

## Leadership Performance Planning Worksheet for New School Leaders

The Leadership Performance Planning Worksheet was developed to help new leaders identify, organize, and effectively lead instructional improvement in their schools. The philosophy supporting this worksheet development is that new leaders, during their first years of leadership, should focus on the developing mastery of a subset of key leader behaviors that have been found to develop capacity to perform instructional leadership.

The Worksheet is comprised of forty core behaviors that are organized into nine leadership dimensions. This list was created from a review and synthesis of principal leadership audit protocols and assessment instruments developed by the New York City Leadership Academy, the states of Delaware and Kentucky and the Wallace Foundation Driver Behaviors. Each behavior was selected for its ability to address the expected scope of new leaders' critical job demands; its generalizability to a wide variety of state performance standards for principals; and its utility to new leaders of different experience levels.

This tool is specifically designed to assist you in your development of the leadership skills and behaviors to meet the goals of leading and improving schools instructionally. The following list provides guiding principles for using the Worksheet as a method for ongoing work between you and your mentor:

- Ideally, you should review the Worksheet during your first meeting with your mentor. The review will begin the process of establishing a common language for on-going conversation and documentation around leadership development and meeting the goals for instructional improvement.
- Think of the use of the Worksheet as a commitment by you and your mentor to invest in your learning and success as an effective leader in the school.
- The Worksheet helps provide a means to focus on the critical leadership areas that new leaders need to master in order to improve instruction in the context of the school's vision, mission, goals and challenges.
- You should use this Worksheet to discuss your own areas of strength and weakness and to record your progress.
- You and your mentor should objectively discuss your leadership behaviors and the outcomes they generate in order to create a purposeful, evidence-based, development strategy during your first years of leadership.

# Leadership Performance Planning Worksheet for New Leaders

Likert Scale Descriptors	
1 = Very low confidence	2 = Some confidence
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Current Status:

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Indicators of Success:

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Leadership Dimension	Meeting the Standard
<b>1.0 Personal Behavior</b>	
<b>1.1</b> Reflects an appropriate response to situations 1 2 3 4 5	Leader considers the consequence of his/her actions, anticipates possible responses or reactions, and accurately adjusts behavior accordingly.  Leader accurately anticipates the results of his/her actions on others.
<b>1.2</b> Consistent with expressed belief system and reflect personal integrity 1 2 3 4 5	Leader's core values guide all actions.  Leader's actions are transparent and trusted and there are no surprises.
<b>1.3</b> Complies with legal and ethical requirements in relationships with employees and students (ISLLC 5) 1 2 3 4 5	Leader understands the intent of the law and uses it to ensure the rights of employees and students are fully protected.
<b>1.4</b> Values different points of view within the organization 1 2 3 4 5	Leader actively seeks and makes use of diverse and controversial views.  Leader welcomes and appreciates diversity in demonstrable ways.
<b>1.5</b> Reflects appropriate personal demeanor 1 2 3 4 5	Leader manages emotions and is aware of their impact on professional relationships.
<b>1.6</b> Reflects appropriate professional demeanor 1 2 3 4 5	Leader's conduct habitually reflects awareness of the impact their behavior has on colleagues, school staff, and students.

LPPW Alignment	
<b>Distinguished Principal Leadership Performance Strands</b>	<b>Educational Leadership Policy Standards: ISLLC 2008</b>
<b>Performance Strand 1: Creating and Living the Mission, Vision and Beliefs</b> <ul style="list-style-type: none"> <li>♦ Learning Culture</li> <li>♦ Leadership Culture</li> <li>♦ Collaborative Culture</li> </ul>	<b>Standard 1 – <i>Facilitating a Vision of Learning</i>:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.  <b>Standard 5: <i>Acting with Integrity, Fairness, and in an Ethical Manner</i>:</b> An education leader promotes the success of every student by acting with integrity, fairness and an ethical manner.

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Leadership Dimension	Meeting the Standard
<b>2.0 Resilience</b>	
<b>2.1</b> Reacts constructively to disappointment, admits error, and learns from mistakes and setbacks  1 2 3 4 5	Leader quickly transitions from emotional to strategic responses to mistakes and setbacks.
<b>2.2</b> Is able to focus on solutions and integrate conflicting/competing directives to effectively solve problems  1 2 3 4 5	Leader is focused on problem solving.  Leader demonstrates capacity to analyze, synthesize, and promote coherence.
<b>2.3</b> Handles disagreement and dissent constructively  1 2 3 4 5	Leader transforms disagreement and dissent into opportunities.
<b>2.4</b> Uses formal and informal feedback to improve performance  1 2 3 4 5	Leader seeks out feedback.  Stakeholders' feedback results in action plan aligned to leader's strategic priorities.
<b>2.5</b> Is able to deal with ambiguities  1 2 3 4 5	Leader is able to take the information available and make decisions as appropriate.

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Leadership Dimension	Meeting the Standard
<b>3.0 Communication and the Context of Learning</b>	
<b>3.1</b> Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts through two way communication (ISLLC 6)  <p style="text-align: center;">1 2 3 4 5</p>	Leader interacts with student body on a consistent basis.  Leader both encourages and models to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning.
	Leader knows all staff members and publicly acknowledges individual contributions. Leader matches media with message.  Leader always focuses staff meetings on instructional issues.  Leader establishes interactions with parents and community members.  Leader develops clear processes for gathering and transmitting information from and to parents.
<b>3.2</b> Collaborates with families and community (ISLLC 4)  <p style="text-align: center;">1 2 3 4 5</p>	Leader is able to identify all stakeholders involved in school issues.  Leader’s communication is clear and appropriate for the audience.  Leader understands cultural patterns and adjusts his/her communication style accordingly.  Leader consistently listens and checks for mutual understanding.  Leader does not avoid difficult issues  Leader’s presentations are organized, logical, and include analysis of information; the style is engaging and dynamic.  Leader provides clear, specific responses to audience questions.  Leader communicates with individuals consistently in attention, time, and respect given.  Leader demonstrates awareness of the public and political nature of his/her position and applies explicit process for engaging the public in controversial issues.  Leader models, encourages, and reinforces efficacy in individuals to produce results and persevere even when internal and external difficulties interfere with the achievement of strategic goals.  Leader generates a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.

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<p><b>3.3</b> Communication reflects careful analysis and the ability to listen</p> <p>1 2 3 4 5</p>	<p>Leader attends and responds to subtle nonverbal cues in others. Leader deals with difficult issues honestly and directly, uses low-inference data and provides examples. Leader actively pursues disconfirming evidence for conclusions drawn.</p>
<p><b>3.4</b> Appreciates rituals and routines as enablers of vision (ISLLC 2)</p> <p>1 2 3 4 5</p>	<p>Leader develops consistent patterns of rituals and routines and understands how they enable the leader's vision and strategic priorities.</p> <p>Leader understands and honors the organization's existing culture of rituals and routines.</p> <p>Leader has clearly established boundaries for behaviors that are considered fixed and immovable.</p>

LPPW Alignment	
<p><b>Distinguished Principal Leadership Performance Strands</b></p>	<p><b>Educational Leadership Policy Standards: ISLLC 2008</b></p>
<p><b>Performance Strand 2: Leading and Managing Change</b></p> <ul style="list-style-type: none"> <li>♦ System Change</li> <li>♦ Capacity Building</li> </ul> <p><b>Performance Strand 4: Building and Maintaining Collaborative Relationships</b></p> <ul style="list-style-type: none"> <li>♦ Collaborative Leadership Community Resources and Action to Support Student Learning</li> </ul>	<p><b>Standard 4 - Collaboration with Families and Communities:</b> An education leader promotes the success of every student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p><b>Standard 6 – The Political, Social, Economic, Legal and Cultural Context:</b> An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>

Leadership Dimension	Meeting the Standard
<p><b>4.0 Focus on Student Performance</b></p>	
<p><b>4.1</b> Plans and sets goals for student performance</p> <p>1 2 3 4 5</p>	<p>Leader sets goals that are within the zone of proximal development for students, teachers, and the organization.</p>
<p><b>4.2</b> Recruits and retain qualified staff</p> <p>1 2 3 4 5</p>	<p>Leader develops and implements plan to attract and retain teachers</p>

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<p><b>4.3</b> Ensures continual improvement for students, teachers, and the organization</p> <p>1 2 3 4 5</p>	<p>Leader possesses working knowledge of current curricular initiatives, approaches to content and differentiated instructional design.</p> <p>Leader understands and can articulate effective instructional strategies.</p> <p>Leader implements these strategies and evaluates their effectiveness.</p>
<p><b>4.4</b> Demonstrates understanding of the relationship between assessment, standards, and curriculum</p> <p>1 2 3 4 5</p>	<p>Leader facilitates the analysis and alignment of assessment tools and the curriculum.</p> <p>Leader organizes around instructional priorities to address standards that will leverage student learning.</p>
<p><b>4.5</b> Is transparent in reporting student achievement results</p> <p>1 2 3 4 5</p>	<p>Leader gathers and uses multiple indicators of student success that reveal patterns, trends, and insights.</p> <p>Leader creates systems to make data accessible and understood by students, parents, and teachers.</p>
<p><b>4.6</b> Uses student performance data to make instructional leadership decisions</p> <p>1 2 3 4 5</p>	<p>Leader uses student performance data for instructional decision making.</p> <p>Leader provides structure for looking at student work to identify instructional next steps for teachers and students.</p>
<p><b>4.7</b> Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness</p> <p>1 2 3 4 5</p>	<p>Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning.</p> <p>Leader includes specialized knowledge and skills into general practice.</p>
<p><b>4.8</b> Continually reads and interprets the environment to identify patterns in student performance indicators</p> <p>1 2 3 4 5</p>	<p>Leader uses a multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.</p>

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<b>Distinguished Principal Leadership Performance Strands</b>	<b>Educational Leadership Policy Standards: ISLLC 2008</b>
<p><b>Performance Strand 3: Developing Deep Knowledge about Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching and Learning</li> <li>• Academic Rigor and Relevance</li> </ul>	<p><b>Standard 2 – School Culture and Instructional Program:</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff’s professional growth.</p>

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<b>5.0 Situational Problem-Solving</b>	
<b>5.1</b> Uses evidence as basis for decision-making  1 2 3 4 5	Leader interprets and analyzes multiple sources of state, district and classroom level student performance data to make decisions.
<b>5.2</b> Clearly identifies decision-making structure  1 2 3 4 5	Leader builds professional relationships, empowers and engages staff in decision-making.  Leader is able to make decisions alone when required.
<b>5.3</b> Links decisions to strategic priorities  1 2 3 4 5	Leader links decisions to goals, objectives, and priorities.  Leader consistently evaluates decisions for effectiveness in furthering strategic instructional priorities.  Leader consistently raises decisions that are not working.
<b>5.4</b> Exercises professional judgment  1 2 3 4 5	Leader reflects on and is mindful of rules, procedures, and regulations. As a result of this process, leader's decisions reflect the values and beliefs of the organization.

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<b>Distinguished Principal Leadership Performance Strands</b>	<b>Educational Leadership Policy Standards: ISLLC 2008</b>
<b>Performance Strand 5: Building and Sustaining Accountability Systems</b> <ul style="list-style-type: none"> <li>• Student Performance</li> <li>• Adult Performance</li> <li>• Distribution and Allocation of Resources</li> </ul>	<b>STANDARD 3 - Management:</b> An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Leadership Dimension	Meeting the Standard
<b>6.0 Learning</b>	
<b>6.1</b> Applies research trends in education and leadership and evaluates decisions based on results  1 2 3 4 5	Leader consistently uses research to inform instructional and organizational decisions.  Leader creates a system for communicating this knowledge from reading, learning, and reflecting with the staff.

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<p><b>6.2</b> Understands the role of a learner</p> <p>1 2 3 4 5</p>	<p>Leader is able to identify and take ownership of professional and leadership development needs.</p> <p>Leader understands that the best ideas emerge and are acted upon regardless of the source.</p> <p>Leader values mistakes in the service of learning and moves from the known to the unknown.</p>
<p><b>6.3</b> Understands and utilizes theories of learning and change</p> <p>1 2 3 4 5</p>	<p>Leader uses knowledge of theories of learning and change to respond strategically to immediate and long term challenges.</p> <p>Leader understands that learning drives the system and every action is in the service of learning.</p>
<p><b>6.4</b> Develops professional development plan</p> <p>1 2 3 4 5</p>	<p>Leader actively pursues personal professional development that is directly linked to organizational needs.</p>

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<b>Leadership Dimension</b>	Meeting the Standard
<b>7.0 Supervision of Instructional and Non-instructional staff</b>	
<p><b>7.1</b> Is able to make decisions and deal with consequences</p> <p>1 2 3 4 5</p>	<p>Leader exhibits willingness to make tough decisions and deal with the difficult circumstances.</p> <p>Leader employs strategies for implementing tough decisions and considers possible consequences and opportunities following the decision.</p>
<p><b>7.2</b> Values reflective practice</p> <p>1 2 3 4 5</p>	<p>Leader creates environment in which everyone can question own assumptions in light of evidence and while maintaining non-negotiable.</p> <p>Leader creates systems that encourage reflective practice.</p>



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<p><b>7.3</b> Sets a system for clear expectations</p> <p>1 2 3 4 5</p>	<p>Leader has established performance and behavior expectations for adults and students that are consistent with best practice, high professional standards, and educational research.</p> <p>Leader frequently checks for understanding.</p>
<p><b>7.4</b> Cultivates a system of evaluation</p> <p>1 2 3 4 5</p>	<p>Leader creates systems to provide a variety of ways to meet with teachers, share expectations, provide feedback and clearly check for understanding.</p> <p>Leader organizes environment to hold staff accountable.</p> <p>Leader uses observation information systematically to identify patterns needing improvement.</p> <p>Leader actively coaches instructional staff for improvement in classroom practice.</p>

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<p><b>8.0 Management (ISLLC 3)</b></p>	
<p><b>8.1</b> Consistently manages time in relationship to priorities</p> <p>1 2 3 4 5</p>	<p>Leader clearly establishes daily priorities and objectives.</p> <p>Leader distinguishes between interruptions that are (a) important, (b) urgent, or (c) represent distractions.</p> <p>Leader aligns organizational priorities and daily activities.</p> <p>Leader removes/delegates non-essential tasks.</p> <p>Leader engages in calendar analysis to assess use of time.</p>

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<b>8.2</b> Sets clear objectives and coherent plans for complex projects 1 2 3 4 5	Leader plans projects using clear and written lists of milestones, deadlines, and persons responsible.
<b>8.3</b> Manages resources to complete projects 1 2 3 4 5	Leader is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.
<b>8.4</b> Creates structures to ensure a safe and effective learning environment 1 2 3 4 5	Leader implements predictable routines and structures throughout the organization

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Leadership Dimension	Meeting the Standard
<b>9.0 Technology</b>	
<b>9.1</b> Demonstrates use of technology to improve communication, teaching, and learning 1 2 3 4 5	Leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.

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