

Changes to the NPS Leadership Framework for 2013-2014

Why is NPS making changes to the Leadership Framework?

- To ensure that expectations in the Leadership Framework are as explicit as possible, and align clearly to the district's goals and objectives.
- To ensure alignment with the Framework for Effective Teaching so that there is a coherent approach to talent management in NPS
- To respond to principal feedback about elements that are important to the work of a school leader but were missing or unclear in the 2012-2013 version

What are the high level changes to each competency?

Competency 1: Management and Coaching of Instructional Staff

Sharper focus on managing instructional staff

- Many of the ideas in this Competency remain the same, but the focus has sharpened on elements of effective management of teachers and other instructional staff like CSTs.
- The Competency includes an indicator assessing Differentiated Management to ensure that there is a clear expectation about developing lower performers and supporting and retaining high performers.
- Indicator 1e (Management of Other Instructional Staff) was added to affirm the expectation that the principal is responsible for the quality of all instructional staff in their building, not just teachers.

Competency 2: Curriculum, Assessment and Instruction

Stronger alignment to instruction that leads to mastery of the Common Core State Standards

- Indicators in this competency clearly outline expectations of principals' instructional leadership.
- Indicators were adjusted to more explicitly articulate expectations of the principal advancing Common Core-aligned instruction in their building to include school-wide focus on CCSS mastery and ensuring strong materials, planning and assessment.
- Revisions maintained the Academic Interventions and Literacy Centered indicators as two instructional focus areas.

Competency 3: Student and Family Support

Clearer articulation of the priority to support the whole child

- The Competency was overhauled to focus specifically on social and emotional growth of all students.
- The Competency articulates a clear focus on engaging families in this support, both for academic and social and emotional growth.
- Expectations prioritize the whole student but focus on student efficacy, inclusive practices, and a safe and secure environment.

Competency 4: Transformational Leadership

Combined two important elements of leadership to prioritize what is most important

- Revisions combined elements of the former Competencies 3 (Culture of Achievement) and 4 (Transformational Leadership) to highlight what is most important about being a transformational leader and maintaining a strong school culture.

- The Competency includes an indicator on Adult Alignment, assessing the principal’s ability to ensure that all adults in the building share a sense of urgency and responsibility for meeting goals.

Competency 5: Organizational Leadership

Highlighting key operational responsibilities critical to effective leadership

- This new Competency was added to reflect the importance of operational elements in effective leadership.
- The Competency includes some indicators from other Competencies in the 12-13 version of the framework, like managing a cabinet, implementing operational systems, and maintaining strong communication and interpersonal skills.
- The Competency also includes an indicator on using data to make decisions in support of students.

Effectiveness Themes in the 12-13 and 13-14 Versions

The table below outlines concepts that are present in one or both versions of the framework. It is important to note that while, in some instances, indicator names have not changed, often the performance level language of indicators has changed.

Action of Effective Principals	Where is it in the 12-13 version?	Where is it in the 13-14 version?
Providing quality, timely feedback to teachers	1a. Tailored Feedback and Coaching	1b. Tailored Feedback and Coaching Aligned to the Framework for Effective Teaching
Conducting thoughtful evaluations of teachers	1b. Evaluation and Supervision	1a. Evaluation Aligned to the Framework for Effective Teaching
Strategically staffing a building	1c. Selection and Placement, and Retention	1d. Differentiated Management
Retaining high performing staff and developing or counseling out low performing staff	1c. Selection and Placement, and Retention	1d. Differentiated Management
Managing and supporting CSTs and other instructional staff	Not explicit	1e. Management of Other Instructional Staff
Demonstrating and promoting understanding of student mastery of the Common Core	Not explicit	2a. Promote Common Core Mastery
Use of curricular materials, assessments and instructional strategies	2a. Curriculum and Assessment	2b. High-Quality, Grade-Level Materials
		2c. Planning Aligned to Common Core Mastery
Using and responding to student data to inform instructional strategies	2b. Student Learning Data	2d. Measures for Common Core Mastery
		5d. Data Transparency
Ensuring ongoing professional development and growth of staff to improve student learning	2c. Adult Development and Learning	1c. Coaching and Development

Ensuring a literacy-focused approach to instruction building-wide	2d. Literacy Centered	2f. Literacy Centered
Ensuring appropriate academic interventions for students	2e. Academic Interventions	2e. Academic Interventions
Ensuring a safe and positive learning environment	Not explicit	3a. Safe and Strengths-Based Culture
Fostering a shared vision of high achievement for all students	3a. Shared Vision of High Achievement	4c. Adult Alignment
Setting and enforcing clear values and norms	3b. Clear Values and Norms	
Providing students the opportunity to demonstrate leadership and build non-academic skills	3c. Student Efficacy	3c. Student Efficacy
Partnering with families to support students	3d. Family Engagement	3b. Family Engagement Around Supporting Growth
Providing programming for development of the whole child	Not explicit	3d. Student Interests
Ensures that students, and particularly disabled students, are served in an inclusive environment	Not explicit	3e. Inclusive Practices
Maintaining resiliency in overcoming obstacles	4a. Personal Responsibility and Relentless Drive	4a. Personal Responsibility and Relentless Drive for Achievement
Showing self-awareness and openness to feedback	4b. Constant Learning	5a. Cabinet Quality and Management
Using plans and making strategic decisions to advance goals	4c. Strategic Planning	4b. Strategic Thinking 4d. Change Management
Effectively managing change	4d. Change Management	4d. Change Management
Demonstrating strong communication and listening skills	4e. Communication and Interpersonal Skills	5c. Communication and Interpersonal skills
Managing a cabinet of school leaders	Not explicit	5a. Cabinet Quality and Management
Maintaining strong organizational systems to support achievement of goals	Not explicit	5b. Organizational Systems
Using and sharing data to support students' academic and non-academic growth	Not explicit	5d. Data Transparency