learning </div>
<p>(b) Human Resources Management and Development Indicator: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high quality and effective practice.</p>	<p>Capacity Building for Innovation and Continuous Improvement</p> <p>2. Develop instruction that improves learning</p> <ul style="list-style-type: none"> e. Develop educators’ ability to help students self-reflect and self-regulate via strategies such as goal setting and self-assessment with particular attention to building in appropriate supports for students who have not previously had sufficient or equitable opportunities to exercise voice and choice. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 1: Instructional Leadership <ul style="list-style-type: none"> (b) Instruction Standard 2: Managements & Operations <ul style="list-style-type: none"> (b) Human Resources Standard 4: Professional Culture <ul style="list-style-type: none"> (b) Cultural Proficiency (d) Continuous Learning (e) Shared Vision </div>
	<p>Capacity Building for Innovation and Continuous Improvement</p> <p>1. Build and sustain an effective team</p> <ul style="list-style-type: none"> a. To the extent possible, recruit, hire, support, develop, and retain effective and caring teachers and other professional staff who exhibit willingness to be active contributors to the values and approaches of the learner-centered, personalized setting and are committed to achieving equitable outcomes. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 1: Instructional Leadership <ul style="list-style-type: none"> (b) Instruction (c) Assessment (d) Evaluation (e) Data-Informed Standard 4: Professional Culture <ul style="list-style-type: none"> (a) Commitment to High Standards (b) Cultural Proficiency (d) Continuous Learning (e) Shared Vision </div>

Capacity Building for Innovation and Continuous Improvement

- 1. Build and sustain an effective team
 - c. Plan for and manage staff turnover and succession in order to maintain the risk-taking, innovative, learner-centered culture via opportunities for effective hiring, induction, and mentoring of new personnel.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
 - (b) Instruction
 - (c) Assessment
 - (d) Evaluation
- Standard 2: Managements & Operations
 - (a) Environment
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (b) Cultural Proficiency
 - (d) Continuous Learning
 - (e) Shared Vision
 - (f) Managing Conflict

Capacity Building for Innovation and Continuous Improvement

- 1. Build and sustain an effective team
 - d. Provide and develop numerous teacher-leadership pathways that enable educator voice and professional advancement without leaving the classroom (e.g., instructional coaches, curriculum coordinators, shared administration).

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (d) Evaluation
 - (e) Data-Informed
- Standard 2: Managements & Operations
 - (c) Schedule & Management Information Systems
 - (e) Fiscal Systems
- Standard 4: Professional Culture
 - (d) Continuous Learning

Capacity Building for Innovation and Continuous Improvement

- 5. Deliver strategic and personalized professional learning
 - a. Co-design and co-implement job-embedded, personalized, educator-designed and driven professional learning with faculty and staff.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (d) Evaluation
- Standard 4: Professional Culture
 - (d) Continuous Learning

	<p>Capacity Building for Innovation and Continuous Improvement</p> <p>5. Deliver strategic and personalized professional learning</p> <ul style="list-style-type: none"> c. Develop the capacity and commitment of staff to assess the value and applicability of emerging educational trends and research findings for the learning community and its improvement. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: center;">Standard 4: Professional Culture (d) Continuous Learning (e) Shared Vision</p> <p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>5. Enhance continuous improvement and personalized approaches with the use of technology</p> <ul style="list-style-type: none"> d. Communicate and collaborate with others to conduct a gap analysis of skills needed to move toward the use of technology by each learning-community member. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: center;">Standard 1: Instructional Leadership (d) Evaluation (e) Data-Informed Standard 2: Professional Culture (c) Communications</p>
<p>(c) Scheduling and Management Information Systems Indicator: Uses systems to ensure optimal use of time for teaching, learning and collaboration.</p>	<p>Capacity Building for Innovation and Continuous Improvement</p> <p>2. Develop instruction that improves learning</p> <ul style="list-style-type: none"> b. Work with staff to implement learning community-wide routines to maximize instructional time, establish coherence, ensure seamless transitions, and maintain focus on achieving the vision of personalized learning. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: center;">Standard 1: Instructional Leadership (b) Instruction (f) Student Learning Standard 4: Professional Culture (e) Shared Vision</p> <p>Capacity Building for Innovation and Continuous Improvement</p> <p>2. Develop instruction that improves learning</p> <ul style="list-style-type: none"> c. Ensure time and support for collaboration among teachers and their ability to pursue their passions, interests, and personal development in service of improving learning and learning conditions. <p style="text-align: right;">Additional Standards Supported by this Competency</p> <p style="text-align: center;">Standard 1: Instructional Leadership (d) Evaluation Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (d) Continuous Learning</p>

Capacity Building for Innovation and Continuous Improvement

- 4. Build educators’ capacity for assessment for learning and strategic data use
 - b. Build and develop the capacity of educators to conduct frequent, formal and informal observations to collect and discuss evidence and provide supportive feedback of each other’s practice (e.g., through collaborative teacher teams, faculty learning walks).

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (d) Continuous Learning

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 4. Foster systems that support personalization
 - f. Foster flexible schedules, calendars, use of space, and credit and grading systems that enable learner-centered, personalized approaches (e.g., dual enrollment, competency based, blended learning, expanded learning opportunities, work-based learning, internships).

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 4: Professional Culture
 - (e) Shared Vision

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 4. Foster systems that support personalization
 - e. Regularly review calendar, grading, and technical systems with the learning community to assess effectiveness and equity in application and access and improve as necessary. 

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed
 - (f) Student Learning
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (e) Shared Vision

(d) Laws, Ethics and Policies Indicator: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

(e) Fiscal Systems Indicator:
Develops a budget that supports the district's vision, mission and goals; allocates and manages expenditures consistent with district/school level goals and available resources.

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 4. Foster systems that support personalization
 - d. Seek, acquire, and manage the fiscal, physical, and other resources needed to support implementation of a learner-centered, personalized approach and creating inclusive learning environments and opportunities (e.g., curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement)

Additional Standards Supported by this Competency

- Standard 3: Family & Community Engagement
 - (a) Engagement
 - (b) Sharing Responsibility
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (c) Communications
 - (e) Shared Vision

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 5. Enhance continuous improvement and personalized approaches with the use of technology
 - f. Understand interoperability of data and technical standards to ensure money isn't wasted on systems that don't function together or exchange data well.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed

Standard 3: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

**Massachusetts
Professional Standards
for Administrative
Leadership**

**JFF/CCSSO Leadership
Competencies**

Note: Each Leadership Competency is directly aligned once to the Massachusetts Professional Standard with the strongest fit. Additional standards that align with each competency are listed below.

 : Equity and Inclusion

(a) Engagement Indicator:
Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community effectiveness.

(b) Sharing Responsibility Indicator: Continuously collaborates with families to support student learning and development both at home and at school.

(c) Communication Indicator:
Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

Personal Skills, Mindsets and Values

3. Demonstrate effective change management on an ongoing basis
 - f. Adopt a systems perspective and promote coherence among improvement efforts across programs, services, and community involvement to build an effective, aligned learning environment.

Additional Standards Supported by this Competency

- Standard 2: Managements & Operations
 - (c) Schedule & Management Information Systems
 - (e) Fiscal Systems
- Standard 3: Family & Community Engagement
 - (a) Engagement
- Standard 4: Professional Culture
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

1. Have relevant content, instructional, human development and technical knowledge and skills
 - h. Demonstrate awareness of different communication tools (e.g., face-to-face, newsletters, social media) and when to use each to help shape a narrative and deliver clear messaging.

		<p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 4: Processional Culture (c) Communications</p>
	<p>Personal Skills, Mindsets and Values</p> <p>2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches</p> <p>d. Build relationships with the primary adults in students’ education and accept responsibility for each student’s academic success and well-being.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (f) Student Learning</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 3: Family & Community Engagement (a) Engagement</p>
<p>(d) Family Concerns Indicator: Addresses family concerns in an equitable, effective, and efficient manner.</p>		

Standard 4: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

**Massachusetts
Professional Standards
for Administrative
Leadership**

**JFF/CCSSO Leadership
Competencies**

Note: Each Leadership Competency is directly aligned once to the Massachusetts Professional Standard with the strongest fit. Additional standards that align with each competency are listed below.

 : Equity and Inclusion

(a) Commitment to High Standards Indicator: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

- I. Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
- II. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

Vision, Values and Culture

1. Create and share a vision to prepare students for the future via inclusive, learner-centered, personalized approaches
 - b. Through dialogue with all learning community stakeholders—educators, students, parents, business leaders, and other learning communities in the system—develop a mission, vision, and core values that embrace the goal of college, career, and civic readiness for each student via learner-centered, personalized approaches.

Additional Standards Supported by this Competency

- Standard 3: Family & Community Engagement
 - (b) Sharing Responsibility
 - (c) Communication
- Standard 4: Professional Culture
 - (e) Shared Vision

Vision, Values and Culture

1. Create and share a vision to prepare students for the future via inclusive, learner-centered, personalized approaches
 - c. Inspire and engage all adults and students in both the learning and broader communities to adopt and enact the vision and mission by:
 - I. Building the capacity of staff to implement effective strategies to achieve the vision (for more detail, See Domain III: Capacity Building)
 - II. Collectively ensuring all decisions, resources, and structures are aligned to and support the vision (e.g., funding, use of technology, community supports, career exploration, use of time, grading policy) (for more detail, See Domain IV: Shared Responsibility and Structures)
 - III. Participating in an ongoing process to co-develop, implement, and communicate strategic plans aligned with shared vision, mission, and values.

Additional Standards Supported by this Competency

- Standard 2: Managements & Operations
 - (a) Environment
 - (e) Fiscal Systems
- Standard 4: Professional Culture
 - (d) Continuous Learning
 - (e) Shared Vision

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 1. Create structures to support and spread innovation
 - b. Understand and implement a “loose-tight” leadership structure in which certain standards, values, and principles are transparent and firm; while means and methods are left to the discretion of the education professionals.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
 - (b) Instruction
 - (c) Assessment
- Standard 4: Professional Culture
 - (e) Shared Vision

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 1. Create structures to support and spread innovation
 - d. Create routines that encourage the faculty to share professional learning and promising practices in order to spread successful innovation throughout the learning community.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
 - (b) Instruction
 - (c) Assessment
- Standard 4: Professional Culture
 - (e) Shared Vision

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 5. Enhance continuous improvement and personalized approaches with the use of technology
 - a. Understand how technology can be used to support learning, teaching, and operational efficiency in alignment with the learning community’s mission, goals, and core values.

Additional Standards Supported by this Competency

- Standard 2: Managements & Operations
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (e) Shared Vision

Personal Skills, Mindsets and Values

2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches
- c. Publicly model belief in the potential of every student to achieve at high levels through:
 - EI**
 - I. Regular staff and student exposure to student work that demonstrates student potential
 - II. Regular staff and student exposure to examples of the staff’s ability to help students reach their potential
 - III. Never giving up on a student, ever
 - IV. Demonstrating courage to tackle fundamentally inequitable systems and historical forms of oppression that shape perspectives, practices, and privilege.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (e) Shared Vision

Personal Skills, Mindsets and Values

3. Demonstrate effective change management on an ongoing basis
- d. Understand the difference between times for input and co-development and times to make (sometimes tough) decisions.

Additional Standards Supported by this Competency

- Standard 4: Professional Culture
 - (c) Communications
 - (d) Continuous Learning
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

3. Demonstrate effective change management on an ongoing basis
- e. Be capable of setting priorities to maintain the day-to-day functions of a learning community while still balancing the visionary and transformational aspects of leadership for learning.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (f) Student Learning
- Standard 2: Management & Operations
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (e) Shared Vision
 - (f) Managing Conflict

(b) Cultural Proficiency
Indicator: Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

Vision, Values and Culture

2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory
- a. Create and sustain an environment in which each learner is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the learning community. **EI**

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (a) Environment
- Standard 4: Professional Culture
 - (d) Continuous Learning
 - (e) Shared Vision

Vision, Values and Culture

2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory
- c. With staff, confront and alter institutional biases manifest in student marginalization, deficit-based learning, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. **EI**

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (a) Environment
 - (b) Human Resources
 - (d) Law, Ethics, & Policies

Vision, Values and Culture

2. Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory
- d. Conduct and co-develop ongoing processes with staff and learners to understand how their personal experiences shape their interpretation of the world by: **EI**
 - I. Developing routines and language that encourage respect and celebration of these experiences and differences
 - II. Identifying staff and students' strengths and assets for teaching and learning.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (a) Environment
 - (b) Human Resources
- Standard 3: Family & Community Engagement
 - (a) Engagement

Vision, Values and Culture

5. Foster and maintain connections to local and global community
- b. Infuse the learning community's environment with the cultures and languages of the students, their families, and educators. **EI**

		<p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 3: Family & Community Engagement (a) Engagement (c) Communication (d) Family Concerns</p> <p>Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Vision, Values and Culture</p> <p>5. Foster and maintain connections to local and global community</p> <p>c. Promote the participation among students and adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity—in leadership, teaching, and student learning processes and products—service, sustainability, social action, and digital-age collaboration.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 3: Family & Community Engagement (a) Engagement</p> <p>Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>2. Use assessment for and as learning</p> <p>c. Employ an approach to assessment and curriculum design that reduces barriers and optimizes levels of challenge and support, to meet the needs of all learners from the start—also known as Universal Design for Learning. EI</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (a) Curriculum (b) Instruction (c) Assessment</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Personal Skills, Mindsets and Values</p> <p>2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches</p> <p>a. Demonstrate ability to reflect on one’s place in society as it is shaped by class, race, education markers, and relative privilege, and to seek remedies for biases. EI</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 3: Family & Community Engagement (d) Continuous Learning</p>

	<p>Personal Skills, Mindsets and Values</p> <p>2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches</p> <ul style="list-style-type: none"> b. Recognize, respect, and employ an equity lens in which each student’s strengths, diversity, experiences, learning differences, and culture are viewed as assets for teaching and learning. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (b) Instruction</p> <p>Standard 3: Family & Community Engagement (c) Communication</p> </div>
<p>(c) Communications Indicator: Demonstrates strong interpersonal, written, and verbal communication skills</p>	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>6. Use communication approaches that enable shared responsibility</p> <ul style="list-style-type: none"> b. Acknowledge different stakeholders and constituencies whose trust and confidence must be gained and differentiated strategies and feedback loops to support each (students, adults in the learning community, families and immediate community, the broader public, policymakers). EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 3: Family & Community Engagement (a) Engagement (b) Sharing Responsibility</p> <p>Standard 4: Professional Culture (f) Managing Conflict</p> </div>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>6. Use communication approaches that enable shared responsibility</p> <ul style="list-style-type: none"> c. Strive to translate more abstract ideas into tangible and realistic next steps in which people can locate their own role, so that complex problems and concepts do not overwhelm the community’s ability to engage in problem solving and action. EI <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources</p> <p>Standard 3: Family & Community Engagement (b) Sharing Responsibility</p> <p>Standard 4: Professional Culture (e) Shared Vision</p> </div> <p>Personal Skills, Mindsets and Values</p> <p>2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches</p> <ul style="list-style-type: none"> e. Reflect a genuine curiosity, the ability to develop trusting relationships, a belief in human potential, an orientation toward problem solving, and the ability to listen, empathize, and connect with others in communications and demeanor.

	<p>Additional Standards Supported by this Competency</p> <p>Standard 3: Family & Community Engagement (a) Engagement (c) Communication</p> <p>Personal Skills, Mindsets and Values</p> <p>4. Model being a risk-taker and innovator</p> <p>d. Manage uncertainty, risk, competing initiatives, and internal/external politics of change with courage, perseverance, and a professional demeanor, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p> <p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (d) Law, Ethics, & Policies Standard 3: Family & Community Engagement (d) Family Concern Standard 4: Professional Culture (a) Commitment to High Standards (e) Shared Vision (f) Management Conflict</p>
<p>(d) Continuous Learning Indicator: Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.</p>	<p>Vision, Values and Culture</p> <p>3. Establish and sustain a learning-focused culture of risk-taking and continuous improvement</p> <p>b. Collaboratively monitor progress toward the mission, adjusting strategies as called for by changing expectations and opportunities for the learning community while maintaining a laser focus on high expectations for all and rigorous learning.</p> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (e) Data Informed Standard 4: Professional Culture (f) Management Conflict</p> <p>Vision, Values and Culture</p> <p>3. Establish and sustain a learning-focused culture of risk-taking and continuous improvement</p> <p>d. Develop a culture in which uncertainty, risk, competing initiatives, and change are met with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p> <p>Additional Standards Supported by this Competency</p> <p>Standard 4: Professional Culture (c) Communications</p>

Vision, Values and Culture

3. Establish and sustain a learning-focused culture of risk-taking and continuous improvement

- e. Apply a growth mindset to problem solving across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of their learning.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (d) Evaluation
- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (f) Managing Conflict

Capacity Building for Innovation and Continuous Improvement

1. Build and sustain an effective team

- b. Strategically employ methods to enable staff to stretch themselves and learn in the learner-centered, personalized setting, such as:
 - I. assigning highly effective educators to students most in need Building from the
 - II. Strengths of existing staff by teaming them with new teachers
 - III. Creating opportunities for teachers across disciplines to collaborate
 - IV. Soliciting educator input on deployment strategies.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed
- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (e) Shared Vision

Capacity Building for Innovation and Continuous Improvement

2. Develop instruction that improves learning

- d. Facilitate and connect staff to learning communities and experiences that stimulate, nurture, and support their ability to develop their own and lead others in personalized learning approaches.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (b) Human Resources

Capacity Building for Innovation and Continuous Improvement

3. Support a culture of risk-taking and continuous improvement for educators

- d. Create structures and approaches that carefully acknowledge, respect, and support the vulnerability inherent in innovation and risk-taking (e.g., educator-led development sessions, open dialogue on problem solving, meaningful

student input and co-creation, developmental evaluations rather than punitive ones).

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (d) Communications
 - (f) Managing Conflict

Capacity Building for Innovation and Continuous Improvement

4. Build educators’ capacity for assessment for learning and strategic data use
 - c. Build and sustain the relationships that nurture a peer feedback culture that is safe, respectful, expected, and productive

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (d) Communications

Capacity Building for Innovation and Continuous Improvement

5. Deliver strategic and personalized professional learning
 - b. Model professional learning after the education community’s learner-centered, personalized approaches (e.g., professional development that uses competency-based or flipped classroom techniques, educator-selected micro-credentials, or Individual Professional Learning Plans).

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (b) Human Resources

Personal Skills, Mindsets and Values

1. Have relevant content, instructional, human development and technical knowledge and skills
 - f. Model and promote appropriate and effective decision making and capacity when using technology as a tool to support personalized learning.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (e) Shared Vision

Personal Skills, Mindsets and Values

1. Have relevant content, instructional, human development and technical knowledge and skills

- i. Seek out and employ the latest technology to support collaboration, communication, teaching, and learning in a learner-centered, personalized context.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 2: Management & Operations
 - (a) Environment
 - (b) Human Resources
- Standard 3: Family & Community Engagement
 - (b) Sharing Responsibly
 - (c) Communication

Personal Skills, Mindsets and Values

- 3. Demonstrate effective change management on an ongoing basis
 - a. Possess and/or develop skills and language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise and repeat, celebrate success).

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (c) Assessment
 - (e) Data-Informed
- Standard 3: Family & Community Engagement
 - (c) Communication
 - (d) Family Concern
- Standard 4: Professional Culture
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

- 3. Demonstrate effective change management on an ongoing basis
 - b. Regularly read, scan, and share with others the research and evidence on the science of learning, development, and learner-centered, personalized approaches; modify practice and try new techniques accordingly.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

- 3. Demonstrate effective change management on an ongoing basis
 - c. Possess the humility to not necessarily have all of the answers, but rather a willingness to listen and learn from others.

Additional Standards Supported by this Competency

- Standard 3: Family & Community Engagement
 - (b) Sharing Responsibility
 - (d) Family Concern
- Standard 4: Professional Culture
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

4. Model being a risk-taker and innovator
- a. Understand and make frequent use of techniques that help devise creative and innovative solutions to challenges in improving learning (e.g., design thinking, continuous improvement, improvement science, and rapid prototyping).

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (c) Assessment
- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (b) Cultural Proficiency
 - (e) Shared Vision

Personal Skills, Mindsets and Values

4. Model being a risk-taker and innovator
- e. Have appropriate levels of vulnerability, humility, and ability to admit mistakes.

Additional Standards Supported by this Competency

- Standard 4: Professional Culture
 - (c) Communications
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

5. Exemplify being a lifelong learner with a growth mindset
- a. Demonstrate ability to strive toward ambitious, long-term educational and professional goals that advance leadership in a personalized setting.

Additional Standards Supported by this Competency

- Standard 4: Professional Culture
 - (e) Shared Vision

Personal Skills, Mindsets and Values

5. Exemplify being a lifelong learner with a growth mindset
- b. Use formal and informal feedback to improve performance on an ongoing basis and have a plan for personal professional growth.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (e) Data-Informed

Personal Skills, Mindsets and Values

5. Exemplify being a lifelong learner with a growth mindset
- c. React to disappointment, error, and setbacks in a manner that enables learning and growth.

Additional Standards Supported by this Competency

- Standard 4: Professional Culture
 - (c) Communications
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

- 5. Exemplify being a lifelong learner with a growth mindset
 - d. Openly reflect on and revise personal behaviors and seek to instill that mindset in others.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
- Standard 4: Professional Culture
 - (c) Communications

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 1. Create structures to support and spread innovation
 - a. Establish teams, ad hoc committees, innovation units, or other structures that help organize and support a sense of ownership, autonomy, and alignment for the cycles of continuous improvement and innovation.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (b) Human Resources
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (a) Commitment to High Standards

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 1. Create structures to support and spread innovation
 - d. Create routines that encourage the faculty to share professional learning and promising practices in order to spread successful innovation throughout the learning community.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (a) Commitment to High Standards

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

- 5. Enhance continuous improvement and personalized approaches with the use of technology
 - c. Develop an evaluative and inclusive process to determine which technologies offer the greatest potential to advance learner-centered, personalized approaches and equity, and use data to evaluate their success.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction

		<p>(e) Data-Informed Standard 2: Management & Operations (e) Fiscal Systems Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>5. Enhance continuous improvement and personalized approaches with the use of technology</p> <p>e. Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology for learning, its infusion across the curriculum, access, and connections to personalized learning goals.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 2: Management & Operations (b) Human Resources Standard 4: Professional Culture (e) Shared Vision</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>6. Use communication approaches that enable shared responsibility</p> <p>a. Provide ongoing opportunities for leadership, seeking feedback, and listening to voices across the learning community (staff, students, parents) that guide decision making.</p> <p>l. Regularly seek input on ways these opportunities could be enhanced.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 3: Family & Community Engagement (b) Sharing Responsibility (d) Family Concern Standard 4: Professional Culture (f) Managing Conflict</p>
<p>(e) Shared Vision Indicator: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers and can become responsible citizens and community contributors.</p>	<p>Vision, Values and Culture</p> <p>1. Create and share a vision to prepare students for the future via inclusive, learner-centered, personalized approaches</p> <p>a. Through dialogue with all learning community stakeholders—educators, students, parents, business leaders, and other learning communities in the system—develop a shared “profile of a graduate” who is ready for college, career, and civic life.</p>	<p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (b) Instruction Standard 3: Family & Community Engagement (c) Communication Standard 4: Professional Culture (a) Commitment to High Standards</p>

Vision, Values and Culture

- 5. Foster and maintain connections to local and global community
 - a. Promote the preparation of students’ ability to live productively in and contribute to the diverse cultural contexts of a global society. **EI**

Additional Standards Supported by this Competency

Standard 4: Professional Culture
(b) Cultural Proficiency

Vision, Values and Culture

- 5. Foster and maintain connections to local and global community
 - d. Together with students and educators, strive to understand the pace and nature of change underway in the broader community, in terms of how it impacts the approach to education, local economy, makeup of the citizenry, and culture.

Additional Standards Supported by this Competency

Standard 2: Management & Operations
(a) Environment
Standard 4: Professional Culture
(b) Cultural Proficiency
(d) Continuous Learning

Vision, Values and Culture

- 5. Foster and maintain connections to local and global community
 - e. Support students and educators to create collaborative partnerships with peer educators, families, content experts, community members, businesses, and others outside the learning community that enhance individual and group learning.

Additional Standards Supported by this Competency

Standard 3: Family & Community Engagement
(a) Engagement
(b) Sharing Responsibility

Vision, Values and Culture

- 5. Foster and maintain connections to local and global community
 - f. Support educators to be explicit with students about the value of networks or communities and help them to access and experience that value, and to understand how to construct networks and communities pursuing their academic and career goals.

Additional Standards Supported by this Competency

Standard 4: Professional Culture
(b) Cultural Proficiency
(c) Communications
(d) Continuous Learning

Capacity Building for Innovation and Continuous Improvement

- 3. Support a culture of risk-taking and continuous improvement for educators
 - a. Develop and promote leadership among students and staff for cycles of inquiry, planning, experimentation, and innovation where the learning

community strives to continually improve learning and adhere to values of a learner-centered, personalized approach.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (b) Instruction
- Standard 4: Professional Culture
 - (c) Communications
 - (f) Managing Conflict

Capacity Building for Innovation and Continuous Improvement

4. Build educators' capacity for assessment for learning and strategic data use
 - d. Use tools and protocols to develop community partners' understanding of design processes, continuous improvement, and focus on learner agency.

Additional Standards Supported by this Competency

- Standard 3: Family & Community Engagement
 - (b) Sharing Responsibility
 - (c) Communication

Personal Skills, Mindsets and Values

2. Demonstrate and effectively communicate a commitment to equity and learner-centered personalized approaches
 - f. Clearly articulate non-negotiables, particularly regarding equity, high expectations, and building systems and processes from individual student strengths. 

Additional Standards Supported by this Competency

- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (b) Cultural Proficiency

Personal Skills, Mindsets and Values

3. Demonstrate effective change management on an ongoing basis
 - g. Build relationships, partnerships, and pathways, and advocate as necessary with other education settings, the broader community, business leaders, and policymakers to support both steady-state and change efforts.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (d) Law, Ethics, & Policies
- Standard 3: Family & Community Engagement
 - (a) Engagement
- Standard 4: Professional Culture
 - (a) Commitment to High Standards
 - (c) Communications
 - (f) Managing Conflict

Personal Skills, Mindsets and Values

4. Model being a risk-taker and innovator
 - f. Seek out and engage with educators or others within and beyond the immediate learning community to build support and learning networks with those who take innovative and risky approaches on behalf of improving civil society.

	<p>Additional Standards Supported by this Competency</p> <p>Standard 3: Family & Community Engagement (b) Sharing Responsibility</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>2. Use assessment for and as learning</p> <p>a. Whenever possible, ensure standards and assessments connect to real-world experiences and college-, career-, and civic life-ready knowledge, skills, and dispositions.</p> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (a) Curriculum (c) Assessment</p> <p>Standard 2: Management & Operations (a) Environment</p> <p>Standard 4: Professional Culture (b) Cultural Proficiency</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>3. Establish Collective Accountability</p> <p>b. Among multiple stakeholders, including students, teachers, boards, community, unions, and others, foster shared understanding of and commitment to the multiple measures and indicators for which the learning community will be held accountable, how progress will be determined, and what will be done in response to results (sometimes called “relational accountability”).</p> <p>Additional Standards Supported by this Competency</p> <p>Standard 1: Instructional Leadership (e) Data Informed</p> <p>Standard 2: Management & Operations (d) Law, Ethics, & Policies</p> <p>Standard 3: Family & Community Engagement (b) Sharing Responsibility (c) Communication</p> <p>Standard 4: Professional Culture (c) Communications</p>
	<p>Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>3. Establish Collective Accountability</p> <p>d. Work with the learning community, including students, teachers, boards, community, unions, and others to ensure college- and career-ready standards are anchored in deeper learning competencies, including core academic knowledge, that are recognized by higher education, employers, and parents as critical to success.</p>

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (a) Curriculum
- Standard 2: Management & Operations
 - (c) Schedule & Management Information Systems
 - (d) Law, Ethics, & Policies
- Standard 3: Family & Community Engagement
 - (c) Communication
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (c) Communications

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

3. Establish Collective Accountability

- e. Work with outside agencies (departments of education, NCAA Clearinghouse, etc.) to create structures and processes that integrate inside- and outside-of-school learning for seamless transition to postsecondary.

Additional Standards Supported by this Competency

- Standard 2: Management & Operations
 - (a) Environment
 - (c) Schedule & Management Information Systems
- Standard 4: Professional Culture
 - (b) Cultural Proficiency
 - (c) Communications

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

3. Establish Collective Accountability

- f. Seek to understand, and when necessary combat, accountability (and assessment) policies that prevent or inhibit a learner-centered, personalized environment.

Additional Standards Supported by this Competency

- Standard 1: Instructional Leadership
 - (d) Evaluation
 - (e) Data-Informed
 - (f) Student Learning
- Standard 2: Management & Operations
 - (d) Law, Ethics, & Policies
- Standard 4: Professional Culture
 - (c) Communications
 - (f) Managing Conflict

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

5. Enhance continuous improvement and personalized approaches with the use of technology

- f. Develop shared understanding and effective use of the potential of technologies, digital content, and social media as tools to transform learning environments and learner experiences through application such as expanded learning opportunity, analytics to better personalize learning, and to

	<p>streamline processes so that scarce resources and most valued assets can be allocated to learning.</p> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 1: Instructional Leadership <ul style="list-style-type: none"> (b) Instruction Standard 2: Management and Operations <ul style="list-style-type: none"> (e) Fiscal Systems Standard 4: Professional Culture <ul style="list-style-type: none"> (a) Commitment to High Standards </div>
<p>(f) Managing Conflict Indicator: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.</p>	<p style="color: #e74c3c;">Capacity Building for Innovation and Continuous Improvement</p> <p>1. Build and sustain an effective team</p> <ul style="list-style-type: none"> e. Act quickly and effectively to remove an educator from learning community if educator doesn't respond to repeated attempts to remove obstacles to teaching (e.g., persistently displays a fixed mindset, inability to improve, low expectations for students, unwillingness to prioritize equity). <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 1: Instructional Leadership <ul style="list-style-type: none"> (a) Curriculum (b) Instruction (c) Assessment (d) Evaluation (e) Data-Informed Standard 2: Management and Operations <ul style="list-style-type: none"> (a) Human Resources Standard 4: Professional Culture <ul style="list-style-type: none"> (a) Commitment to High Standards (b) Cultural Proficiency (c) Communications (e) Shared Vision </div>
	<p style="color: #27ae60;">Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment</p> <p>1. Create structures to support and spread innovation</p> <ul style="list-style-type: none"> c. Encourage faculty-initiated improvement of programs, practices, and shared determination of policy and problem solving. <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Additional Standards Supported by this Competency</p> <ul style="list-style-type: none"> Standard 2: Management and Operations <ul style="list-style-type: none"> (b) Human Resources (d) Law, Ethics, & Policies Standard 4: Professional Culture <ul style="list-style-type: none"> (d) Continuous Learning </div>

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[Jobs for the Future \(JFF\)](#) is a national nonprofit that builds educational and economic opportunity for underserved populations in the United States. JFF develops innovative programs and public policies that increase college readiness and career success and build a more highly skilled, competitive workforce. With over 30 years of experience, JFF is a recognized national leader in bridging education and work to increase economic mobility and strengthen our economy

[The Council of Chief State School Officers \(CCSSO\)](#) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress and the public.

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Leadership Competencies Self-Assessment 7

This self-assessment survey will familiarize you with Leadership Competencies that include indicators (strategies) for strengthening personalized learning. It will give you guidance on effective leadership for cultivating the conditions needed for innovation and the ability to effect change in learning and teaching. These Leadership Competencies support the Massachusetts Professional Standards for Effective Administrative Leadership.

Please rank these statements by choosing where you think your school leadership team is along the spectrum of each of the Leadership Domains and Indicators: Not Yet; Emerging (minimal extent); Developing (moderate extent); Implementing (large extent); I don't know.

Discuss your thinking with others on your School Team.

- What did you learn about leadership at your school?
- Which domains and indicators stand out for your school as emerging, developing, and implementing?
- What are examples of strategies that are emerging, developing, and being implemented in your school?
- What are a few action steps that your School Team might take as a result of this self-assessment and debrief discussion?
- What questions do you have about the Leadership Competencies?

Domain I: VISION, VALUES, AND CULTURE

The Vision, Values, and Culture domain encompasses leaders' ability to establish a learning environment where all students graduate with the knowledge, skills, and dispositions they need to succeed in college, career and civic life. It emphasizes the importance of creating and maintaining an environment where all voices are valued and all experiences are viewed as opportunities to learn and grow.

At my school:

- * 1. Leadership creates and shares a vision to prepare students for the future via inclusive, learner-centered, personalized approaches.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

- * 2. Leadership establishes and sustains a learning-focused culture that is trusting, and celebratory.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

- * 3. Leadership establishes and sustains a learning focused culture of risk-taking and continuous improvement.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

- * 4. Leadership creates norms that foster student voice, choice, and agency.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

- * 5. Leadership fosters and maintains connection to local and global community.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

Domain II: PERSONAL SKILLS, MINDSETS, AND VALUES

The Personal Skills, Mindsets, and Values domain contains the abilities to personally demonstrate the vision, values, and culture represented in the first domain. These competencies describe leaders who model frequent and responsive monitoring of themselves and of the education environment in order to maintain a personalized, equitable, learner-centered school climate.

At my school:

*** 6. Leadership has relevant content, instructional, human development, and technical knowledge and skills about learner-centered, personalized settings.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 7. Leadership demonstrates and effectively communicates a commitment to equity and learner-centered, personalized approaches.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 8. Leadership demonstrates effective change management on an ongoing basis.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 9. Leadership models being a risk-taker and innovator.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 10. Leadership exemplifies being a life-long learner with a growth mindset.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

Domain III: CAPACITY BUILDING FOR INNOVATION AND CONTINUOUS IMPROVEMENT

Skills in the Capacity Building for Innovation and Continuous Improvement domain describe what leaders need to do to develop and perpetuate capacity across the learning community to embrace ongoing change in a learner-centered manner that improves learning. Key competencies in this domain include building capacity for all members of the learning environment and maintaining a culture of growth and improvement.

At my school:

*** 11. Leadership builds and sustains an effective team.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 12. Leadership develops learner-centered and personalized instructional approaches that improves learning.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 13. Leadership supports a culture of risk-taking and continuous improvement for educators.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 14. Leadership builds educator's capacity for assessment for learning and strategic data use.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

*** 15. Leadership delivers strategic and personalized professional development.**

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

Domain IV: SHARED RESPONSIBILITY & STRUCTURES - CONTIN IMPROVEMENT, INNOVATION, & ASSESSMENT

The Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment domain encompasses the abilities for leaders to create and maintain a learner-centered system of renewal and improvement, the structures to make it feasible, and to assess outcomes at all levels of the education environment.

At my school:

* 16. Leadership creates structures to support and spread innovation.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

* 17. Leadership uses assessment for and as learning.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

* 18. Leadership establishes collective accountability.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

* 19. Leadership fosters systems that support personalization.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

* 20. Leadership enhances continuous improvement and personalized approaches with the use of technology.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

* 21. Leadership uses communication approaches that enables shared responsibility.

Not Yet	Emerging	Developing	Implementing	I Don't Know
<input type="radio"/>				

MAPLE

LearnLaunch



Catalyzing Personalized Learning



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