STANDARD #6

Professional Accountability

Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

Professional Accountability

The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high-performing school.

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. http://www.npbea.org. Figure 2 on P6 and P18.

Hattie, John. "High Impact Leadership." Educational Leadership 72.5 (2015): 36. MAS Ultra - School Edition. Web. 12 Sept. 2016.

Hitt, Dallas Hambrick, and Pamela D Tucker. "Systematic Review of Key Leader Practices Found to Influence Student Achievement." Review of Educational Research 86.2: 531-69. Web.

Reeves, Douglas. "Reeves Leadership Performance Matrix." The Leadership and Learning Centre.http://usny.nysed.gov/rttt/teachersleaders/practicerubrics/Docs/Houghton-Mifflin_PrincipalRubric.pdf.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P171-199, Figure 27 on P174.

a) Creates a climate of trust and evidence-based professionalism, honoring commitments and handling conflict directly and respectfully.

- There is a shared understanding of conflict resolution mechanisms in the school and perception data shows that the procedures are effective.
- Conflict is handled directly, constructively and respectfully, as attested to by multiple and diverse sources.
- Behavior in meetings and in the community demonstrates encouragement of diverse perspectives and respectful dialogue so that the best decisions can be made in support of the mission.
- A log of commitments made and honored during the year is kept with reflection on learning regarding those commitments not kept.
- There are examples of advocating for specific decisions based on rationale that is grounded in the mission, vision and student learning. Evidence exists that the outcomes have made a positive impact on students.
- There are examples of actions that have explicitly fostered trust with various stakeholders in the school.

b) Demonstrates organizational and self-management skills to focus on the priorities of the school.

- The guiding statements and the school improvement plan inform the priorities for the school, and they are known and understood by all staff at the beginning of each school year.
- The Head of School's calendar, meeting agendas and minutes reflect the priorities for the school. The Head strategically prioritizes time to reflect the most important tasks.
- Decisions made and reflected in minutes for meetings demonstrate that all decisions are aligned with the school's guiding statements and priorities. The decisions are reviewed annually for impact.

- Organizational tools that support work are used and examples are shared that have produced the desired impact.
- The school is effective and efficient in its use of organizational tools e.g., project management software or other software applications) and manages tasks and projects to achieve its goals.
- Projects contain clear alignment to the school's priorities that are reflected in the project documentation.
- Senior leadership team members set goals that are focused on the priorities of the school and are empowered by the Head to accomplish the goals.
- The Head of School takes care of himself/herself in body, mind and spirit. The Head's calendar reflects commitment to well-being. The Head is reflective about personal habits, seeking help when needed.
- The Head of School identifies skills of self-management that are strengths and areas for growth and sets goals for improvement.
- The leadership team and Chair of the governing body, when surveyed, cite examples of the Head of School demonstrating emotional maturity and examples of emotional intelligence.

c) Seeks and uses critical reflection as part of continual improvement and sustainability of own and school's performance.

- The Head of School sets professional work goals based on honest self-assessment and feedback from others, that are aligned with Standards of Excellence for the International School Head
- An annual action plan supports the attainment of goals with professional learning, leadership actions, data, feedback and reflection resulting in a continuous cycle of self-improvement and school improvement.

- Reflection with relevant staff occurs after major events, with decisions about improvements that can be made for the next year.
- The Head accepts responsibility for actions, or shared mistakes.
- Surveys of students and staff indicate that there is a growth mindset in the school that is modeled foremost by the Head.

d) Uses data to support changes and effectively leads innovations that result in improved learning.

- Progress on the mission, vision and strategic plan is annually reported to the school community and the data is used to set goals for the next year.
- Student performance data is systematically collected and analyzed by leadership. Data incudes internal and external measures and is quantitative and qualitative.
- The Head displays knowledge of current research and encourages innovations that result in gains in student learning.

e) Builds external relationships and networks outside of the school for support and improvement as well as to contribute to the future of learning and leading.

- The Head is an active member of professional organizations, including participating in virtual networks and collaboratives to share ideas, ask questions and offer data.
- The Head presents at conferences and seminars, sharing examples from the school that impact student learning and offers support to colleagues in the form of coaching and mentoring.
- The school is featured at conferences and at local and regional conferences, with staff members presenting innovative programs and practices that improve student learning.

f) Demonstrates a passion and energy for improving learning that can be seen in actions, decisions and student learning gains.

- The Head of School serves as a model of a "lead learner" and communicates what he/she is learning, which results in others learning more about learning.
- The Head of School leads faculty meetings, community sessions, leadership team meetings, and professional development activities, which results in an energetic focus on improving learning in the school.
- High performing, productive teams are committed to the well-being of students and to improving learning throughout the school.
- The Head builds positive relationships with students, staff and parents and seeks feedback regarding the school and improvements that would help learning. Constituents say that their feedback matters and can point to examples of it making a difference.

Reeves, Douglas. "Reeves Leadership Performance Matrix." The Leadership and Learning Centre.http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/HoughtonMifflin_PrincipalRubric.pdf P1-4.

Tschannen-Moran, Megan. Trust Matters : "Leadership for Successful Schools (2)." Somerset, US: Jossey-Bass, 2014. ProQuest ebrary. Web. 12 September 2016. Chapters 3 and 10.

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