



### Collaborative Leadership: Self-Assessment and Reflection Continuum

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| <b>C.1</b>  | <b>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)</b> |  |  |
| <b>c.1a</b> | <b>Effectively utilize appropriate digital and traditional communication tools</b>  |  |  |
|             | <b>Emerging<br/>The administrator will:</b>   | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
|             | 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  |  |  |
| <b>c.1b</b> | <b>Effectively use a variety of communication tools to create and manage the school message</b>   |  |  |
|             | <b>Emerging<br/>The administrator will:</b>   | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
|             | 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  |  |  |
| <b>c.1c</b> | <b>Mobilize community resources in response to diverse community interests and needs</b>  |  |  |
|             | <b>Emerging<br/>The administrator will:</b>   | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
|             | Actively promote the success of every student through communication with stakeholders   | Lead school efforts to maximize the community's diverse cultural, social, and  | Build on the collective understanding of the culture of the community to create and sustain  |



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



|             | <b>Emerging<br/>The administrator will:</b>  | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
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|             | Nurture and sustain a culture of collaboration, trust, learning, and high expectations   | Ensure all members of the learning community have access to a robust, reliable, and flexible learning environment within the school and community while maximizing real-world learning opportunities | Access, analyze, and anticipate emerging trends, needs and initiatives that affect the 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                               |  |  |
| <b>c.3b</b> | <b>Guide learning communities to increase accountability, involvement, commitment and growth of stakeholders involvement, commitment and growth of stakeholders</b>  |  |  |
|             | <b>Emerging<br/>The administrator will:</b>  | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
|             | 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 |
| <b>C.4</b>  | <b>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)</b>  |  |  |
| <b>c.4a</b> | <b>Identify and engage emerging leaders to influence the school's direction</b>  |  |  |
|             | <b>Emerging<br/>The administrator will:</b>  | <b>Implementing<br/>The administrator will:</b>  | <b>Sustaining<br/>The administrator will:</b>  |
|             | Demonstrate and articulate understanding of  | Engage stakeholders in the critical analysis of  | Build and sustain an effective system of shared  |



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|             | the importance of effective shared leadership   | shared leadership practices in place  | 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   |   |  |
| <b>c.4b</b> | <b>Provide leadership opportunities for stakeholders to create participation and ownership (Grade level, PLC, SILT, SAC, Committees, Student council, PTA-O, IAC, Dept. chairs)</b> |   |  |
|             | <b>Emerging<br/>The administrator will:</b>   | <b>Implementing<br/>The administrator will:</b>   | <b>Sustaining<br/>The administrator will:</b>  |
|             | 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   |   |  |