The High Performing School[1]
Effective Leadership

McREL Leadership Responsibilities /Characteristic	Effectiveness Continuum		
	Low Performing	**Effective**	**High Performing**
Change Agent/ **The principal provides leadership in continuous improvement planning.**	The principal takes no noticeable responsibility for reviewing, revising, or implementing a school improvement plan.	The principal take personal responsibility for seeing that we have a viable, student-focused continuous improvement plan.	The principal takes personal responsibility for seeing that our viable, student-focused continuous improvement plan is implemented with fidelity and oversees the monitoring and evaluation process. The principal involves all stakeholders in these efforts.
Ideals & Beliefs/ **The principal creates a culture of high expectations for student and adult success and supports those beliefs schoolwide.**	There is no evidence to suggest that the principal has high expectations for the success of students and/or staff.	It seems clear that the principal has high expectations for students and staff.	The principal communicates high expectations for the success of students and staff, and consistently reinforces those beliefs in interactions with students, staff members, parents, and the community.
Ideals & Beliefs/ **The principal sees student learning as top priority for the school.**	When decisions are made there is little to suggest that student learning has the highest priority.	The principal sees student learning as the highest priority and it is reflected in all decision-making.	The principal sees student learning as the highest priority and takes direct responsibility for the quality of the school's instructional program.

---

[1] Rubric adapted from *The High-Performing School: Benchmarking the 10 Indicators of Effectiveness* (Dunsworth & Billings, 2009) Tool 46 (Effective Leadership, Indicator #4).

Input/ **School leadership is distributed.**	Leadership is shared only among the administrators.	The principal shares leadership responsibilities among staff based on knowledge, skills, and interests.	Leadership is shared widely among staff. The leadership team is formalized and based on staff members' leadership roles.
Affirmation/ **The principal recognizes staff members' accomplishments, expertise, and leadership potential.**	No process exists to identify or utilize staff members' expertise, and staff accomplishments receive little or no recognition.	Staff members' expertise is identified and used at our school. The principal formally recognizes and acknowledge staff accomplishments.	There is a system in place to identify and use staff member expertise and ensure that professional development is targeted to build on these internal resources. In addition, the principal formally and informally recognizes both individual and team/group accomplishments.
Relationships/ **The principal encourages and promotes collaborative relationships.**	Opportunities for staff to communicate, plan, and work together are limited, informal, and seldom focused on student learning.	The principal ensures that there are regular opportunities for staff to communicate, plan and work with one another in ways that are focused on student learning.	The school calendar provides specific and frequent opportunities for team meetings focused on the improvement of student learning. Instructional teams document and communicate strategies and results.
Order/ **The principal addresses existing and potential conflicts.**	The principal does not always addresses conflicts that arise, and seldom notices issues that have the potential to cause conflict.	The principal works toward resolution of conflicts that arise and also addresses issues before they rise to the level of conflict.	The principal not only works toward resolution of conflicts, but addresses both the immediate concerns and the underlying issues. Similarly, when workplace or community dissatisfaction arises, the principal quickly intervenes to address both the problem and the underlying issues.
Relationships/	It is frequently	The principal is accessible.	The principal sets aside time each day to

The principal is accessible, models optimism, integrity, fairness, and respect.	difficult to meet with the principal. Staff and/or parents sometimes view the principal's demeanor as negative.	Staff believes that the principal is fair, is respectful of others, and is generally positive.	interact with staff members. The principal consistently displays integrity and fairness and has built a culture of trust at our school. The principal reminds us that our goals are within reach. The principal helps staff members, students, parents, and community partners feel welcome and valued here.
Optimize/ **The principal is adaptable and encourages innovation.**	The principal does not keep current on educational research and is resistant to changing curriculum or instructional strategies.	The principal keeps current and adapts to changing circumstances. The principal encourages new ideas from staff members.	The principal keeps current on educational research and instructional theory and practice, and routinely shares and discusses best practices with staff. The principal anticipates changing circumstances and adapts to meet challenging needs. The principal encourages teachers to try new practices designed to improve student learning.
Monitor & Evaluate/ **The principal ensures that teachers receive constructive feedback through observation, coaching, and reflective teaching practices.**	The principal occasionally observes teachers and provides feedback.	The principal frequently observes teachers and provides constructive feedback focused on student learning.	Informal observations and feedback are provided routinely to every teacher. Formal observations are provided on schedule or as needed. All feedback is constructive, designed to improve instruction, and focused on student learning.