

The 21st Century Principal

21st Century Teaching, Learning, and Leading

21st Century Technical Work Group

1/7/2014



This document contains the four leadership roles of the 21st Century Principal and includes the competencies and indicators of each role. In addition, for each leadership role, there is a self-assessment and reflection continuum. This document was composed by administrators and area and district leaders across all three geographical areas of DoDEA.



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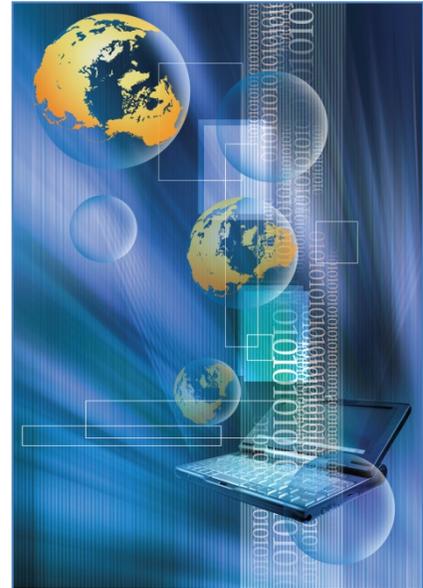


21st Century School Principal Development

The 21st Century Teaching Learning, and Leading (CTLL) Technical Working Group (TWG) developed a set of tools that provide principals a means to understand the shift from a 20th century principal to a 21st Century School Principal. The platform of the 21st CTLL is collaboration throughout the school, shared leadership to develop widespread learning, and understanding of strong student-centered instruction interwoven with technology.

The Roles and Competencies, including the behavioral indicators, provide school leaders with clear guidance and expectations of the shift from the typical school leadership role. The roles, along with the definition of the 21st Century School Leader, delineates what Visionary Leadership, Instructional Leadership, Organization Leadership, and Collaborative Leadership is for today's 21st century school buildings. The knowledge and skills across the roles promotes building the capacity not just of school leaders but for others within the school and outside the school.

The Self-Assessment and Reflection Continuum is aligned to the Roles and Competencies to provide principals a means to assess where they are currently, to make decisions on professional learning to gain strength in a specific role, and begin to use the Continuum as a means to plan long-term growth as a leader.



The Professional Learning section provides principals a glimpse of the learning opportunities that align to the Roles and Competencies and the Self-Assessment and Reflection Continuum. The learning event descriptions will provide a future vendor the understanding of the learning expectations for each event. The learning descriptions provide only a beginning of the Principal Toolbox.

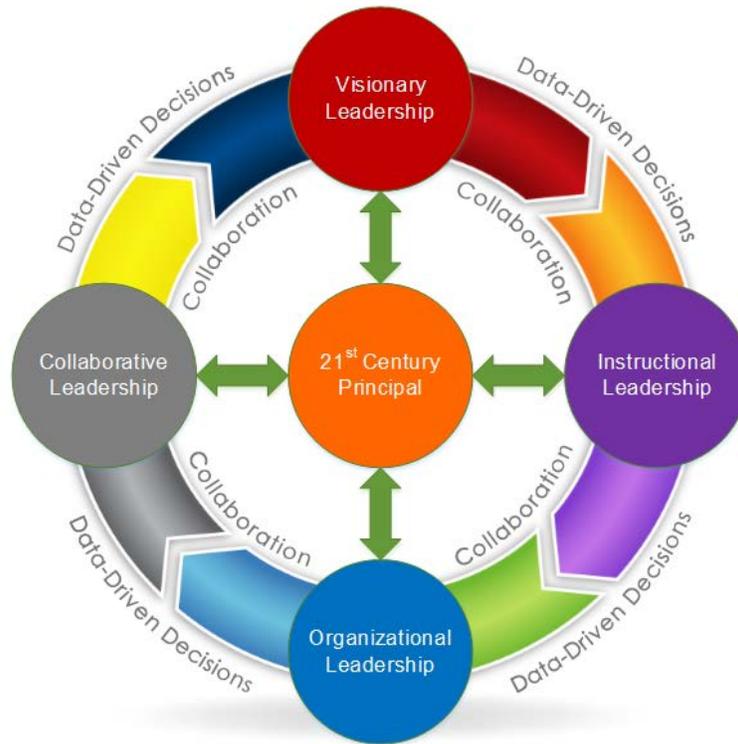
The Roles and Competencies, the Self-Assessment and Reflection Continuum, and the professional Learning are aligned to the following:

- ❖ Interstate School Leaders Licensure Consortium (ISLLC)
- ❖ NETS-A
- ❖ Multidimensional Administrator Performance Appraisal (MAPA)
- ❖ AdvancED

DoDEA Definition of the 21st Century School Principal

The DoDEA 21st Century School Leader is One Who Educates, Empowers, Engages and Excels through visionary leadership that inspires ALL to be intentional learners, to think critically and to work collaboratively to meet the demands of a global, digital and dynamic world.

Four Roles of the 21st Century School Principal



The DoDEA 21st Century School Leader should effectively demonstrate excellence in the following four roles:

- ❖ **Visionary Leadership:** The visionary leader builds a shared commitment to excellence and a vigorous pursuit of high student performance.
- ❖ **Instructional Leadership:** The instructional leader ensures a student-centered school environment that provides and nurtures innovative learning experiences for all students to prepare them for success in life and empower all staff, parents, and students to collaboratively and deliberately use data to support every student's academic, social, and emotional growth.
- ❖ **Organizational Leadership:** The organizational leader creates, leads, and sustains an entrepreneurial culture that engages the school and community to remove barriers and maximizes resources for student success.
- ❖ **Collaborative Leadership:** The collaborative leader activates, communicates, and sustains the engagement of staff, parents, students, military and community partnerships and shared leadership for the success of military children.



Visionary Leadership

Definition: The visionary leader builds a shared commitment to excellence and a vigorous pursuit of high student performance.

Competency	Indicators	Professional Development
<p>V.1) The effective 21st Century school leader utilizes data to make informed decisions and works with the shared leadership team to develop a purposeful plan for sustainable growth</p> <ul style="list-style-type: none"> ▪ (ISLLC-1B,1C,1D,1E, 2I, 4A, 6C) ▪ (NETS-A: 1B, 4A, 4B) ▪ (MAPA-1.1, 1.2, 1.7, 3.1, 3.6, 4.2) ▪ (AdvancED 3) 	<p>a) Analyzes and communicates to all stakeholders the link between the data and the developed school goals.</p> <p>b) Shares leadership with others to build capacity and collective ownership within the school environment</p> <p>c) Ensures the strategic plan utilizes clearly articulated objectives and strategies</p> <p>d) Monitors and evaluates program effectiveness</p> <p>e) Conducts needs assessments for professional development</p> <p>f) Uses innovative systems in the implementation of change</p>	<p>Quantitative, Qualitative, Using data to lead change, Using data to inform, and Communicating data</p> <p>Student assessments – how to monitor and assess student outcomes in 21st century ways (i.e. Rainbow, Exam View, Pearson Success Net)</p> <p>Results-based purposeful planning for transforming schools towards the 21st Century vision</p> <p>The Change Process</p>
<p>V.2) The effective 21st Century school leader aligns the curriculum, instruction, and assessment practices to the school’s vision and mission</p> <ul style="list-style-type: none"> ▪ (ISLLC-1A, 2B) ▪ (AdvancED 3) 	<p>a) Inspires teachers to use rigorous innovative research-based classroom practices</p> <p>b) Creates and communicates a vision focused on the elements of curriculum, instruction and assessment that make higher achievement possible and a focused mission to improve student achievement</p>	<p>Common Core State Standards (CCSS) as it relates to 21st century teaching, learning and leading</p>



<p>V.3) The effective 21st Century school leader inspires and communicates a shared vision to support collaborative leadership</p> <ul style="list-style-type: none"> ▪ (ISLLC-1A, 2F, 3D) ▪ (MAPA-2.8,3.2, 3.3, 3.4, 3.5, 3.7) ▪ (AdvancED 2) 	<p>a) Develops models of shared leadership in which others assume responsibilities that have traditionally been assigned to the principal</p>	<p>CCSS as it relates to 21st century teaching, learning and leading</p> <p>Results Based Strategic planning for transforming schools towards the 21st Century vision</p> <p>(CSI, PD, AdvancED technology plan, data plan)</p>
<p>V.4) The effective 21st Century school leader creates, promotes, and sustains a dynamic, digital-age learning culture</p> <ul style="list-style-type: none"> ▪ (ISLLC-2H, 6C) ▪ (NETSA 1A, 5A, 5B, 5C, 5D) ▪ (MAPA-1.8, 2.4, 3.6) 	<p>a) Models and provides necessary support to ensure the use of digital age tools to enrich the instructional learning for all students</p> <p>b) Leads purposeful change to maximize the achievement of learning goals and communicates through appropriate technology and media-rich resources</p>	<p>Digital resources awareness and competency (platforms, assessment tools, digital tools, and models)</p>
<p>V.5) The effective 21st Century school leader creates a risk taking school climate and culture</p> <ul style="list-style-type: none"> ▪ (ISLLC-2A, 2C) 	<p>a) Apply knowledge and understanding of school cultures</p> <p>b) Demonstrate belief in and commitment to a safe and supportive learning environment</p> <p>c) Promote and encourage innovation and creativity in teacher practice</p> <p>d) Interpret disappointments in ways that help school staff to see them as a learning opportunity</p> <p>e) Celebrate success and recognize accomplishments</p>	<p>21st Century Learning Environments</p>



Instructional Leadership

Definition: The instructional leader ensures a student-centered school environment that provides and nurtures innovative learning experiences for all students to prepare them for success in life and empower all staff, parents, and students to collaboratively and deliberately use data to support every student's academic, social, and emotional growth.

Competency	Indicators	Professional Development
<p>I.1) The effective 21st century school leader guides, monitors and supervises effective curriculum integration and innovative application of instruction and assessment through teaching, learning, and leading</p> <ul style="list-style-type: none"> ▪ (ISLLC 2B, 2D, 2E) ▪ (NETS-A: 2A) ▪ (MAPA: 1.3, 1.4, 1.5, 3.1) ▪ (AdvancED 2) 	<p>a) Provides conceptual guidance for teachers regarding effective classroom practice</p> <p>b) Assists in aligning instruction with the following internal and external factors: DoDEA CSP, school level CSI, AdvancED Standards, CCSS (Common Core State Standards)</p>	<p>21st Century Teaching Leading and Learning</p> <p>Utilizing the Professional Learning Framework for learning outcomes</p> <p>Supervises and observes, coaches, monitors, and provides feedback (Trend Data Walk Through on a mobile platform geared to 21st Century Teaching and Learning)</p>
<p>I.2). The effective 21st century school leader models digital tools to support teaching, learning, and leading</p> <ul style="list-style-type: none"> ▪ (NETS-A 2B, 4A) 	<p>a) Models and promotes the frequent and effective use of technology for learning</p>	<p>Digital resources awareness and competency (platforms, assessment tools, digital tools, and models)</p>
<p>I.3) The effective 21st century school leader provides deliberate, purposeful, and collaborative opportunities for professional learning in an environment where risk taking is valued</p> <ul style="list-style-type: none"> ▪ (ISLLC 2F, 2I) ▪ (NETS: 3D) ▪ (MAPA: 3.1) 	<p>a) Systematically engages staff in implementation of research based strategies for Curriculum, Instruction, and Assessment</p> <p>b) Continually exposes the staff to cutting edge ideas and the effective use of current instructional research</p> <p>c) Provides authentic, job embedded professional learning</p>	<p>Shared Leadership - Strategic Team Building</p> <p>Creating a Professional Development Environment to include PLC/Ts, coaching, and mentoring</p>



<ul style="list-style-type: none"> ▪ (AdvancED 3) 	<p>opportunities</p> <p>d) Monitors and evaluated the effectiveness of the instructional programs</p>	
<p>I.4) The effective 21st century school leader establishes a student-centered shared leadership learning environment promoting interaction and a sense of community</p> <ul style="list-style-type: none"> ▪ (ISLLC 2A, 2C, 2H) ▪ (NETS-A: 2B, 5A) 	<p>a) Creates a school-wide learning environment that support the teaching and learning of 21st century skill outcomes (WAGNER's 7 survival skills)</p> <p>b) Provides access to a robust, reliable and flexible learning environment within the school community while maximizing real-world learning opportunities</p> <p>c) Designs environments that extend opportunities to develop innovative thinking, life and career skills, and prepares students for higher education and/or jobs of the future</p>	<p>21st Century Learning Environments</p>



Organizational Leadership

Definition: The organizational leader creates, leads, and sustains an entrepreneurial culture that engages the school and community to remove barriers and maximizes resources for student success.

Competency	Indicators	Professional Development
<p>O.1) The effective 21st Century DoDEA school leader ensures creative, innovative, and flexible use of resources, to include technology to support 21st Century teaching, leading, and learning</p> <ul style="list-style-type: none"> ▪ (ISLLC 2H, 3B) ▪ (NETS-A: 1C, 3A, 5A) ▪ (MAPA 1.8 , 2.3, 2.4 , 2.5) ▪ (AdvancED 4) 	<p>a) Optimizes use of time for teaching and learning by creating a master schedule that utilizes the resources of the facilities and strengths of the faculty</p> <p>b) Organizes, analyzes and communicates student, program and school performance</p> <p>c) Implements various formats for learning to include Video Tele-Conferencing (VTC), virtual meetings, classes, flexible scheduling, banked time, and before and after school opportunities</p> <p>d) Demonstrate innovative use of technology tools and resources to provide additional learning opportunities</p>	<p>Knowledge of teacher certifications, collaborative schedule building, designation and common scheduling of specialty rooms (science labs, music, etc.)</p> <p>Fluency with ASPEN and Gradespeed to obtain and analyze information about student performance; Platforms to obtain assessment data: Terra Nova, SIR, PSAT, SAT, End of Course, AP Test Data</p> <p>Awareness of various models of scheduling, platforms for teaching and learning (digital lockers, flipped classrooms, etc.)</p> <p>Fluency with DoDEA adopted technology (software and hardware) in the classroom: Smartboard and Smart Notebook software; Elmo; Gaggie; YouTube; Vernier Probes (not an all-inclusive list)</p>
<p>O.2) The effective 21st Century DoDEA school leader develops and implements innovative solutions and protocols to maximize safety and security in the 21st Century</p> <ul style="list-style-type: none"> ▪ (ISLLC 3A,C; 4A, 5B, 5C) ▪ (MAPA 2.1 2.2, 3.7, 4.2) 	<p>a) Develops partnerships with base/post emergency personnel to conduct scenario-based safety drills and implement inspections in combination with the district officer, works across complexes to problem-solve security issues, and develops teams to</p>	<p>Anti-Terrorism Plan; RAP; Facilities Security; Asbestos training and inspections; Bus discipline and safety; Protocols for inventory and security of classroom and school resources; Crisis Team; School Discipline; Student Handbook</p>



<ul style="list-style-type: none"> ▪ (AdvancED 4) 	<p>help implement crisis plans.</p>	
<p>O.3) The effective 21st Century School Leader manages human resources and administrative support operations and systems</p> <ul style="list-style-type: none"> ▪ (ISLLC 3A,B,C,D,E, 5C) ▪ (NETS-A 4C, 4E) ▪ (MAPA 1.6, 2.1 2.2, 2.3 , 2.5, 3.7) ▪ (AdvancED 4) 	<p>a) Utilizes technology and human resources to optimize efficiency and streamline daily and seasonal activities</p>	<p>Familiar with and utilizes/implements regulations, protocols, and procedures:</p> <p>Principal's Manual; EPAS; Leave Regulations; Faculty Handbook</p> <p>Personnel platforms:</p> <p>EAS,USAJob Select, CITRIX,</p> <p>Collaborative platforms:</p> <p>Intersect; Blackboard; Intranet; RAP; PAWS; DODEA Website</p>
<p>O.4) The effective 21st Century DoDEA school leader understands how to utilize space in and outside of school facilities in a 21st Century way, creating and utilizing neighborhoods, flexible classrooms, performance spaces, labs, and satellite locations for digital-age learning</p> <ul style="list-style-type: none"> ▪ (ISLLC 2C) ▪ (NETS-A: 2C) ▪ (MAPA 3.2, 3.3, 3.4, 3.5, 3.7, 3.8) ▪ (AdvancED 4) 	<p>a) Empowers teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based, interdisciplinary, and cooperative learning.</p>	<p>Developing purpose and utilizing spaces in 21st Century Learning Environments</p>
<p>O.5) The effective 21st Century DoDEA school leader understands how to lead the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.</p>	<p>a) Create a culture of collective responsibility for all students.</p> <p>b) Use data to monitor the outcomes</p> <p>c) Create a culture of collective responsibility for all students.</p> <p>d) Use data to monitor the outcomes of school</p>	<p>Strategic Use of Data</p>



<ul style="list-style-type: none">▪ (NETS-A: 4a, 4b)▪ (ISSLC 1b,1c)▪ (AdvancED 3)	<p>improvement plans and guide the continuous school improvement process.</p> <p>e) Use formative assessments of student progress at regular intervals throughout the year.</p> <p>f) Use data to make decisions about professional development plans.</p> <p>g) Use data in conversations with parents about student performance and programing.</p> <p>h) Use data to move beyond problem identification to problem solving.</p> <p>i) Gather additional data to better understand causes related to problems in question.</p> <p>j) Build capacity to examine student data and make sense of it.</p>	
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Collaborative Leadership

Definition: The collaborative leader activates, communicates, and sustains the engagement of staff, parents, students, military and community partnerships and shared leadership for the success of military children.

Competency	Indicators	Professional development
<p>C.1) The effective 21st century school leader promotes and uses social media and other communication avenues to effectively engage, educate and empower the educational community and public</p> <ul style="list-style-type: none"> ▪ (ISLLC 4B, 4C) ▪ (NETS-A: 3C) ▪ (MAPA 4.3, 4.4) ▪ (AdvancED 5) 	<p>a) Uses effective and appropriate digital and traditional communication tools. (Facebook, emerging digital tools, digital newsletters, twitter, teachertube.com, blogs, websites, digital newsletters, podcasts, internets and E-portals, electronic grade-book, robo-calls, e-mails, RSS feeds, town halls, traditional media (print, broadcast, web) face 2 face meetings.) Create and manage the school message through effective use of these communication tools</p>	<p>21st Century Communication</p> <p>Digital Tools</p> <p>Military Families</p> <p>Military Communities</p>
<p>C.2) The effective 21st Century DoDEA school leader builds and sustains strong and enduring relationships and partnerships with students, teachers, families, command, community, and other stakeholders to provide the best education possible for all students</p> <ul style="list-style-type: none"> ▪ (ISLLC 4C,D,6A,6B) ▪ (NETS A- 4D) ▪ (MAPA 4.4, 4.5) ▪ (AdvancED 2) 	<p>a) Fosters cooperation and support such as resources, funding, personnel, volunteers, experts</p> <p>b) Develops relationships that result in a shared sense of responsibility for student achievement among teachers, parents and students</p> <p>c) Engage in two-way communication that results in mutual respect and effective problem solving</p>	<p>Shared Leadership</p> <p>Military Students</p> <p>Military Families</p> <p>Military Communities</p>
<p>C.3) The effective 21st Century DoDEA school leader fosters learning communities for</p>	<p>a) Creates a risk taking, collaborative and innovative environment for the</p>	<p>Creating Professional Learning Environment – and Professional</p>



<p>professional collaboration among all stakeholders</p> <ul style="list-style-type: none"> ▪ (ISLLC 2A, 6C) ▪ (NETS: 3B) ▪ (MAPA 3.6) ▪ (AdvancED 3) 	<p>establishment of learning communities</p> <p>b) Guides learning communities to increase accountability, involvement, commitment and growth of stakeholders</p>	<p>Learning Communities</p> <p>Utilizing Professional Learning Framework</p> <p>Strategic Use of Data</p> <p>Military Students</p> <p>Military Families</p> <p>Military Communities</p>
<p>C.4) The effective 21st Century DoDEA school leader builds and sustains shared leadership for collective responsibility</p> <ul style="list-style-type: none"> ▪ (ISLLC 2F) ▪ (MAPA 3.2, 3.3, 3.4, 3.5, 3.7, 3.8) 	<p>a) Provide leadership opportunities for stakeholders to create participation and ownership. (Grade level, PLC, SILT, SAC, Committees, Student council, PTA-O, IAC, Department chairs)</p> <p>Identifies and enlists emerging leaders to influence the school's direction</p>	<p>Shared Leadership</p> <p>Military Families</p> <p>Military Communities</p>

Self-Assessment and Reflection Continuum

Purpose

The Self-Assessment and Reflection Continuum will NOT be used for school principal evaluation purposes. It is not intended as a tool for collecting or tabulating individual evaluation data on school principals, teachers, or Continuous School Improvement (CSI).

The Self-Assessment and Reflection Continuum will serve as a self-assessment tool for school principals and as a guide for continued professional growth. The Self-Assessment and Reflection Continuum is intended to serve as a tool for dialogue and to deepen each principal's understanding of school leadership in the 21st century schools.

Individual Uses of the Self-Assessment and Reflection Continuum Tool

Analysis and Reflection

School principals can use the continuum to learn more about the leadership practices that will support teaching and learning in the 21st century school. School principals will find that the Self-Assessment and Reflection Continuum provides a common language for supporting professional conversations concerning school leadership. The Self-Assessment and Reflection Continuum may be used as a road map for guiding self-improvement and for developing individual professional goals.



Professional Growth

School principals may wish to analyze their own leadership skills and think about new or different ways of leadership. Based on their reflections, principals could identify several professional goals for continued growth. Principals, School Improvement Teams, and specialists may find the Self-Assessment and Reflection Continuum useful for determining professional development needs for all members of the learning community or for identifying best practices for the school's continuous improvement efforts.

Collaboration and Mentoring

School principals could work in collaboration with administrative colleagues and/or district instructional support specialists to guide group work toward common goals. Principals new to a school may find the Self-Assessment and Reflection Continuum helpful in determining a school-wide focus or for obtaining professional learning opportunities for the total staff. Principals could use the Self-Assessment and Reflection Continuum as a coaching tool to support teachers who aspire to enter leadership roles.



Systemic Uses of the Self-Assessment and Reflection Continuum Tool

As a system, DoDEA will use the Self-Assessment and Reflection Continuum of 21st Century Leadership to:

- Implement the use of a common professional language that defines the common worldwide view of the 21st Century School Principal.
- Build the knowledge, skills and abilities of the roles and competencies for school principals to effectively lead all DoDEA schools into the 21st Century.
- Support school level principals in the development, implementation, supervision, and sustainment of all aspects of 21st Century Teaching, Learning and Leading.

Terms

Description of Terms Used in the Self-Assessment and Reflection Continuum

The Self-Assessment and Reflection Continuum of 21st Century Leadership provides a common view of the four roles of leadership that are vital to leading 21st century schools. Within each leadership role, the competencies are clearly defined using indicators of best practices along a continuum of leadership excellence. The self-assessment and reflection tool is designed to show a continuum from early use of a practice to mastery use of a practice. The terms used to identify each level are:

Continuum Level	Definition of Continuum Level	Example of Observable Principal Behavior in the Role of Collaborative Leadership
Emerging	The beginning stages of using a practice with limited use and/or partial implementation	Utilize formal and informal structures of shared leadership
Implementing	Leading the school’s innovative use of best practice, meeting implementation expectations	Identify and implement innovated shared/distributed leadership practices to create a sense of urgency and drive the school forward
Sustaining	Exemplary level of sustaining best practice as part of the total school culture	Empower teachers and students to optimize purposeful and intentional use of effective distributive leadership models



Visionary Leadership: Self-Assessment and Reflection Continuum

V.1	The effective 21st Century school leader utilizes data to make informed decisions and works with the shared leadership team to develop a purposeful plan for sustainable growth <i>(ISLLC-1B,1C,1D,1E, 2I, 4A, 6C)</i>		
v.1a	Analyze and communicate to all stakeholders the link between the data and the developed school goals		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data in conversations with parents about student performance and programing	Use data to monitor the outcomes of school improvement plans and guide the continuous school improvement process and shares results with all stakeholders	Engage and utilize stakeholder input as well as use data to develop a comprehensive vision in transformation of the educational environment
	Analyze and communicate data to stakeholders	Regularly monitor, evaluate, and revise the vision, mission, and implementation plans	Systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives
v.1b	Share leadership with others to build capacity and collective ownership within the school environment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build parent and community partnerships and facilitate ways to support learning	Build leadership capacity in teachers, students, parents, and community members	Share leadership with others to build capacity and collective ownership within the school environment
	Use communication skills with integrity to build trust among stakeholders	Create opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	
v.1c	Ensure the strategic plan utilizes clearly articulated objectives and strategies		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build capacity to examine student data and make sense of it	Use data to move beyond problem identification to problem solving then create strategies to deal with academic concerns	Engage staff in implementation of research based strategies for Curriculum, Instruction, and Assessment
v.1d	Monitor and evaluate program effectiveness		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data to monitor the outcomes of school improvement plans and guide the continuous school improvement process	Use formative assessments of student progress at regular intervals throughout the year	Improve classroom teaching by setting clear expectations by monitoring, observing, coaching, and evaluating faculty and staff
			Enrich curricula to accelerate learning for all students through differentiation



v.1e	Conduct needs assessments for professional development		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Create a tool to collect data on the needs of the staff, students, and community	Obtain needed resources to support the needs of all stakeholders	Make provision for professional development, financial management, and technology use and integration into the curricular and administrative management activities consistent with the articulated vision
	Use effective staff development and improvement strategies		
v.1f	Use innovative systems in the implementation of change		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build and model a collaborative culture that promotes and supports the change process	Restructure the facility design, optimizes human resources, and build a culture to implement 21 st Century skills and strategies	Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment
v.2	The effective 21st Century school leader aligns the curriculum, instruction, and assessment practices to the school's vision and mission (ISLLC-1A, 2B)		
v.2a	Inspire teachers to use rigorous innovative research based classroom practices		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Provide a safe and healthy environment for collaboration	Build and model a collaborative culture that both promotes and supports a risk free environment	Engage staff in implementation of research based strategies for Curriculum, Instruction, and Assessment
v.2b	Create and communicate a vision focused on the elements of curriculum, instruction and assessment that makes higher achievement possible and a focused mission to improve student achievement		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use stakeholders to help develop the vision of the school	Communicate regularly and routinely with members of the school faculty, student and parent groups, local civic and business leaders, and other appropriate community members	Articulate the vision of the school with student and parent groups, local civic, business leaders, and other appropriate community members, soliciting input and involving them in refining and implementing the vision
	Recognize and celebrate the contributions of school community members to the continuing progress toward the vision		Model the core beliefs of the vision in public. Use the vision to garner resources from the community to support the shared vision
	Assure that progress toward the vision and		



	mission is communicated to all stakeholders		
V.3	The effective 21st Century school leader inspires and communicates a shared vision to support collaborative leadership		
	(ISLLC-1A, 2F, 3D)		
v.3a	Develop model of shared leadership in which others assume responsibilities that have traditionally been assigned to the administrator		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build leadership capacity in teachers, students, parents, and community members	Build parent and community partnerships and facilitates ways to support leadership	Build and model a collaborative culture that promotes and supports leadership opportunities for all stakeholders
	Provide a safe and healthy environment for collaboration	Utilize skills and practice the use of strong leadership in the school environment	
V.4	The effective 21st Century school leader creates, promotes, and sustains a dynamic, digital-age learning culture		
	(ISLLC-2H, 6C)		
v.4a	Model and provide necessary support to ensure the use of digital age tools to enrich the instructional learning for all students		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools	Relate what the "Essential Conditions" are and use them to evaluate classrooms or school readiness for implementation of the 21st century skills from a digital	Articulate the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating a digital learning environment
	Identify and reflect on how the Essential Conditions are necessary to the effective implementation of digital tools	Identify opportunities for technology-rich enhancements to increase student engagement	Use innovative technology tools and resources reflecting learning across various mediums and locations to include: <ul style="list-style-type: none"> • Video Teleconference (VTC) • Virtual Labs • Virtual Classes • Online Classes • Independent Study
	Know and understand the National Educational Technology standards		Teach administrators how to use the digital tools and resources to include: <ul style="list-style-type: none"> • Tablets • MP3 players • SMART technologies • Productivity Software (DoDEA Approved Standard Software) • Web Based Tools
	Know and understand digital citizenship		



v.4b	Lead purposeful change to maximize the achievement of learning goals and communicate through appropriate technology and media-rich resources		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools	Determine mechanisms to meet the challenges of a digital age learning environment regarding ethics, safety, and citizenship	Model and provide opportunities for students and staff to use digital age tools to enrich the instructional learning for all students
	Model digital tools to support teaching, learning, and leading	Model and promote the frequent and effective use of technology for learning	Lead purposeful change to maximize the achievement of learning goals and communicate through appropriate technology and media-rich resources
V.5	The effective 21st Century school leader creates a risk taking school climate and culture (ISLLC-2A, 2C)		
v.5a	Apply knowledge and understanding of school culture		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Design school culture that is rich in collaboration and supportive of new innovations	Demonstrate belief in and commitment to a safe and supportive learning environment	Create a learning environment within the school and community while maximizing real-world learning opportunities
		Embrace a collaborative, innovative and creative environment for all stakeholders	
v.5b	Demonstrate belief in and commitment to a safe and supportive learning environment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Design an environment that extends opportunities and fosters innovative thinking	Design and apply strategies which support open opportunities for students, parents, and staff	Implement a school-wide learning environment that supports teaching and learning of 21 st Century skill outcomes (Wagner's Seven Survival Skills)
	Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment		
v.5c	Promote and encourage innovation and creativity in teacher practice		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Create an environment where teachers can explore new and innovative learning opportunities	Encourage and support staff members in the use of innovative learning opportunities	Empower teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based,



			interdisciplinary, cooperative learning, creativity and innovative learning
v.5d	Interpret disappointments in ways that help school staff to see them as a learning opportunity		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Lead staff to evaluate and discover different ways to revise to create a solution	Use data to create a solution which turns disappointment into success	Lead staff in collective inquiry and learning to resolve issue to turn a negative into a positive situation
			Encourage staff to take risks by reflecting and refining practices
v.5e	Celebrate success and recognize accomplishments		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Establish informal sharing of success and acknowledgment of accomplishments	Provide opportunities for staff and students to share learning experiences with other staff	Develop a consistent formal structure to share learning success and accomplishments via social media that is easily accessed by all stakeholders
		Create opportunities for staff and students to share success and accomplishments in all areas	



Instructional Leadership: Self-Assessment and Reflection Continuum

I.1	<p>The effective 21st century school leader will guide, monitor and supervise effective curriculum integration and innovative application of instruction and assessment through teaching, learning, and leading</p> <p><i>(ISLLC 2B, 2D, 2E)</i> <i>(NETS-A: 2A)</i></p>		
i.1a	Provide conceptual guidance for teachers regarding effective classroom practice		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Support teachers in using effective instructional strategies to meet students' diverse learning needs	Ensure that curriculum, instruction, and assessment are aligned to maximize student learning	Ensure that knowledge of teaching and learning serves as the foundation for the school's professional learning community
	Improve classroom teaching by setting clear expectations	Improve classroom teaching by observing, coaching, and evaluating faculty and staff	
i.1b	Assist in aligning instruction with the following internal and external factors: DoDEA CSP, school level CSI, AdvancED Standards, CCSS (Common Core State Standards)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Examine student data and make sense of it	Use data to move beyond problem identification to problem solving	Use data to monitor the outcomes of school improvement plans to increase student learning
	Review formative assessments of student progress at regular intervals throughout the year	Gather additional data to better understand causes related to problems in question	Ensure that all students have access to challenging curricula and differentiated learning opportunities
		Promote and encourage innovative and creative teacher practice	Foster deep knowledge of curriculum, instruction and assessment to improve student learning
		Ensure assessments are reliable and valid	
		Monitor and track data use	
		Monitor and track the use of formative assessments of student progress at regular intervals throughout the year	
I.2	<p>The effective 21st century school leader will model digital tools to support teaching, learning, and leading</p> <p><i>(ISLLC 2H)</i> <i>(NETS-A 2B, 4A)</i></p>		
i.2a	Model and promote the frequent and effective use of technology for learning		
	Emerging	Implementing	Sustaining



	The administrator will:	The administrator will:	The administrator will:
	Provide students with access to a variety of 21 st century instructional tools, including technology to solve problems	Track the frequent and effective use of technology for learning	Model and provide support to ensure the use of digital age tools to enrich the instructional learning for all students
	Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools		Model and advance frequent and effective use of technology for learning
i.2b	Understand and promote the “Essential Conditions” (NETS-A)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Identify opportunities for technology-rich enhancements to increase student engagement	Articulate the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating	Utilize the "Essential Conditions" to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective
1.3	The effective 21st century school leader will provide deliberate, purposeful, and collaborative opportunities for professional learning in an environment where risk taking is valued		
	<i>(ISLLC 2F, 2I)</i> <i>(NETS: 3D)</i>		
i.3a	Systematically engage staff in implementation of research based strategies for curriculum, instruction, and assessment		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Conduct needs assessment for professional development	Identify strategies for building a sense of efficacy and empowerment among staff	Empower staff to lead professional development to accomplish substantial outcomes
	Understand the importance of building a sense of efficacy and empowerment among staff		
i.3b	Continually expose the staff to cutting edge ideas and the effective use of current research		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Use data to make decisions about professional development plans	Monitor and track the use of data to make decisions about professional development plan	Lead purposeful professional development to maximize student achievement
i.3c	Provide authentic, job embedded professional learning opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Increase teacher engagement in the learning process	Mentor and support the development of all faculty and staff	Develop staff, while appropriately sharing leadership, and building strong school



			communities
	Organize targeted opportunities for teachers to learn how to teach their subjects well		
I.4	The effective 21st century school leader will establish a student-centered learning environment promoting interaction and a sense of community <i>(ISLLC 2A, 2C, 2H)</i> <i>(NETS-A: 2B, 5A)</i>		
i.4a	Create a school-wide learning environment that support the teaching and learning of 21st century skill outcomes (WAGNER’s Seven Survival Skills)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Set clear expectations which foster active, participatory learning	Use data in conversations with parents about student performance and programming	Inspire teachers to use rigorous, student-centered innovative research-based classroom practices
i.4b	Provide access to a robust and reliable flexible learning environment within the school and community while maximizing real-world learning opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Promote opportunities to develop innovative thinking	Create and communicate a purpose focused on the elements of curriculum, instruction and assessment that make higher achievement possible	Create flexible and reliable learning environment
i.4c	Design environments that extend opportunities to develop innovative thinking, life and career skills, and prepare students for jobs of the future		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Ensure learning environments support student –centered learning	Monitor and track the use of data in conversations with parents about student performance and programming	Design an environment that extends opportunities for innovative thinking



Organizational Leadership: Self-Assessment and Reflection Continuum

O.1	The effective 21st Century DoDEA school leader ensures creative, innovative, and flexible use of resources, to include technology to support 21st Century teaching, leading, and learning <i>(ISLC 2H, 3B)</i>		
o.1a	Organizes, analyzes and communicates student, program and school performance		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Initiates effective staff development and improvement strategies using 21 st century platforms	Communicate to staff what the "Essential Conditions" are and use them to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective	Reflect on current practices and interventions to determine opportunities to increase staff engagement with digital tools
o.1b	Implements various formats for learning to include Video Tele-Conferencing (VTC), virtual meetings, classes, flexible scheduling, banked time, and before and after school opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Possess the ability to provide direction, coordination, and resources for the improvement of Curriculum, Instruction, and Assessment through school resources	Optimizes use of time for teaching and learning by creating a master schedule that utilizes the resources of the facilities and strengths of the faculty	Inspire and lead the development and implementation of 21st Century skills and tools to promote excellence and support transformation throughout the school
o.1c	Demonstrate innovative use of technology tools and resources to provide additional learning opportunities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Identify opportunities for technology-rich enhancements to increase student engagement	Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment	Reflect on how the Essential Conditions are necessary to the effective implementation of the digital tools
O.2	The effective 21st Century DoDEA school leader develops and implements innovative solutions and protocols to maximize safety and security in the 21st Century <i>(ISLC 3A,C; 4A)</i>		
o.2a	Develop partnerships with base/post emergency personnel to conduct scenario-based safety drills and implement inspections in combination with the district officer, works across complexes to problem-solve security issues, and develops teams to help implement crisis plans		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Review, analyze and implement school safety and discipline based on school data	Apply legal and district policy requirements regarding discipline and safety	Create a school climate that safety and welfare are fostered and maintained for an optimal



			learning environment
O.3	The effective 21st Century School Leader manages human resources and administrative support operations and systems <i>(ISLLC 3A,B,C,D,E; 5C)</i>		
o.3a	Utilize technology and human resources to optimize efficiency and streamline daily and seasonal activities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	Maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment	Ensure maintenance of effective management of the school organization, operations and resources for a safe, efficient, and effective learning environment
O.4	The effective 21st Century DoDEA school leader understands how to utilize space in and outside of school facilities in a 21st Century way, creating and utilizing neighborhoods, flexible classrooms, performance spaces, labs, and satellite locations for digital-age learning <i>(ISLC 2C)</i>		
o.4a	Empower teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based, interdisciplinary, and cooperative learning		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Collaborate with stakeholders responding to diverse community interests and needs, and mobilizing community resources to create 21 st century learning environments	Design an environment that extends opportunities for innovative thinking	Transform educational environments by engaging stakeholders and leveraging their expertise in developing a comprehensive 21 st century educational environment



Collaborative Leadership: Self-Assessment and Reflection Continuum

C.1	The effective 21st DoDEA school leader will promote and use social media and other communication avenues to effectively engage, educate and empower the educational community and public (ISLLC 4B, 4C) (NETS-A: 3C) (MAPA 4.3, 4.4)		
c.1a	Effectively utilize appropriate digital and traditional communication tools		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Analyze school use of current school communication tools	Actively involve stakeholders to analyze current school communication plan	Serve as a mentor and facilitator of school stakeholder meetings to prepare, analyze, and rate the quality of school communication plans
	Accurately identify internal and external audiences who will receive the school's message	Design and implement an evaluation of the effectiveness of school communications and stakeholder perceptions of the school	
	Analyze current communication avenues, tools, and messages		
c.1b	Effectively use a variety of communication tools to create and manage the school message		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Develop formal and informal written and oral communications plans	Implement improvements to current plan and messages based on feedback	Serve as a mentor to one or more administrators in using 21st Century digital communication tools to enhance school public relations and to more effectively manage the school message
	Create a comprehensive school communication plan	Expand the spectrum of communication tools to include more than one new digital tool, channel for 2 way communication, and face-to-face forums	
	Implement at least one new digital tool to enhance the school communication plan		
c.1c	Mobilize community resources in response to diverse community interests and needs		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Actively promote the success of every student through communication with stakeholders	Lead school efforts to maximize the community's diverse cultural, social, and intellectual resources in support of student success	Build on the collective understanding of the culture of the community to create and sustain mutually supportive school-community relations that build and sustain individual



			student success
C.2	The effective 21st Century DoDEA leader will build and sustain strong and enduring relationships and partnerships with students, teachers, families, command, community, and other stakeholders to provide the best education possible for all students (ISLLC 4C, 4D, 6A, 6B) (NETS A- 4D) (MAPA 4.4, 4.5)		
c.2a	Fosters cooperation and support such as resources, funding, personnel, volunteers, experts		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Build and sustain positive relationships with families and caregivers	Build productive relationships with community partners such as military units, institutions of higher education, and community groups to strengthen programs and support school goals	Sustain meaningful community collaboration and serve as a role model for staff, emerging school leaders, administrative peers, and community members
c.2b	Develops relationships that result in a shared sense of responsibility for student achievement among teachers, parents and students		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Define and communicate rationale and importance of effective shared leadership that provides avenues for shared accountability for student success	Identify and implement innovated shared leadership practices to create a sense of urgency and drive the school forward	Engage in ongoing review and revision of effective shared leadership community relationships that support success for all students
	Define and articulate formal and informal structures of shared leadership		Coach and nurture emerging school level leaders to take increasing levels of responsibility, ownership and accountability
c.2c	Engage in two-way communication that results in mutual respect and effective problem solving		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Utilize social media to establish ongoing two-way communication with stakeholders	Provide digital age leadership and management to continuously improve methods of two-way communication between stakeholders	Establish and maintain the ongoing use of digital age tools to sustain mutually supportive school-community relations
C.3	The effective 21st Century DoDEA school leader will foster learning communities for professional collaboration and sustainable student growth to improve student learning (ISLLC 2A, 6C) (NETS: 3B) (MAPA 3.6)		
c.3a	Create a risk free, collaborative and innovative environment for the establishment of learning communities		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Nurture and sustain a culture of collaboration, trust, learning, and high expectations	Ensure all members of the learning community have accesses to a robust, reliable, and flexible	Access, analyze, and anticipate emerging trends, needs and initiatives that affect the



		learning environment within the school and community while maximizing real-world learning opportunities	continued growth and development of the learning community
	Advocate for instructional programs that are conducive to meaningful student learning and authentic staff professional growth	Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology	Develop and sustain a school wide plan for using a variety of technology tools that support teaching, learning and leading
	Promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources		
c.3b	Guide learning communities to increase accountability, involvement, commitment and growth of stakeholders involvement, commitment and growth of stakeholders		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Engages the educational community, faculty, and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning	Utilize data strategically to promote stakeholder commitment and professional growth	Document evidence that demonstrates increased stakeholder commitment, involvement, and shared accountability for the work of the PLT
		Utilize the Professional Learning Framework to effectively lead all members of the professional learning community	Serve as mentor to assist new administrators in utilizing the Professional Learning Framework to effectively lead all members of the professional learning community
C.4	The effective 21st Century DoDEA school leader will build and sustain shared leadership for collective responsibility (ISLLC 2F) (MAPA 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)		
c.4a	Identify and engage emerging leaders to influence the school's direction		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Demonstrate and articulate understanding of the importance of effective shared leadership	Engage stakeholders in the critical analysis of shared leadership practices in place	Build and sustain an effective system of shared leadership opportunities for all stakeholders
	Analyze the current model of leadership in place	Identify and implement innovated shared leadership practices to create a sense of urgency and drive the school forward	
	Solicit stakeholder input for selection of potential effective shared leadership models		



c.4b	Provide leadership opportunities for stakeholders to create participation and ownership (Grade level, PLC, SILT, SAC, Committees, Student council, PTA-O, IAC, Dept. chairs)		
	Emerging The administrator will:	Implementing The administrator will:	Sustaining The administrator will:
	Implement at least one new model of shared leadership at the school level	Engage the educational community, faculty, and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning	Empower teachers and students to optimize purposeful and intentional use of effective distributive leadership models
	Utilize formal and informal structures of shared leadership		Serve as mentor to assist other school level administrators in building and sustaining an effective model of shared leadership that actively involves all stakeholders
Utilize effective collaborative processes			

Introduction: 21st Century Principal Professional Learning Framework

DoDEA introduces professional learning opportunities for the 21st Century Principal. The Professional Learning Framework (PLF) for principals provides a continuous, customizable professional learning cycle that evolves to support and meet the needs of our leaders over the next ten years.



Learner Outcomes

The cycle begins in the center and focuses on the outcomes for the learner. The learner outcomes connect to the 21st century skills that are to be learned and demonstrated. 21st century skills and the content standards work together. The 21st century skills are taught through the standards. Whether educators use the DoDEA Standards or the Common Core State Standards, content and skills together create the 21st century learner outcomes.

Reflection & Evaluation

The Self-Assessment and Reflection Continuum is aligned to the roles and competencies. This alignment provides principals a means to assess where they are currently in relation to the four 21st Century Principal Leadership Roles. The Self-Assessment and Reflection Continuum will guide a principal’s decision-making on professional learning to gain strength in a specific role, and to begin to use the Self-Assessment and Reflection Continuum as a means to plan long-term professional learning and growth as a leader.

Leadership Roles

The roles and competencies, including the behavioral indicators, provide school leaders with clear guidance and expectations of the shift from the typical school leadership role.



The roles, along with the definition of the 21st Century School Leader, delineate the following:

- Visionary Leadership,
- Instructional Leadership,
- Organizational Leadership, and
- Collaborative Leadership.

The knowledge and skills across the roles promotes building the capacity not just of school leaders, but for others within the school and outside of the school.

Professional Learning

Professional Learning provides principals learning opportunities that align to the roles and competencies and the Self-Assessment and Reflection Continuum. The learning event descriptions will provide principals a choice in learning based on their Self-Assessment. Following the selection of the professional learning event, based on the Self-Assessment, principals may elect to learn and share their learning in small groups, large groups, or in network groups. In addition, professional learning will include a variety of delivery options such as online, blended, and face-to-face.

School Application

After leaders have participated in a professional learning opportunity of choice, they will apply the new skills through the expectations in the roles and competencies. A school action plan of the implementation factors will lead the principal to continued reflection on the roles and competencies needed to build and sustain school growth. Principals will support the growth of the Professional Learning Framework for teachers and the Strands and Strategies for school-wide growth.

Conclusion

The Professional Learning Framework provides school leaders, and their schools, a continuous learning cycle that supports teaching, learning and leading and results in student growth. The cycle concludes with a reflection on the learning and its evidence of success. A new learning cycle grows from the data to place the learner(s) on a continuous learning path. The continuous learning cycle's intent is to deepen knowledge and broaden its application to multiple aspects of life and work for all learners.





21st Century Principal Professional Learning Toolbox

Course Title	21st Century Communication Platforms for Effective Communication	Building Partnership Through Shared Leadership	Creating A 21st Century Learning Environment	Strategic Use of Data Data 101	Digital Resources Awareness and Competency	Supervision of 21st Century Teaching, Learning, and Leading
Leadership Role	Collaborative	Visionary Instructional	Visionary Instructional Organizational	Organizational	Visionary Instructional	Visionary Instructional
ISLIC Alignment	ISLLC.S1, ISLLC.S6 (ISLLC 2H, 3B)	(ISLLC-1B, 1C, 1D, 1E, 2B, 2D, 2E, 2I, 4A, 6C)	ISLIC.S1, ISLIC.S2, ISSLC 2A, 2C, 2H, ISLLC.S3, 3A, 3B, 3C, 3D, 3E, ISLLC.S5, 5C, ISLLC.S6	ISLLC.S1, ISLLC.S5, ISLLC.S6	ISLLC.S2, C-2H, ISLLC.S6C	ISLLC.S1A, ISLLC.S2, 2B, 2D, 2E ISLLC.S6
ADVANCED Alignment	ADVED.S1, ADVED.S2, ADVED.S4	ADVED.S1, ADVED.S2	ADVED.S2, ADVED.S3, ADVED.S4, ADVED.S5	ADVED.S3, ADVED.S5, ADVED.S4	ADVED.S1, ADVED.S2, ADVED.S3, ADVED.S4	ADVED.S1, ADVED.S2, ADVED.S3, ADVED.S4, ADVED.S5
MAPA Alignment	MAPA.S4	MAPA.S2, MAPA.S3, MAPA.S4	MAPA.S1, MAPA.S2	MAPA.S1, MAPA.S2, MAPA.S3	MAPA.S2, MAPA.S3, MAPA.S4	MAPA.S1, MAPA.S2, MAPA.S3, MAPA.S4
Competencies	C.1) The effective 21st Century DODEA school leader ensures creative, innovative, and flexible use of resources, to include technology to support 21st Century teaching, leading, and learning	V.1) The effective 21st Century school leader utilizes data to make informed decisions and works with the shared leadership team to develop a purposeful plan for sustainable growth I.3) The effective 21st century school leader provides deliberate, purposeful, and collaborative opportunities for professional learning in an environment where risk I.3) The effective 21st century school leader provides deliberate, purposeful, and	V.5) The effective 21st Century school leader creates a risk taking school climate and culture I.4) The effective 21st century school leader establishes a student-centered shared leadership learning environment promoting interaction and a sense of community O.1) The effective 21st Century DODEA school leader ensures creative, innovative, and flexible use of resources, to include technology to support 21st Century teaching,	O.5) The effective 21st Century DoDEA school leader understands how to lead the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.	V.4) The effective 21st Century school leader creates, promotes, and sustains a dynamic, digital-age learning culture I.2). The effective 21st century school leader models digital tools to support teaching, learning, and leading	V.2) The effective 21st Century school leader aligns the curriculum, instruction, and assessment practices to the school’s vision and mission. V.3) The effective 21st Century school leader inspires and communicates a shared vision to support collaborative leadership I.1) The effective 21st century school leader guides, monitors and supervises effective curriculum integration and innovative application of instruction and



Course Title	21st Century Communication Platforms for Effective Communication	Building Partnership Through Shared Leadership	Creating A 21st Century Learning Environment	Strategic Use of Data Data 101	Digital Resources Awareness and Competency	Supervision of 21st Century Teaching, Learning, and Leading
		collaborative opportunities for professional learning in an environment where risk	leading, and learning O.2) The effective 21st Century DoDEA school leader develops and implements innovative solutions and protocols to maximize safety and security in the 21st Century O.3) The effective 21st Century School Leader manages human resources and administrative support operations and systems O.4) The effective 21st Century DoDEA school leader understands how to utilize space in and outside of school facilities in a 21st Century way, creating and utilizing neighborhoods, flexible classrooms, performance spaces, labs, and satellite locations for digital-age learning			assessment through teaching, learning, and leading I.3) The effective 21st century school leader provides deliberate, purposeful, and collaborative opportunities for professional learning in an environment where risk (ISLLC 2B, 2D, 2E)
Course Description	The effective 21st Century DoDEA administrator understands that effective and powerful school communications are critical in the information age with the rise in digital and	The effective 21st Century DoDEA Administrator understands the importance of engaging all stakeholders in the shared governance of the school. The	The effective 21st Century DoDEA Administrator understands the change process and how to maximize the use of human, fiscal, and technological resources to promote	The effective 21st Century DoDEA Administrator understands how to use data to drive the decision making process. Using achievement, demographic, program	The effective 21st Century DoDEA Administrator uses effective and appropriate digital and traditional communication tools to help manage the school. This course	The effective 21st Century DoDEA Administrator understands the strands and strategies for 21st century teaching, learning and leading, and the use of mobile observation



Course Title	21st Century Communication Platforms for Effective Communication	Building Partnership Through Shared Leadership	Creating A 21st Century Learning Environment	Strategic Use of Data Data 101	Digital Resources Awareness and Competency	Supervision of 21st Century Teaching, Learning, and Leading
	<p>social media that have immediate impact in real time. Participants will develop the ability to proactively create and manage a positive school message, and to respond to negative publicity with candor, sincerity and positive information which will result in greater confidence and trust from stakeholders. In this course, participants will create a comprehensive school communication plan, understand the power of social media, and will develop their skills to use a variety of digital and traditional communication tools to implement their plan. Participants will learn to craft communications that are strategic, clear, focused and concise to support change as well as the ongoing mission of their school. Participants will be able to: Effectively facilitate the development of, articulate, implement</p>	<p>administrator strategically develops a community of shared leadership, collaboration, and decision making that focuses on improving learning, teaching, and assessment. Administrators will identify and nurture leadership amongst stakeholders and foster increased levels of responsibility, accountability, and ownership. Administrators will learn various processes, structures, and venues that focuses on collaboration and provides opportunities for stakeholders to demonstrate leadership and share in school based decisions. Administrators will learn techniques to provide purpose and direction for emerging leaders. Participants will: Build leadership capacity in teachers, students, parents, and community members.</p>	<p>high student achievement through a safe, risk-free learning environment that embraces collaboration, innovation, and creativity for all stakeholders. In this course the administrator will learn how to restructure facility designs, optimize human resources, and build culture within schools. This course will ensure participants thoroughly understand and can implement the skills and competencies necessary to be a future-focused leader: Use effective staff development and improvement strategies. Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment. Have knowledge and skills to take someone through probation and</p>	<p>and perception data, participants will develop strategies for analyzing and understanding the traditional use of data in schools vs. 21st Century schools use of data. This course will ensure course participants understand and are able to: Create a culture of collective responsibility for all students. Use data to monitor the outcomes of school improvement plans and guide the continuous school improvement process. Use formative assessments of student progress at regular intervals throughout the year. Use data to make decisions about professional development plans. Use data in conversations with parents about student performance and programing. Use data to move beyond problem</p>	<p>offers participants a comprehensive understanding of digital literacy in a 21st Century Educational Environment, the conditions that need to be in place for successful use of 21st Century digital tools, and the design of digital based strategies to transform the educational environment. Participants will examine an educational environment for 21st Century digital tools implementation; analyze use of digital tools from a variety of viewpoints to transform their conceptual understanding of practical application in a school setting. Participants will explore how to inspire a shared vision, build capacity for professional learning, and sustain a dynamic educational environment. At the end of the</p>	<p>tools to provide effective coaching and feedback for teachers. Participants will gain an understanding of the PLF (Professional Learning Framework) and how it is applicable to the Continuous School Improvement Process. This course will ensure participants also are familiar with the TWG Strands and Strategies. Leadership Technology Integration Learning Environment Student Centered Instruction Curriculum Integration At the end of the course, participants will be able to: Leverage deep knowledge of curriculum, instruction and assessment to improve student learning Evaluate rigorous curricula to accelerate learning for all students Support teachers in using effective instructional strategies to meet students' diverse learning needs</p>



Course Title	21st Century Communication Platforms for Effective Communication	Building Partnership Through Shared Leadership	Creating A 21st Century Learning Environment	Strategic Use of Data Data 101	Digital Resources Awareness and Competency	Supervision of 21st Century Teaching, Learning, and Leading
	<p>and maintain the vision and the high expectations of student learning to a shared supported school and community.</p> <p>Use communication skills with integrity to build trust among stakeholders.</p> <p>Manage conflict by facilitating conversations and problem solving, giving all a chance to be heard.</p> <p>Effectively use a multitude of communication forms such as digital tools (social media, Smart board, interactive computer presentations, etc.) effective letter writing, announcements in a variety of settings such as informal groups, meetings, town halls and community events.</p> <p>Communicate effectively to gain and provide the resources needed to promote high student achievement.</p> <p>Analyze and communicate data to</p>	<p>Build and model a collaborative culture that both promote and support high student achievement.</p> <p>Strategically organize relationships for learning.</p> <p>Provide a safe and healthy environment for collaboration.</p> <p>Build parent and community partnerships and facilitate ways to support learning.</p> <p>Foster skills and practices of strong leadership.</p> <p>Analyze and communicate to all stakeholders the link between the data and the developed school goals.</p> <p>Shares leadership with others to build capacity and collective ownership within the school environment.</p> <p>Engage staff in implementation of research based strategies for Curriculum, Instruction, and Assessment.</p> <p>Exposes the staff to cutting edge ideas and</p>	<p>non-renewal.</p> <p>Review, analyze and implement school safety and discipline based on school data.</p> <p>Apply legal and district policy requirements regarding discipline and safety.</p> <p>Develop open communication systems that allow for proactive identification and intervention of potential incidents.</p> <p>Establish and implement crisis plans and follow up in a timely and appropriate manner.</p> <p>Know and apply special education discipline/504 regulations and laws.</p> <p>Identify and use community resources to support comprehensive safe schools plan</p> <p>Facilitate the development of a discipline plan that promotes problem-solving skills.</p> <p>Embracing collaboration, innovation, and creativity for all</p>	<p>identification to problem solving.</p> <p>Gather additional data to better understand causes related to problems in question.</p> <p>Build capacity to examine student data and make sense of it.</p>	<p>course, participants will be able to:</p> <p>Relate what the "Essential Conditions" are and use them to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective.</p> <p>Reflect on current practices and interventions to determine opportunities to increase student engagement with digital tools.</p> <p>Identify opportunities for technology-rich enhancements to increase student engagement</p> <p>Identify and reflect on how the Essential Conditions are necessary to the effective implementation of the digital tools</p> <p>Articulate the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating.</p> <p>Engage stakeholders and leverage their perspectives in</p>	<p>Regularly assess student learning and ensure specific, timely feedback to teachers and students</p> <p>Develop staff, while appropriately sharing leadership, and building strong school communities</p> <p>Improve classroom teaching by setting clear expectations and observing, coaching, and evaluating faculty and staff</p> <p>Mentor and support the development of all faculty and staff</p> <p>Inspires teachers to use rigorous innovation research-based classroom practices.</p> <p>Creates and communicates a vision focused on the elements of curriculum, instruction and assessment that make higher achievement possible and a focused mission to improve student achievement.</p> <p>Supervise teachers' instructional practices, classroom management and</p>



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	<p>stakeholders. Communicate so that students, parents, and community members are confident the school is safe. Organize, analyze and communicate student, program and school performance to stakeholders.</p>	<p>the effective use of current instructional research. Provides authentic, job embedded professional learning opportunities. Monitors and evaluated the effectiveness of the instructional programs.</p>	<p>stakeholders Working through conflict resolution. Restructuring facility designs, optimizing human resources, and culture building. Ensure the strategic plan utilizes clearly articulated objectives and strategies. Conducts needs assessment for professional development. Apply knowledge and understanding of school cultures. Celebrate successes and recognize accomplishments. Demonstrate belief in and commitment to a safe and supportive learning environment. Promote and encourage innovation and creativity in teacher practice. Interpret disappointments in ways that help school staff to see them as learning opportunity. Provide conceptual guidance for teachers regarding effective classroom practice.</p>		<p>developing a comprehensive vision of transformation in their educational environment. Identify the components of a successful plan that brings a vision to life, including issues of sustainability and capacity building Determine mechanisms to meet the challenges of a digital age learning environment regarding ethics, safety, and citizenship. Foster active, participatory learning Increase teacher engagement in the learning process Create exciting, empowering, exploratory, student-centered learning environments. Model and provide support to ensure the use of digital age tools to enrich the instructional learning for all students. Lead purposeful change to maximize the achievement of learning goals and</p>	<p>discipline to ensure a safe classroom environment.</p>



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			<p>Create a school-wide learning environment that supports teaching and learning of 21st Century skill outcomes (Wagner’s 7 survival skills).</p> <p>Create a robust and reliable flexible learning environment within the school and community while maximizing real-world learning opportunities. Design an environment that extends opportunities and fosters innovative thinking.</p> <p>Create a master schedule utilizing facility resources including strengths of the faculty.</p> <p>Develop partnerships with base/post emergency personnel to conduct scenario-based safety drills and implement inspections in combination with the district officer.</p> <p>Utilize cross complex collaboration to problem-solve security issues.</p> <p>Provides access to a robust, reliable and</p>		<p>communicate through appropriate technology and media-rich resources.</p> <p>Model and promote the frequent and effective use of technology for learning.</p>	



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			<p>flexible learning environment within the school community while maximizing real-world learning opportunities</p> <p>Utilizes technology and human resources to optimize efficiency and streamline daily and seasonal activities</p> <p>Empowers teachers and students to optimize purposeful and intentional use of facilities, and technology to support project/problem-based, interdisciplinary, and cooperative learning.</p>			
Data Element:	<p>Communicate school level and organizational data to: Analyze school communications and make necessary modifications to ensure students, parents, and community members are confident the school is safe. Monitor and track the school communication plan to create and manage the school message for internal and external</p>	<p>Built Partnerships through Shared leadership as evidenced by how participants: Built leadership capacity in teachers, students, parents, and community members. Built and model a collaborative culture that both promote and support high student achievement. Strategically organized relationships for learning.</p>	<p>Created a 21st Century Learning Environment as evidenced by how participants: Use effective staff development and improvement strategies. Use the change process to maximize the use of human, fiscal, and technological resources promoting high student achievement through a safe, risk-free learning environment. Demonstrate</p>	<p>Demonstrated the strategic use of data as evidenced by how participants: Create a culture of collective responsibility for all students. Monitor and track data use monitor the outcomes of school improvement plans and guide the continuous school improvement process. Monitor and track the use of formative assessments of student</p>	<p>Demonstrated Digital Resources Awareness and Competency as evidenced by how participants: Related the "Essential Conditions" and used them to evaluate classroom or school readiness for implementation of the 21st Century Skills from a digital perspective. Monitor and track reflection on current practices and interventions to</p>	<p>Demonstrated familiarity of the TWG Strands and Strategies: Shared Leadership Technology Integration Learning Environment Student Centered Instruction Curriculum Integration Military Connected Child Monitor and track methods of: Leveraging deep knowledge of curriculum, instruction and assessment to</p>



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	<p>audiences.</p> <p>Monitor and track engagement and solicitation of feedback from educational constituencies with targeted communications.</p> <p>Monitor and track the creation and distribution of traditional and electronic communications on a regular basis.</p> <p>Monitor and track the use of two-way communications and collaboration using cloud-based tools and resources.</p> <p>Monitor and track the use of social media to with stakeholders.</p> <p>Monitor and track the use of video, visual, and audio resources to create messages with impact.</p> <p>Monitor and track the Incorporation of social media into school website.</p> <p>Monitor and track the use face-to-face communication skills in both large and small group settings.</p>	<p>Provided a safe and healthy environment for collaboration.</p> <p>Built parent and community partnerships and facilitated ways to support learning.</p> <p>Fostered skills and practices of strong leadership.</p>	<p>knowledge and skills to take someone through probation and non-renewal.</p> <p>Reviewed, analyzed and implemented school safety and discipline based on school data.</p> <p>Supervised teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment.</p> <p>Applied legal and district policy requirements regarding discipline and safety.</p> <p>Developed open communication systems that allow for proactive identification and intervention of potential incidents.</p> <p>Established and implemented crisis plans and follow up in a timely and appropriate manner.</p> <p>Communicated so that students, parents, and community members are confident the school is safe.</p> <p>Demonstrated</p>	<p>progress at regular intervals throughout the year.</p> <p>Monitor and track the use of data to make decisions about professional development plans.</p> <p>Monitor and track the use of data in conversations with parents about student performance and programing.</p> <p>Monitor and track the use of data to move beyond problem identification to problem solving.</p> <p>Monitor and gather additional data to better understand causes related to problems in question.</p> <p>Monitor and track capacity building to examine student data and make sense of it.</p>	<p>determine opportunities to increase student engagement with digital tools.</p> <p>Monitor and track opportunities for technology-rich enhancements to increase student engagement</p> <p>Monitor and track how the Essential Conditions are necessary to the effective implementation of the digital tools</p> <p>Articulating the value of the NETS-A as a vehicle for a shift in teaching, leading, and advocating.</p> <p>Monitor and track ow to engage stakeholders and leverage their perspectives in developing a comprehensive vision of transformation in their educational environment.</p> <p>Monitor and track the components of a successful plan that brings a vision to life, including issues of sustainability and</p>	<p>improve student learning</p> <p>Evaluating rigorous curricula to accelerate learning for all students</p> <p>Supporting teachers in using effective instructional strategies to meet students' diverse learning needs</p> <p>Regularly assess student learning and ensure specific, timely feedback to teachers and students</p> <p>Developing staff, while appropriately sharing leadership, and building strong school communities</p> <p>Improving classroom teaching by setting clear expectations and observing, coaching, and evaluating faculty and staff</p> <p>Mentoring and supporting the development of all faculty and staff</p> <p>Inspiring teachers to use rigorous innovation research-based classroom practices.</p> <p>Creating and communicates a vision focused on the elements of</p>



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			<p>knowledge and application of special education discipline/504 regulations and laws. Identified and used community resources to support comprehensive safe schools plan Facilitated the development of a discipline plan that promotes problem-solving skills. Embraced collaboration, innovation, and creativity for all stakeholders Worked through conflict resolution. Restructured facility designs, optimized human resources, and culture building.</p>		<p>capacity building Monitor and track mechanisms to meet the challenges of a digital age learning environment regarding ethics, safety, and citizenship. Monitor and track the ability to foster active, participatory learning Monitor and track how to increase teacher engagement in the learning process Monitor and track exciting, empowering, exploratory, student-centered learning environments. Monitor and track modeling and providing support to ensure the use of digital age tools to enrich the instructional learning for all students. Monitor and track leading purposeful change to maximize the achievement of learning goals and communicate through appropriate technology and media-rich resources. Monitor and track the frequency of modeling</p>	<p>curriculum, instruction and assessment that make higher achievement possible and a focused mission to improve student achievement. Supervising teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment.</p>



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ISLLC Alignment	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and</p>	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members,</p>	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and</p>	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>and promoting the frequent and effective use of technology for learning.</p> <p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>



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	influencing the larger political, social, economic, legal, and cultural context.	responding to diverse community interests and needs, and mobilizing community resources. Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	resources for a safe, efficient, and effective learning environment. Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			
ADVANCED Alignment	1. Purpose and Direction: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. 2. Governance and	1. Purpose and Direction: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. 2. Governance and	2. Governance and Leadership: The system operates under governance and leadership that promote and support student performance and school effectiveness. 3. Teaching and Assessing for Learning: The system's curriculum, instructional design, and assessment practices guide and	3. Teaching and Assessing for Learning: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. 5. Using Results for Continuous Improvement: The system implements a comprehensive	1. Purpose and Direction: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. 2. Governance and	1. Purpose and Direction: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. 2. Governance and



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	<p>Leadership: The system operates under governance and leadership that promote and support student performance and school effectiveness.</p> <p>4. Resources and Support Systems: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p>	<p>Leadership: The system operates under governance and leadership that promote and support student performance and school effectiveness.</p>	<p>ensure teacher effectiveness and student learning across all grades and courses.</p> <p>4. Resources and Support Systems: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p> <p>5. Using Results for Continuous Improvement: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>Leadership: The system operates under governance and leadership that promote and support student performance and school effectiveness.</p> <p>3. Teaching and Assessing for Learning: The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.</p> <p>4. Resources and Support Systems: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p>	<p>Leadership: The system operates under governance and leadership that promote and support student performance and school effectiveness.</p> <p>3. Teaching and Assessing for Learning: The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.</p> <p>4. Resources and Support Systems: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p> <p>5. Using Results for Continuous Improvement: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide</p>



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						continuous improvement.
MAPA Alignment	<p>4. Partnerships and Communication: The administrator uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations. The administrator engages the school community in developing and maintaining a student-centered vision for education.</p>	<p>2. Management: Administrators will use performance-driven management systems that operate in the timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.</p> <p>3. Continuous Professional Development: The administrator engages the educational community, faculty and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.</p> <p>4. Partnerships and Communication: The administrator uses an understanding of the culture of the community to create</p>	<p>1. Student Achievement: The administrator works with the school community to review data from multiple sources to monitor progress and foster continuous growth of all students under the DoDEA Community Strategic Plan and following the adopted curricular standards.</p> <p>2. Management: Administrators will use performance-driven management systems that operate in the timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.</p>	<p>1. Student Achievement: The administrator works with the school community to review data from multiple sources to monitor progress and foster continuous growth of all students under the DoDEA Community Strategic Plan and following the adopted curricular standards.</p> <p>2. Management: Administrators will use performance-driven management systems that operate in the timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.</p> <p>3. Continuous Professional Development: The administrator engages the educational community, faculty and staff in planning and</p>	<p>2. Management: Administrators will use performance-driven management systems that operate in the timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.</p> <p>3. Continuous Professional Development: The administrator engages the educational community, faculty and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.</p> <p>4. Partnerships and Communication: The administrator uses an understanding of the culture of the community to create</p>	<p>1. Student Achievement: The administrator works with the school community to review data from multiple sources to monitor progress and foster continuous growth of all students under the DoDEA Community Strategic Plan and following the adopted curricular standards.</p> <p>2. Management: They will use performance-driven management systems that operate in the timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.</p> <p>3. Continuous Professional Development: He/ she engages the educational community, faculty and staff in planning and implementing professional</p>



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		<p>and sustain mutually supportive school-community relations. The administrator engages the school community in developing and maintaining a student-centered vision for education.</p>		<p>implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.</p>	<p>and sustain mutually supportive school-community relations. The administrator engages the school community in developing and maintaining a student-centered vision for education.</p>	<p>development activities that promote both individual and organizational growth and lead to improved teaching and learning. 4. Partnerships and Communication: He/she uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations. He/she engages the school community in developing and maintaining a student-centered vision for education.</p>



Conclusion

To gain the greatest benefit for all stakeholders, the 21st Century School Principal Roles and Competencies, the Self-Assessment and Reflection Continuum, and the aligned professional learning toolbox should be viewed as a catalyst and support for powerful leadership and school change. The 21st Century School Principal Roles and Competencies should be viewed as the school leaders guiding principles to building leadership change and to become an effective leader of 21st century school change. The 21st Century School Principal Self-Assessment and Reflection Continuum will be a useful, research-based way to reflect and self-assess effective school leadership practice. Most importantly, the 21st Century School Principal Self-Assessment and Reflection Continuum has the potential to be a powerful tool for improving school leadership. The professional learning toolbox for principals ensure leadership growth to support the goals of the DoDEA Community Strategic Plan, AdvancED, continuous school improvement, 21st CTLL, and Common Core State Standards.

Global Recommendations based on 21st Century School Leader research:

- DoDEA Should review MAPA as it does not align the platform of the 21st CTLL. MAPA does not align to the ISLLC Standards. A revision of MAPA is recommended.
- DoDEA should develop a comprehensive and current resource repository of DoDEA’s policies and procedures to improve the efficiency, effectiveness, and accountability to aid in the implementation of 21st Century teaching, leading, and learning.

Glossary

alignment	The process of linking standards to curriculum materials, assessment, instruction and learning in classrooms.
assessment	The process of acquiring qualitative or quantitative information.
best practice	Thoughtful, informed, state-of-the-art innovation.
congruent	Being in agreement or alignment.
criteria	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance.
critical attributes	The distinctive, non-varying characteristics that make something what it is (example: island = a body of land surrounded by water).
curriculum	A body of material that defines the content to be taught.
differentiated instruction	Using a variety of challenging, appropriate options for individual students or groups of students in order for them to successfully reach targeted standards.
inquiry process	A curriculum model that begins with an exploratory phase to define the topic and builds background experiences and knowledge followed by selecting a focus and posing a question to be explored. Students then examine alternatives, consider and select the most appropriate one given their findings, and decide how to communicate their learning.
modeling	The demonstrations of a process and/or an example of a product where the criteria which make the model correct are known to the students.



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The Wallace Foundation:

- [*The Making of the Principal: Five Lessons in Leadership Training*](#) (June 2012)
- [*The School Principal as Leader: Guiding Schools to Better Teaching and Learning*](#) (January 2012)
- [*Assessing Learning-Centered Leadership: Connections to Research, Professional Standards, & Current Practices*](#) (March 07)
- [*A Framework for the Assessment of Learning-Centered Leadership*](#) (September 2006)





Credits

21st Century Leadership Technical Work Group

DoDEA Pacific

- Caldwell, Stanley: Deputy Area Superintendent, Okinawa
- Laliberte, Tonya: Assistant Principal, Mendel Elementary School, Japan
- Butler, Angela: Assistant Principal, Kadena Middle School, Okinawa
- Kwiatek, Kris: Principal, Daegu HS, Korea
- Chandler, Dana: Principal Sullivans Elementary School, Japan

DoDEA Europe

- Renninger, Rick: Assistant Principal, Wiesbaden HS, Heidelberg
- Groat, David: Principal, Garmisch ES/MS, Bavaria
- Remoy, Jennifer: Principal, Ramstein Intermediate, Kaiserslautern
- Williams, Donald: Assistant Principal, Sigonella MS/HS, Mediterranean
- Whitney, Thomas: Principal, Lakenheath HS, Isles

DoDEA Americas

- Downs, Kathy: Principal, Ashurst Elementary School, New York (Quantico)
- Breece, Ginny: Principal, Devers Elementary School, North Carolina (Fort Bragg)
- Schob, Pat: Principal, Albritton Middle School, North Carolina (Fort Bragg)
- Halley, Jennifer: Principal, Barsanti Elementary School, Kentucky (Fort Campbell)
- Joiner, Priscilla: Butner Primary School, North Carolina (Fort Bragg)

DoDEA HQ

- Kline, Michael: Chief of 21st Century Teaching and Learning
- Henson, Melanie: Professional Development Coordinator
- Corley, Dawn: Instructional Designer
- Bullion, Peggy: Chief of Curriculum
- Hill, Chrystie: Deputy Chief of Curriculum

