Standard Indicator 1.2: Stakeholder Communication, Engagement, and Support

The leader communicates internally and externally with stakeholders and the community as well as leverages community resources to advance the organization's vision and mission.

As the vision keepers for their learning communities, accomplished principals garner internal and external support. They strategically identify when and how they communicate the vision and mission. These principals articulate a compelling message that communicates the vision for the present and the future of the learning community.

Their messages paint a clear picture of the values and beliefs embodied in the culture of the learning community and communicate a sense of focus and urgency. The messages help stakeholders identify the current reality and the preferred future. Accomplished principals share responsibility for communicating the vision and mission with members of the learning community and develop the leadership capacity of those members to share the message as well. They cultivate every member of the learning community to be an advocate for the vision and mission.

Accomplished principals are visible ambassadors in the learning community and in the district, city, state, or nation. They deliberately form relationships with policy makers in these venues. These principals intentionally cultivate internal and external relationships—with colleagues, central office staff, and superintendents in the district, as well as with partners in the community and in important policy positions. They invite civic leaders to visit the learning community to learn about concerns and to celebrate successes.

Adapted from NBCEL, *Accomplished Principal Standards,* 1st ed. (2010, pp. 30, 58, 59).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 1.2[3]

- Communicating regularly and proactively with internal and external stakeholders, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, and educating them about school programs
  - *What actions have I taken to identify and establish productive and meaningful connections with stakeholders within and beyond the school? How do I engage internal and external stakeholders in conversations and decisions related to our school's vision,[4] mission, and goals?*

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[3] Some key elements, questions for reflection and planning, possible examples, and professional learning suggestions for Standard Indicator 1.2 are taken or adapted from Standard Indicator 5.2 of the *TEPG Companion Guide.*

[4] Based on district context, a school's *vision* may be the same as the district's vision or can be unique to the school.

- *What are some ways I can collaborate with the community and connect them with staff to provide opportunities for enriching projects and lessons to support student learning and the overall school program?*

- *How frequently am I communicating with internal and external stakeholders to share the successes of our students and school?*

■ Working with staff to identify and use community resources to improve student learning

- *What actions have I taken to identify and establish connections with a variety of community resources? How have I worked with staff and parent support groups (parent-teacher organization, parent-teacher association, etc.) to help them learn about these resources and utilize them in ways that support the vision, mission, goals, and overall success of our students and school?*

■ Identifying and engaging community leaders with influence who can support the school

- In what ways do I identify and communicate with influential community leaders to generate support for the school?

- What opportunities exist for inviting community leaders to visit the school, experience the work of teaching and learning, and help celebrate with us successes in our school? How often do I extend such invitations and follow up with invitees to encourage participation?

■ ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

Professional Learning to Advance This Leadership Practice

■ Working with peers or community leaders to increase personal knowledge and understanding of the various cultures, customs, needs, and interests represented by the parents and community members within the district or school

■ Using structured learning opportunities (workshops, courses, webinars, online learning, book studies, etc.) to build skills in engaging and working collaboratively with families and stakeholders

■ Collaborating with peers and staff to learn about and apply a variety of strategies and models for engaging in two-way communication with families

■ Using structured learning opportunities (workshops, courses, webinars, online learning, etc.) to build skills in using a variety of technological platforms and other communications channels to reach staff and other stakeholders

■ Engaging in structured learning (workshops, courses, webinars, book studies, etc.) to develop strategies for increasing community connections and working collaboratively with a variety of community organizations and stakeholders, seeking support or coaching from a colleague or peer in strategies and tools for analyzing community engagement with the school, according to demographics and interests, educational experiences, and aspirations

■ Identifying "key communicators" from all groups represented among the stakeholders; soliciting their ideas and reactions to initiatives, proposals, and other school issues; and communicating facts about school happenings and general information to them on a regular basis

	1.2 Stakeholder Communication, Engagement, and Support: The leader communicates internally and externally with stakeholders and the community as well as leverages community resources to advance the organization's vision and mission.			
	Ineffective (1) At this level, the leader…	**Developing (2)** At this level, the leader…	**Effective (3)** At this level, the leader…	**Distinguished (4)** At this level, the leader does one or more of the following. The leader…
LEPG Rubric Performance-Level Descriptors	▪ Does not establish or maintain a plan for stakeholder communications and engagement. ▪ Does not communicate or network regularly or well with internal and external stakeholders about the school's vision and mission. ▪ Uses limited modalities or forums to communicate the school's vision and mission to stakeholders. ▪ Draws upon limited array of community resources that are not clearly connected to the school's mission.	▪ Establishes or maintains **stakeholder communication and engagement plan**. ▪ Utilizes multiple, widely accessible modalities or forums to communicate the school's vision and mission to stakeholders. ▪ **Uses a diverse array of community resources to monitor and implement the school's mission (e.g., school improvement team, task force).**	▪ Engages with the school leadership team and others to assess the effectiveness of the stakeholder communication and engagement plan and make improvements. ▪ Builds capacity in the members of the school leadership team and others to **improve, based on data,** the organizational practices and resources **to support** the school's mission. ▪ **Communicates strategically with internal and external stakeholders (personally and through the work of others) to advance the school's vision and mission.**	▪ Empowers assistant principals and/or other school-level leaders to establish, monitor, and adjust the stakeholder communication and engagement plan based on an ongoing review of data. ▪ Supports assistant principals and/or other building leaders to independently and strategically select and use organizational practices that better align with the school's mission and meet stakeholder needs. ▪ Advocates at the district, state, or other levels beyond the school to build strategic partnerships with community organizations. ▪ Contributes to district-level efforts to improve stakeholder communications about district direction.
Possible Examples	▪ The leader does not have a plan or strategy for stakeholder communication. ▪ The leader shares the school's mission at the first parent-teacher association meeting of the year and does not make any plans for communicating it to families not in attendance. ▪ The leader inconsistently communicates with parents.	▪ The leader implements an annual plan of how and when to communicate with all stakeholder groups. ▪ The leader includes an update on the school's progress toward its mission at the beginning of every community event. ▪ The leader sends flyers home with students that contain important information.	▪ The leader has participants complete a survey at the end of in-person events that includes questions about the school mission and adjusts messaging and the communications plan based on the responses. ▪ The leader connects the purpose of each meeting or communication document to the mission and includes an update on the school's progress toward its mission at the beginning of every community event and shares how stakeholders can help. ▪ The leader collaborates with parent-teacher association/parent-teacher organization to hold a monthly Friday morning coffee hour during which the principal and available teachers meet with parents to share successes and discuss concerns.	▪ The leader gives the assistant principal or parent involvement committee, which is led by the assistant principal, responsibility in setting, implementing, and monitoring the communications plan. ▪ The leader empowers the assistant principal with the task of checking all communication documents for connection to the mission. ▪ The leader tasks the team with analyzing the results from the communication feedback survey and generating a decision matrix for determining a communication strategy.