Core Proposition 6: Ensuring Professionalism

Standard Indicator 6.1: Rational and Transparent Decision Making

Provides a clear rationale for decision making, considering the needs of the school community.

Accomplished principals understand the role and power of perception as it applies to ethical judgment. They are committed to the integrity of the decision-making process. These principals make decisions honestly and transparently and communicate them skillfully. For example, they hire the person who best meets the needs of the position, regardless of internal and external pressures. Accomplished principals are unwavering in their decisions and adept at reconciling common sense with policy. While believing in accountability for all, accomplished principals exercise compassion when difficult circumstances warrant support and encouragement. They respect and honor diversity, and question assumptions as they acknowledge and remove personal bias from their actions.

Adapted from NBCEL, *Accomplished Principal Standards,* 1st ed. (2010, p. 61).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 6.1

- Clearly articulating and employing an inclusive, intentional, and interactive process for decision making and communicating progress to stakeholders throughout the process
  - *How do I determine which decisions are appropriate for shared decision making and which ones are my responsibility to make as the building leader? How do communicate the process, rationale and inputs related to a decision to relevant stakeholders?*
  - *How would others describe my decision-making processes, in terms of consistency, inclusiveness, and inputs?*
- Using a protocol or set of questions that solicits involvement and input from stakeholders in school decision making
  - *When a shared decision-making process is appropriate, what structures and tools do I use to identify and engage participation and ownership from appropriate stakeholders, including students?*
  - *What system do I have in place for documenting the discussions, data, and other inputs that result in a particular decision so this information can be shared with others as appropriate?*
- Gathering and integrating ideas and feedback from diverse stakeholders in order to enhance the transparency of the decision-making process and the effectiveness of the decision itself
  - *In what ways do I ensure opportunities for others' to provide feedback on decisions once they are made? What processes do I have in place to respond to the feedback?*

- *How do I use active listening, empathy, reframing, perspective taking, and synthesis as part of a process to facilitate collaboration, dialogue, and debate in support of shared decision making?*

- ***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

- Researching protocols and decision-making tools for a variety of decision-making structures (individual, collective, committee-based, advisory group, etc.) and selecting from among these to ensure an appropriate match for the decision and its impact on stakeholders

- Consulting resources (research, articles, workshops, courses, webinars, etc.) and feedback to learn and refine skills in active listening, empathy, reframing, perspective taking, and synthesis to better facilitate collaboration, dialogue, and debate

- Seeking feedback from colleagues on the use of strategies to promote collaboration and transparent communication among staff and stakeholders

	6.1 Rational and Transparent Decision Making: Provides a clear rationale for decision making, considering the needs of the school community.			
	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 consistently emphasize student learning as the first priority for the organization when making key decisions or balance competing interests and needs of various stakeholders. ▪ Does not articulate how and why decisions were made.	▪ Provides rationales for key decisions that prioritize student learning and balance competing interests of various stakeholders. ▪ Models transparent decision making, to the extent possible, by articulating how and why decisions were made.	▪ Examines key decisions, with others, for consistency in prioritizing student learning and balancing competing interests of various stakeholders. ▪ Models transparent decision making, to the extent possible, by involving others in the decision-making process and articulating how and why decisions were made.	▪ Actively participates in state- and/or district-level efforts to emphasize student learning as the first priority in critical organizational decisions. ▪ Coaches or otherwise builds capacity of assistant principal(s), teacher leaders, and others on ways to improve decision making. ▪ Creates structures that engage staff and others in collective decision-making processes that require collaboration and model a thoughtful, informed, and intentional decision-making process
Possible Examples	▪ The leader avoids questions about why a new staff check in system was put in place. ▪ The leader brings in a variety of programs because they are free or because they are suggested, with limited analysis of the programs or whether they align to the school mission or emphasize student learning.	▪ At a beginning of the year staff meeting, the leader shares that in the last three years, at least three staff members were late each day by at least 15 minutes. Because of this data, the leader put in place a new staff check-in system. ▪ The leader shares decisions with the staff about what programs will be included that year. The leader shares the protocol she used to make the decisions. The protocol asks questions such as, "How will this decision improve student learning?" "If it does not directly improve student learning, then why should we do it?"	▪ With the leadership team, the leader analyzes the teacher attendance data and its impact on students and determines a course of action if necessary. ▪ With the leadership team, the leader uses a protocol to determine which programs or interventions will be approved. The protocol asks questions such as, "How will this decision improve student learning?" "If it does not directly improve student learning, then why should we do it?"	▪ The leader builds a workgroup to address staff attendance issues. The team shares their analysis and recommendations with the broader staff and the staff agree on a course of action. ▪ The leader creates a program review team and trains them on a decision making protocol. The program review team makes recommendations to the principal about which programs to implement and which ones to cut.