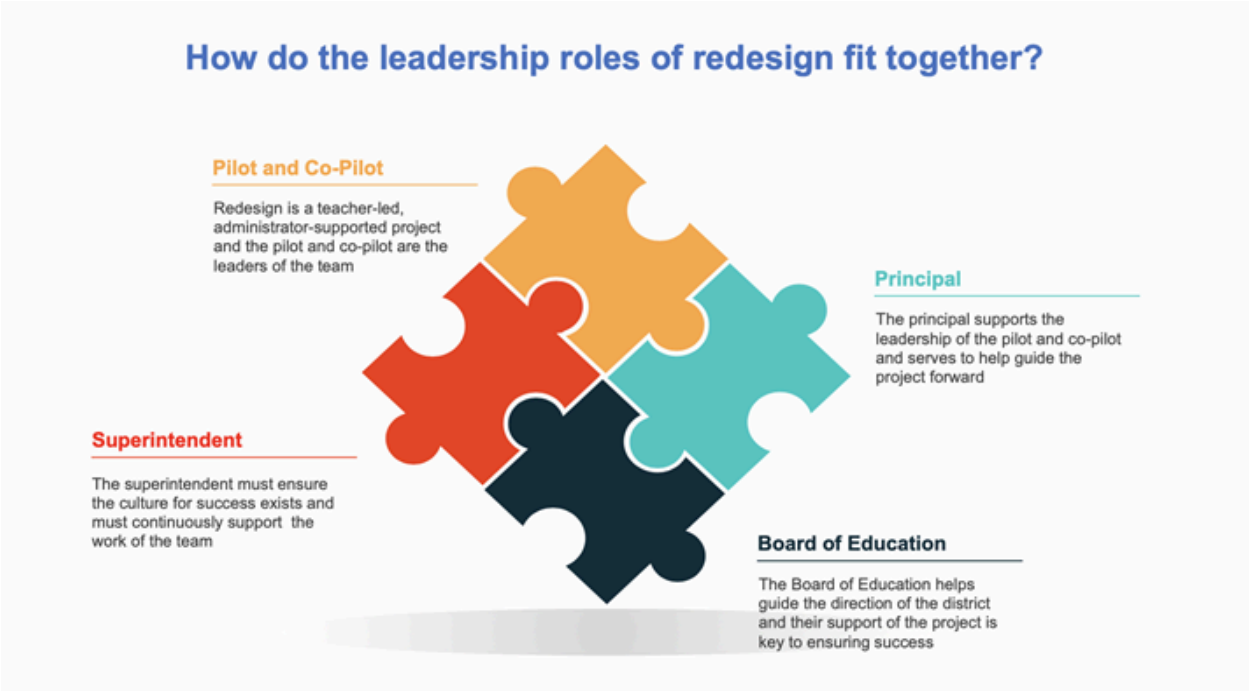

Board of Education Members

Redesign Leadership Competency	Supported by NSBA Best Practices	How will we know we are Successful
Board is focused on student learning and success. ● All academic content areas ● Social Emotional learning ● Career Pathways	KeyWorks of School Boards What Matters Most	● Board has regular updates about students academic success ● Must understand impact of Social/Emotional Learning on student engagement
Board establishes clear vision, mission and goals focused on student success.	District Leadership That Works	● The students, faculty, staff and community can articulate the district's vision and mission. ● Goals are monitored on an annual event and results are clearly communicated to all stakeholders.
Board must engage the community by providing intentional communication to ensure understanding and support for continuous improvement through Redesign.	KeyWorks of School Boards	● A well designed communication plan is in place to keep both the internal and external publics engaged and informed in the process ● Board ensures that community members, staff, and students have a voice in the project
Develop policies and provide resources to support redesign initiatives and take steps to remove unnecessary barriers to success	KeyWorks of School Boards	● Regular communication takes place at board meetings between redesign teams and central administration to review questions, successes, concerns and potential barriers to success

Superintendents

Redesign Leadership Competency	Supported by Which PSEL Standards?	How will we know we are Successful
Facilitate BOE understanding, involvement, and support of the initiative and ensure regular communication among all parties	1, 4, 7, 10	● Redesign updates and discussion are regular part of BOE agendas ● Superintendent plays an active role with the redesign teams
Support design teams by facilitating a culture that expands their professional capacity	4, 5, 6, 7, 10	● Superintendent and redesign teams agree on set of norms for the project ● Administration and board are in alignment to support a “teacher led, administrative supported” project
Engage the community to ensure understanding and support of the plan and ensure their involvement in the planning	1, 5, 8, 10	● A thorough 2-way communication plan is developed to keep all internal and external constituencies engaged and informed in the process ● Community members, staff, and students are provided an opportunity to have a voice in the project
Ensure resources are available to support redesign initiatives and take steps to remove unnecessary barriers to success	1, 2, 5, 9	● Regular communication takes place between redesign teams and central administration to review questions, successes, concerns and potential barriers to success

Principals

Competencies aligned to the Professional Standards for Educational Leaders - 2015

An effective Redesign building principal can:	Supported by Which PSEL Standards?	How will we know we are Successful
Engage the entire school community to develop, promote, and pursue a shared vision that leads to each student being successful	1, 4, 7	• Each group of the school community (students, staff, families, community) felt they played an integral part in developing a shared vision that is widely known • The shared vision is based on both qualitative and quantitative data that can be continually and strategically monitored • Decision-making processes improve as the focus narrows to a shared vision, allowing initiatives not completely aligned to go away and only the most high-leverage initiatives to remain
Empower and motivate teachers and staff to research, develop, and implement student-centered learning strategies by continually promoting the current state and the desired future state (shared vision and goals)	6, 7, 10	• Teachers and staff owning the strategies from development to sustained improvement, holding each other accountable to the results • Teachers and staff increasing their collective capacity for change and their willingness to fail forward • Teachers and staff driving the conversations during staff collaboration times as well as the topics for professional development • Teachers and staff not waiting for approval of implementing new instructional strategies, knowing if the strategy is aligned with the shared vision and goals, to take action to implement. (Safe enough to try principle)
Establish, foster, and sustain a student-centered, growth-mindset school culture that enhances engagement and commitment to the shared vision, goals, and objectives related to the education of the whole child	3, 5, 7	• Students are self-directed learners and hold each other accountable for learning • Increase student participation in extracurriculars • Students feeling a greater sense of belonging at school and embracing failure as a learning experience
Differentiate their leadership strategy according to what is most effective in each situation, whether they need to step in and lead or step back and support	10	• Teachers and staff staying empowered and driving the innovation yet also feeling supported to continue to try new methods/strategies • Higher levels of staff engagement
Set high expectations for her- or himself, staff, students, and families in the areas of continual learning, ethical and equitable practice, working relationships, trust and open communication, and ensure each interaction adheres to the shared vision and core values of the school community.	2, 7, 8, 9	• Higher levels of student, staff, and family engagement • Improved results on culture surveys • Every student has access to all learning experiences, including Work-based Learning opportunities (internships, job shadows) and college credit courses at the secondary level

Teacher Leaders

NNSTOY Teacher Leader Model Standards

http://www.nnstoy.org/teacher-leader-model-standards/

A Teacher Leader who is a Pilot or Co-Pilot can	Supported by Which Teacher Leader Model Standards	How will we know we are Successful
Understand the principles of adult learning and know how to develop a collaborative culture of collective responsibility in the school. The teacher leaders use this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning	**Domain I**	● Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change; ● Models effective listening and facilitation skills in presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning; ● Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.
Demonstrate that they are change agents. They embrace change both in and out of the classroom and exercise agency, making intentional decisions about their work	*Understanding Teachers as Change Agents,* (2018) Journal of Educational Change	● Open to new experiences - curious, creative and eager to explore ● Emotionally stable in that they can regulate positive and unpleasant feelings and emotions. Agreeable. Not antagonistic ● Conscientious - organized, motivate, goal-oriented, perseverent ● Are respected by and have good relationships with peers. Peers see them as leaders.
Demonstrate a deep understanding of teaching and the learning processes and use this knowledge to advance the professional skills of colleagues by being a continuous learning and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goals.	**Domain IV**	● Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve learning experiences, assessment, school organization, and school culture; ● Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator; ● Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and ● Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.