

Core Proposition 2: Strategic Leadership for Results

Standard Indicator 2.1: Organizational Capacity

The leader continually builds organizational capacity by recruiting, hiring, supporting, and developing an effective and caring staff of teachers and other professionals.

Accomplished principals realize that the strength of an organization lies in its human capital. They understand that the effectiveness of teachers directly correlates with increased student performance. These principals take the primary responsibility for attracting, retaining, and developing high-quality teachers and other staff.

Accomplished principals cultivate the varying talents of everyone within the organization. They develop the capacity of others through training, guided practice, and mentoring. As they do so, teachers and staff take on more responsibility and more roles—formal and informal—that involve leadership in setting priorities for school improvement. For example, these principals would capitalize on the expertise of accomplished teachers, particularly National Board Certified Teachers (NBCTs), to work with colleagues. As another example, when leading the organization to a structure of small learning communities, such a principal would provide professional development for teachers who are going to assume the role of leading cross-content-area teams.

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 2.1

- Establishing a process for selection and hiring that uses a protocol aligned with the school’s mission, values, and professional practice standards
 - *Do I have an updated talent management plan that aligns with the vision and/or mission for the school? If so, how am I monitoring its effectiveness? If not, what steps do I need to take and who needs to be involved to develop this plan?*
 - *Are the tools used as part of our hiring process (e.g., job descriptions, employment advertisements, interview protocols, etc.) aligned with the professional practice standards in our performance evaluation and professional growth program?*
 - *Do we have an ongoing, continuous process of systematic planning in place to ensure availability and optimum use of human resources to meet the needs of our students?*
 - *Is our current process aligned to our school’s mission, goals, and other expectations for teaching and learning? If not, what steps need to be taken to develop or refine our process? In what ways do I engage staff in meaningful participation in the selection and hiring process?*
 - *What criterion do we use to evaluate applicants? How have we analyzed our protocol’s effectiveness?*

Core Proposition 2: Strategic Leadership for Results

- Creating distributive leadership structures that engage teachers and other staff in setting priorities and designing systems and supports for teachers and students, such as facilitating [professional learning communities](#) (PLCs) or student assistance team meetings
 - *How can I collaborate with staff to distribute responsibility for school improvement and for increasing staff capacity to impact student learning in ways that take advantage of teacher strengths? What process can I use to match interested staff with leadership opportunities that fit their expertise?*
- Creating leadership opportunities for teachers and other staff that capitalize on teacher strengths in the areas of teaching and learning and include roles and responsibilities that go beyond the assuming of managerial duties normally completed by the building principal
 - *What formal or informal individual or group leadership structures are currently in place in my school? What unique support do they offer to teachers and students? Are there any leadership gaps or redundancies that need to be addressed?*
 - *What areas of leadership are most challenging for my teacher leaders? How can I support their development in this area without taking over?*
 - *In what ways do I monitor the progress of groups when I am not the leader? How can I monitor the level of staff accountability when others are leading and support the success of my leaders and my staff?*
- ***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

- Reading books, online resources, or participating in structured learning (workshops, webinars, courses, etc.) to learn strategies for building capacity of teams and developing leadership skills and dispositions of others
- Conducting literature reviews, working with the leadership team, and applying the new learning through PLCs about a topic that is aligned to the school's goals
- Working with colleagues and peers to learn about strategies for convening hiring committees to discuss the school's needs and consider the characteristics that represent a strong match for the school's goals, mission, and student needs
- Examining hiring protocols in use in a variety of school settings and using aspects of these protocols to collaboratively design and adjust the school's protocols as necessary
- Networking with others to learn about effective recruitment and hiring practices
- Networking with teacher preparation programs to make sure they are developing teachers with learning experiences needed for a beginning educator in our school

Core Proposition 2: Strategic Leadership for Results

2.1 Organizational Capacity: The leader continually builds organizational capacity by recruiting, hiring, supporting, and developing an effective and caring staff of teachers and other professionals.				
	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 use an established process to screen applicants' competencies during hiring process or does not engage with other key school and district personnel in hiring decisions. Does not provide leadership development opportunities and/or does not distribute leadership responsibilities across staff. 	<ul style="list-style-type: none"> Screens applicants' competencies during hiring process and engages with other key school and district personnel in hiring decisions. Makes leadership development opportunities available to interested staff and distributes formal and informal leadership responsibilities by matching school needs with staff talents. Sets priorities for school staff improvement or job assignments. 	<ul style="list-style-type: none"> Establishes a process for attracting, screening, and selecting staff members based on current or future school needs, as indicated by the mission or school improvement plan. Engages with other key school and district personnel in hiring decisions. Maintains a process in place for matching staff leadership talent with school needs through assignment of formal and informal leadership responsibilities. Engages staff in identifying priorities for school improvement and assigns roles and tasks for staff to complete related to this effort. 	<ul style="list-style-type: none"> Advocates at the district or state level for recruitment of applicants based on current leadership needs. Empowers teacher leaders, assistant principals, or others to recognize talent and appropriately delegate leadership responsibility for completion of tasks. Empowers teachers or groups of teachers to design and implement programs and initiatives aligned with priorities for school improvement.
Possible Examples	<ul style="list-style-type: none"> The leader does not have competencies identified or does not use a consistent protocol for interviewing. The leader does not delegate leadership opportunities and keeps all decision making to himself or herself. 	<ul style="list-style-type: none"> The leader convenes a panel to interview final candidates. The leader asks for volunteers for leadership opportunities or recruits specific people for activities. The leader does not look to grow everyone's leadership or use the opportunity to develop leadership skills. 	<ul style="list-style-type: none"> The leader has a recruitment and hiring plan that anticipates future hiring needs. The leader has a hiring protocol that includes a rubric for each competency desired. The hiring team is well versed in the competencies. The leader solicits information from the staff about leadership strengths or areas a staff member would like to improve. The leader prioritizes this information when assigning leadership responsibilities. 	<ul style="list-style-type: none"> The leader works collectively with another school leader to recruit a special education director that will serve each school at a .5 full-time equivalent. The leader asks staff to nominate colleagues for leadership opportunities.