# Core Proposition 5: Climate and Culture

## Standard Indicator 5.1: Relationship Building

**The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.**

Accomplished principals are keenly aware that building relationships is fundamental in establishing a positive learning environment. They value people as individuals. In the interest of valuing students and adults, these principals create systems and procedures that address the development, contexts, support needs, and accomplishments of both students and adults.

Accomplished principals intentionally and purposefully build trusting relationships, enabling them to have conversations that are courageous and honest. Accomplished principals actively listen, observe, and value the power of meaningful communication with adults. These principals stay abreast of the personal and professional interests of staff members. They establish routines that foster rich relationships in which all have the opportunity to interact.

These principals create a system within the learning community to increase meaningful family involvement. For example, they might create a room with digital and print resources where parents or guardians can access information to support their children or their own learning. Accomplished principals create a culture in which parents or guardians feel welcome and essential to the learning environment. These principals may arrange for meetings with parents and guardians at flexible times and in such convenient locations as restaurants, apartments, or community centers.

Adapted from NBCEL, *Accomplished Principal Standards,* 1st ed. (2010, pp. 39, 46).

**Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 5.1**

- Gathering direct knowledge of staff, students' and community members' interests, perspectives, and philosophies through classroom visits, school events, individual conversations and using the information to purposely build and enhance relationships with students, staff, caregivers, and the community.
  - *What do I do purposefully to build productive relationships with students, staff, parents/caregivers, and the community?*
  - *Do I have a deep knowledge of the individual interests, perspectives, and philosophies held by each member of my staff? How might I gain this information?*
  - *Do I know the interests and perspectives of my student body? How might I gain this information? How do I ensure I'm collecting this information from diverse perspectives?*

- *How do I gather information from my parents/caregivers and community members? How do I ensure I'm collecting information from diverse perspectives?*
- *What systems do I have in place to collect information about how to improve relationships?*
- *How do I use the results of student, parent, and staff perception surveys to improve my practice of building positive and productive relationships?*

■ Creating a mutually trusting and affirming environment where individuals feel safe to share their concerns, ideas, and solutions in the interest of fostering and maintaining a culture of continuous improvement

- *What systems do I have in place for individuals to share concerns, ideas, and solutions?*
- *Where are the relationship strengths and gaps in my school community? Are there individuals acting as key influencers that are positively or negatively impacting the relationships between and among its members? How might I use or address these individuals and behaviors to build more positive and professional relationships?*
- *In what ways do I identify and recognize the positive contributions of individuals within and beyond the organization that contribute to its success?*

■ Creating an environment that fosters positive relationships among students, staff, and caregivers

- *How do I support teachers in building relationships with parents and caregivers? How might I support both teachers and parents to keep the best interest of the student in mind when addressing concerns arise within the classroom?*
- *How do we collect and use feedback from students and parents to improve relationships?*

■ ***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

■ Using self-analysis personality tools such as Myers-Briggs to understand your own psychological preferences and analyzing how the results impact relationship building

■ Providing opportunities for staff and groups to understand one another's preferences and consider thoughtful approaches when communicating and collaborating with one another

■ Participating in structured learning opportunities (book or article discussions, workshops, webinars, etc.) to learn about different leadership styles and the impact each has on the perceptions of leaders and their relationships with others

■ Gathering and reviewing school culture and other data to identify gaps and barriers to the building of productive relationships with staff, students, and community members

■ Developing an action plan to address gaps and barriers and monitor progress

■ Seeking peer review of live or videotaped interactions with stakeholders to reflect on how the one communicates with students, teachers, and families

| | 5.1 **Relationship Building:** The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning. | | | |
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| | **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 maintain trusting and productive relationships with students, staff, parents/caregivers, and community members. ▪ Does not plan or provide opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. | ▪ Develops trusting relationships with some groups but not all of the school community. ▪ Provides opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. | ▪ Establishes and maintains trusting and productive relationships through listening, teamwork, and collaboration with students, staff, parents/caregivers, and community members. ▪ Actively and systematically seeks ideas and input on how to improve trust and relationships among students, staff, parents/caregivers, and others in the school. ▪ Supports, through programs and procedures, the professional health and well-being of faculty and staff. | ▪ Establishes and maintains trusting and productive relationships with students, staff, and parents/caregivers in the school, and uses information to improve relationships among all parties. ▪ Empowers teacher leaders, assistant principals, and/or other school-level leaders to gather feedback and reflect upon and adjust strategies for building and maintaining effective relationships with students, staff, and parents/caregivers. ▪ Empowers staff to identify challenges to the professional culture and well-being of the staff and work collectively to address such challenges ▪ Works at the district or state level to create and implement initiatives to improve community relationships and communications. |

| | **5.1 Relationship Building:** The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning. | | | |
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| Possible Examples | ▪ The leader does not host back-to-school night or parent-teacher conferences. | ▪ The leader systematically plans meetings for staff and parents and caregivers to build relationships. These could be quarterly back-to-school nights, family fun nights, or sharing teacher projects or accomplishments with parents and caregivers. | ▪ The leader uses feedback from parent and staff surveys to create new events for parents and teachers to build relationships. | ▪ The leader tasks lead teachers with creating multiple activities for parents and staff to work together (e.g., mathematics or literacy night). |
| | ▪ The leader does not seek input or involve teachers in conversations when there is a parent dispute. | ▪ The leader brings the parent and teacher together to settle disputes but does not facilitate the conversation. | ▪ The leader facilitates disputes between stakeholders without taking a side so that both parties end with the best possible solution that keeps the students' best interests in mind. | ▪ The leader provides training on how to build relationships for staff and parents. |
| | ▪ The leader does not have parents/caregivers, community members, or teachers on the school leadership team. | ▪ The leader invites parents and teachers to serve on the leadership team but does not ensure those groups are represented. | ▪ The leader has the faculty and parent-teacher association vote on two representatives for each group to serve on the school leadership team. At least one individual from each subgroup must be present at each meeting. | ▪ The leader tasks a teacher leader and a parent to share a summary of each leadership team meeting with the staff and parents. |