

## FRAMEWORK ATTRIBUTES

**Bold** – instills urgency among students, staff and stakeholders for dramatic improvements based entirely upon the learning needs of students.

**Strategic** - drives toward clear end results in cooperation with the board of education supported by a strong district theory of action and deliberate efforts to build coherence by aligning and integrating structures, processes and initiatives.

**Sustainable** – works with board of education and district leadership team to build capacity within the district and its stakeholders that will last long past the tenure of the current superintendent.

### Key competency areas through which a superintendent drives dramatic student achievement gains:

#### 1. Develops and Implements Vision that Inspires Action and Commitment

- 1.1 Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children
- 1.2 Articulates to all stakeholders the importance of achieving the vision
- 1.3 Secures commitment from all stakeholders to act upon the vision of what the district must become
- 1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely
- 1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision

#### 2. Develops and Implements a District Leadership Theory of Action that Guides Decision Making

- 2.1 Articulates and acts upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision
- 2.2 Articulates and tests theories of action for all major aspects of the district's improvement work
- 2.3 Executes a district leadership theory of action to build district coherence and alignment

#### 3. Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of All Students

- 3.1 Examines a wide range of data to determine root cause of areas of concern related to improving teaching and learning
- 3.2 Involves key stakeholders in developing strategies to address areas of concern
- 3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action
- 3.4 Leads a budget development process that results in systems and support for integrated district improvement initiatives

#### 4. Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

- 4.1 Guides leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the school level
- 4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation and monitoring
- 4.3 Establishes accountability for improvement at the district, school and classroom level

#### 5. Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

- 5.1 Works with the board to establish district goals and systems and processes for monitoring progress over time
- 5.2 Works in cooperation with the board of education to engage and inform of progress toward goals
- 5.3 Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and superintendent in the areas of policy, management and collaborative governance
- 5.4 Demonstrates strong support and advocacy for board approved district goals in various public settings

#### 6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

- 6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility, mutual accountability, a strong sense of individual and group efficacy and a focus on student learning
- 6.2 Invests in developing the capacity of teachers and leaders to improve performance over time
- 6.3 Demonstrates a strong commitment to professional learning at all levels of the organization

#### 7. Purposely Aligns Systems and Structures that Support the District Theory of Action and Strategic Operating Plan

- 7.1 Develops and oversees a comprehensive approach to human capital that aligns to district vision, strategy and goals
- 7.2 Establishes and implements a strategic approach to resource allocation and budget management
- 7.3 Ensures effective management of the district's core functions

#### 8. Personal Leadership Competencies Associated with Effective District Leadership

- 8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement
- 8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain a consistent focus on high levels of achievement
- 8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning
- 8.4 Equitable Practice. Explores how identity and life experience have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact on the staff, members of the board and community and other stakeholders
- 8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity
- 8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement. Demonstrates political savvy and respectful engagement across all stakeholder groups



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