



*JCAA Leadership Experience Opportunity Program (LEO)*

**21 Responsibilities for Balanced Leadership** (Revised March 12, 2009)

<b>Areas of Responsibility</b>	<b>Description</b>	<b>Practices Used</b>
Affirmation	Recognizes and celebrates school accomplishments and acknowledges failures	<ul style="list-style-type: none"> <li>▪ Systematically and fairly recognizes the accomplishments of teachers and staff</li> <li>▪ Systematically and fairly recognizes and celebrates the accomplishments of students</li> <li>▪ Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole</li> </ul>
Change Agent	Is willing to and actively challenges the status quo	<ul style="list-style-type: none"> <li>▪ Consciously challenges the status quo</li> <li>▪ Is willing to lead change initiatives with uncertain outcomes</li> <li>▪ Systematically considers new and better ways of doing things</li> <li>▪ Consistently attempts to operate at the edge versus the center of the school's competence</li> </ul>
Communication	Establishes strong lines of communication with teachers and among students	<ul style="list-style-type: none"> <li>▪ Is easily accessible to teachers and staff</li> <li>▪ Develops effective means for teachers and staff to communicate with one another</li> <li>▪ Maintains open and effective lines of communication with teachers and staff</li> </ul>
Contingent Rewards	Recognizes and rewards individual accomplishments	<ul style="list-style-type: none"> <li>▪ Uses performance versus seniority as the primary criteria for rewards and recognition</li> <li>▪ Uses hard work and results as the basis for rewards and recognition</li> <li>▪ Recognizes individuals who excel</li> </ul>
Culture	Fosters shared beliefs and a sense of community and cooperation	<ul style="list-style-type: none"> <li>▪ Promotes a sense of well being among teachers and staff</li> <li>▪ Promotes cohesion among teachers and staff</li> <li>▪ Develops an understanding of purpose among teachers and staff</li> <li>▪ Develops a shared vision of what the school could be like</li> <li>▪ Promotes cooperation among teachers and staff</li> </ul>
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	<ul style="list-style-type: none"> <li>▪ Protects instructional time from interruptions</li> <li>▪ Protects/shelters teachers and staff from internal and external distractions</li> </ul>
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> <li>▪ Is comfortable with making major changes in how things are done</li> <li>▪ Encourages people to express diverse opinions contrary to those held by individuals in positions of authority</li> <li>▪ Adapts leadership style to the needs of specific situations</li> <li>▪ Is directive or non-directive as the situation warrants</li> </ul>
Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	<ul style="list-style-type: none"> <li>▪ Establishes high, concrete goals and expectations that all students meet them</li> <li>▪ Establishes high, concrete goals for curriculum, instruction and assessment practices within the school</li> <li>▪ Establishes high, concrete goals for the general functioning of the school</li> <li>▪ Continually keeps attention on established goals</li> </ul>

Adapted from "Master Copy of Leadership Responsibilities and Practices, Appendix A

<b>Areas of Responsibility</b>	<b>Description</b>	<b>Practices Used</b>
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> <li>▪ Possesses well-defined beliefs about schools, teaching and learning</li> <li>▪ Shares beliefs about school, teaching, and learning with the teachers and staff</li> <li>▪ Demonstrates behaviors that are consistent with beliefs</li> </ul>
Input	Involves teachers in the design and implementation of important decision	<ul style="list-style-type: none"> <li>▪ Provides opportunities for teacher and staff input on all important decisions</li> <li>▪ Provides opportunities for teachers and staff to be involved in developing school policies</li> <li>▪ Uses leadership teams in decision-making</li> </ul>
Intellectual Stimulation	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	<ul style="list-style-type: none"> <li>▪ Keeps informed about current research and theory on effective schooling</li> <li>▪ Continually exposes teachers and staff to cutting-edge research and theory on effective schooling</li> <li>▪ Fosters systematic discussion regarding current research and theory on effective schooling</li> </ul>
Involvement in Curriculum, Instruction, Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> <li>▪ Is directly involved in helping teachers design curricular activities and address assessment and instructional issues</li> </ul>
Knowledge of curriculum, instruction assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> <li>▪ Possesses extensive knowledge about effective curricular, instructional, and assessment practices</li> <li>▪ Provides conceptual guidance regarding effective classroom practices</li> </ul>
Monitor/Evaluate	Monitors the effectiveness of school practices and their impact on student learning	<ul style="list-style-type: none"> <li>▪ Continually monitors the effectiveness of the school's curricular practices</li> <li>▪ Continually monitors the effectiveness of the school's instructional practices</li> <li>▪ Continually monitors the effectiveness of the school's assessment practices</li> <li>▪ Remains aware of the impact of the school's practices on student achievement</li> </ul>
Optimize	Inspires and leads new and challenging innovations	<ul style="list-style-type: none"> <li>▪ Inspires teachers and staff to accomplish things that might be beyond their grasp</li> <li>▪ Is the driving force behind major initiatives</li> <li>▪ Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things</li> </ul>
Order	Establishes a set of standard operating procedures and routines	<ul style="list-style-type: none"> <li>▪ Provides and reinforces clear structures, rules and procedures for teachers and staff</li> <li>▪ Provides and reinforces clear structures, rules and procedures for students</li> <li>▪ Establishes routines for the effective running of the school that teachers and staff understand and follow</li> </ul>
Outreach	Is an advocate and spokesperson for the school to all stakeholders	<ul style="list-style-type: none"> <li>▪ Ensures the school complies with all district and state mandates</li> <li>▪ Is an advocate of the school with the community at large</li> <li>▪ Is an advocate of the school with parents</li> <li>▪ Is an advocate of the school with central office</li> </ul>

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<b>Areas of Responsibility</b>	<b>Description</b>	<b>Practices Used</b>
Relationships	Demonstrates awareness of the personal aspects of teachers and staff	<ul style="list-style-type: none"> <li>▪ Is informed about significant personal issues within the lives of teachers and staff</li> <li>▪ Maintains personal relationships with teachers and staff</li> <li>▪ Is aware of the personal needs of teachers and staff</li> <li>▪ Acknowledges significant events in the lives of teachers and staff</li> </ul>
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	<ul style="list-style-type: none"> <li>▪ Ensures that teachers and staff have the necessary materials and equipment</li> <li>▪ Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching</li> </ul>
Situational Awareness	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	<ul style="list-style-type: none"> <li>▪ Is aware of informal groups and relationships among teachers and staff</li> <li>▪ Is aware of the issues in the school that have not surfaced but could create discord</li> <li>▪ Accurately predicts what could go wrong from day to day</li> </ul>
Visibility	Has quality contacts and interactions with teachers and students	<ul style="list-style-type: none"> <li>▪ Makes systematic and frequent visits to the classroom</li> <li>▪ Is highly visible to students, teachers and parents</li> <li>▪ Has frequent contact with students</li> </ul>

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