

Core Proposition 1: Vision, Mission, and Advocacy

Standard Indicator 1.1: Shared Vision and Mission

In collaboration with school staff and community members, the leader develops and promotes a school vision and mission for successful learning and development of each child that advances the district vision and mission and reflects pertinent data.

Accomplished principals collaboratively work with stakeholders to create a shared vision and mission that is relevant and compelling to the present and the future of the organization and aligned with the district requirements. These visionary leaders inspire others to embrace their roles and responsibilities in the creation and pursuit of the vision and mission. To that end, they make certain that teachers, students, and all stakeholders, including those who are less vocal, are heard and are included in the process. Accomplished principals establish a culture in which diverse points of view are encouraged and valued in the design, implementation, and monitoring of the vision and mission. For example, these principals may hold community-based forums with subsets of stakeholders to get their input on initiatives and to engage them in the actualization of the vision and mission.

Accomplished principals actively and continuously monitor progress toward achievement of the vision and mission. On an ongoing basis, they collaboratively review progress related to goals and benchmark data, making necessary adjustments to the plan to keep the organization moving forward. Accomplished principals make this reflection and learning process public, approaching challenges with an attitude of inquiry. From this analysis, they incorporate the voices of stakeholders to make decisions that lead to change and improvement in student performance and teacher practices. These principals collaboratively refine goals and establish new benchmarks as the organization progresses toward achieving the mission.

*Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 25).*

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 1.1

- Collaborating with the school community to design, implement, and/or monitor a coherent and shared **school vision**¹ for student success
 - *What opportunities exist or can be created for diverse internal and external involvement and perspectives in designing, implementing, and monitoring a shared school vision?*
 - *How does our school's vision align with our district's vision?*
 - *How well does our school's vision reflect our school community's culture and values?*
 - *What will our school look and feel like for each stakeholder group at the end of this year if progress has been made toward our school's vision? How will that impact teaching and learning?*

¹ Based on district context, a school's *vision* may be the same as the district's vision or can be unique to the school.

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- Collaborating with the school community in order to develop, implement, and/or monitor a clear, compelling, student-centered school mission and goals for continuous school improvement
 - *What process is in place to examine the current state of our school's mission and goals? How are stakeholders from the school and community involved in this process? How might I establish and refine the implementation of such a process so that all stakeholders are clear about the ways in which our school's mission drives our goals and priorities for students?*
- Ensuring alignment between the school's mission and the school's systems, strategies, structures, programs, practices, and procedures
 - *What current initiatives² align with our mission and vision? What additional initiatives will need to be implemented for us to achieve it? What existing initiatives should be changed or eliminated?*
 - *How can I create coherence between and among initiatives and our mission and goals? How can I communicate these connections to staff and stakeholders in a logical way?*
- Prioritizing and committing to the goals and initiatives that work to advance the student-centered mission for the school
 - *What process is in place for examining new and current initiatives and policies to ensure that they are prioritized to support our school's student-centered mission? What existing initiatives should be incorporated into, changed, or eliminated from our work in order to prioritize progress toward our mission and goals?*
- Monitoring and evaluating progress and results through tracking and revising plans as necessary toward meeting the school's goals
 - *What processes will I use to track for progress at the school and classroom levels and to adjust our school's goals to maximize student learning and growth? What data are available to track this progress? How can I identify additional data that might be considered relevant for use in tracking this progress?*
 - *How will others be involved in monitoring progress toward the school's goals? What systems should be revised, created, and implemented to monitor progress at the school and classroom levels?*
- **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

- Building skills and knowledge in strategies and processes for engaging diverse stakeholders, building trust, and reaching consensus
- Learning strategies and processes for breaking long-term goals into small steps and identifying indicators that will show progress toward meeting the goals
- Developing strategies and tools for creating a school mission that is aligned to district's vision and monitoring related program implementation and progress

² *Initiatives* are defined as the systems, strategies, structures, programs, practices, or procedures that a school identifies and implements to improve student learning and achievement.

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1.1 Shared Vision and Mission: In collaboration with school staff and community members, the leader develops and promotes a school vision and mission for successful learning and development of each child that advances the district vision and mission and reflects pertinent data.				
	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	<ul style="list-style-type: none"> Does not articulate a school's vision^a and/or mission that is aligned with the district's vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Does not use the vision and/or mission to select programs, curriculum, or approaches; maintains programs that lack coherence with the mission. Does not monitor progress toward achieving the school's vision and mission. 	<ul style="list-style-type: none"> Articulates a school's vision and/or mission that is aligned with the district's vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Implements programs and initiatives^b aligned to the school's vision and/or mission. Establishes or maintains a system for monitoring progress toward achieving the school's vision and mission through regular reflection on data. 	<ul style="list-style-type: none"> Collaborates with the school leadership team, staff, and others to articulate a school's vision and/or mission that is aligned with the district's vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Adjusts, based on data, implementation of programs and initiatives aligned to the district's and school's mission to ensure that they are reflected in the planning and teaching occurring at the classroom and building level with the school leadership team and others. 	<ul style="list-style-type: none"> Evaluates alignment of school's vision and/or mission with the district's vision, and advocates for changes when necessary. Empowers teacher leaders, assistant principals, and/or peers to identify and apply strategies for creating coherence between school program initiatives and the district's and/or school's vision and mission. Engages in opportunities to converse with peers and others about how all schools might continually work toward the attainment of the district's vision.
Possible Examples	<ul style="list-style-type: none"> The leader tells the staff that the school's mission is literacy even though the district's vision is to create 21st century learners through an emphasis on science, technology, engineering, and mathematics (STEM) and connected learning. The leader implements any program that is free or minimal cost even if the program is not aligned to the vision and mission. 	<ul style="list-style-type: none"> The leader writes the school's mission based on the district's vision. The leader ensures a new program supports the vision and mission before approving it. 	<ul style="list-style-type: none"> The leader collaborates with staff, administrators, community members, and student representatives to define the school's organizational commitments while connecting it to the district's vision. The leader ensures multiple opinions are heard by conducting focus groups and written surveys. The leader develops a system to review any new programs for alignment to the vision and mission and sets a schedule for reviewing existing programs for alignment. 	<ul style="list-style-type: none"> The leader creates a team to research 21st century and STEM learning to guide the school's academic and operational assurances as part of the development of the school's mission The leader advocates for districtwide programs that will align to the district's vision and mission.

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

^b *Initiatives* are defined as the systems, strategies, structures, programs, practices, or procedures that a school identifies and implements to improve student learning and achievement.