APS' Definition of Leadership Excellence 18-19

What is APS' Definition of Leadership Excellence and why are we updating it for the 2018-19 school year?

Definition of Teaching Excellence (DLE) was created to articulate APS' collective and aspirational vision for excellent leadership and give us shared language to collaboratively work towards achieving this vision. As our vision for excellent leadership evolves, based on observed excellence in APS schools and schools across the nation, we will ensure our Definition of Excellence evolves with it.

How will DLE be used in the 2018-19 school year?

- Leader Hiring, Coaching, Development (non-evaluative) and Recognitions
- New Leader Orientation and Induction
- Professional Learning Community Development
- Talent Reviews

How should DLE be used?

Principals, Assistant Principals, instructional coaches and teacher-leaders should use DLE as a guiding tool to develop Professional Growth Plans, to implement regular cycles of helpful feedback and to drive self-reflection. Instructional leaders are encouraged to observe schools using DLE, identify "Core Leader Behaviors" that are areas of strengths and growth, and then identify an aligned "Core Leader Skill" to focus on for feedback and development. In addition, leaders are encouraged to use DLE as a foundation for their leader-hiring processes, the development of Professional Learning Plans, ongoing professional development, and leader recognitions. Additionally, DLE can be used to inform on-boarding of new instructional leaders.

How was DLE created?

This spring, a diverse team of APS principals and district staff met to review and revise DLE to further clarify and expand APS' vision of excellent leadership. In addition to drawing from the expertise of this diverse team, DLE revisions were based on the ground-breaking and inspirational work of the following thought-leaders and sources:

- APS' Leadership Framework
- Student Achievement Partners
- Paul-Bambrick Santoyo
- Jim Knight

- Robert Marzano
- Leverage Leadership
- Get Better Faster
- Georgia DOE (LKES)

- The Art of Coaching
- Talent Masters
- Bridgespan
- TNTP

1. LEAD ACADEMICS

Has a college & career ready vision for academic excellence been established? Have instructional systems been established to achieve this vision?

OBSERVABLE STAFF & STUDENT BEHAVIORS	CORE LEADER BEHAVIORS
Students ● engage in mastering standards-based, culturally relevant and grade-appropriate content (lesson objectives, texts, instructional tasks, questions, etc.) ● do the majority of thinking, speaking and doing in the classroom ● demonstrate mastery and conceptual understanding of the lesson objective through their responses, work products and interactions ● continuously set and monitor goals for academic growth and achievement Faculty & Staff ● can articulate the school's instructional vision and connect it to their daily practices ● are well prepared and have the content expertise necessary to deliver instruction that supports students in mastering grade-level standards academically challenging work ● seek, receive, and implement feedback that helps to improve the learning and success of students ● seek, receive, and implement feedback that helps to improve the learning and success of teachers (leaders) ● regularly utilize data to assess students' progress toward conceptual understanding of the objectives/standards and adjust instruction as necessary ● actively engage in comprehensive and integrated professional learning that results in concrete growth for teachers ● continuously set and monitor goals for academic growth and achievement	**Instructional Vision:** Sets and communicates a college and career ready instructional vision that prepares students for college and beyond; vision is based on an analysis of organizational core values, student data and APS' commitment to equitable outcomes for all students; engages and invests students, staff and families in the school vision
	Instructional Planning: Creates the necessary conditions (e.g., sufficient planning/collaboration time, content-specific professional development) and creates/implements resources (e.g., protocols for unpacking standards, units of study and analyzing student work; guides to internalize curriculum, tools to sequence daily lesson objectives) for teachers to plan and execute instruction
	Instructional Knowledge & Expertise: Consistently and proactively builds the instructional knowledge and expertise of leadership team, teachers and self (e.g., unpacking standards to develop staff's conceptual understanding, building knowledge of curriculum and assessment, supporting leaders in providing content-specific coaching and development)
	Helpful Feedback for Teachers: Develops a comprehensive, research-based instructional coaching model that results in teachers receiving consistent, high-leverage, actionable feedback and opportunities to practice (e.g., co-planning, shared analysis of student work, real-time practice) such that instruction and student outcomes directly improve
	Helpful Feedback for Leaders: Consistently observes and provides leadership team members with helpful feedback (e.g., to develop their ability to coach teachers, facilitate content teams/PLCs, unpack standards/units of study) and opportunities to practice that builds their capacity to master instructional standards, methods and provide content-specific feedback
	Data Use: Develops a comprehensive data system and strategy (inclusive of daily/weekly/unit/summative assessments, technology system to efficiently collect and analyze data, protocols for unpacking and analyzing data, etc.); develops teachers' and leaders' ability to analyze student data to identify strategies that will move students toward mastery
	Targeted Professional Learning: Designs an integrated system of professional learning (e.g., coaching, PLCs, data use) that ensures all staff receive the differentiated, data-based and actionable learning opportunities they need to maximize their learning and impact

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Core Leader Skills

Instructional Vision

    A. Prioritizes Instructional Leadership - Spends more than 50% of time on the activities involved in leading and developing teachers to improve their instruction and drive student achievement

Instructional Planning

    A. Daily Lesson Planning - Supports individual teachers, grade teams, and/or departments in designing daily lesson plans that reflect all components of quality plans

    B. Builds Content Knowledge - Leads and strengthens PLCs/content teams to prepare to deliver curriculum with excellence, review student work and analyze student data; Supports teachers in building instructional expertise by unpacking standards, designing or unpacking units, utilizing curriculum resources, aligning assessments and curriculum, practicing delivery, etc.

    C. Rigorous Instructional Materials - Supports teachers in selecting instructional materials (texts, tasks, questions, prompts, exercises, etc.) that are appropriately demanding, culturally relevant, and requires students to use evidence to demonstrate understanding. Materials are appropriately differentiated to meet students unique academic needs and strengths

    D. Curriculum implementation - Collaborates with leadership team and key stakeholders in developing, adapting, and implementing curriculum aligned to Georgia Performance Standards and/or College Readiness Standards (AP, ACT, etc.)

Helpful Feedback to Teachers

    A. F.A.S.T Feedback - Provides Frequent, Actionable, Specific, Timely feedback that helps teachers master core teacher skills and develop content-specific knowledge and practices

    B. Coach for Effective Lesson Execution - Coaches teachers as needed to deliver lessons in a well-organized, clear and accessible manner, incorporating gradual release and lesson framing

Helpful Feedback to Leaders

    A. Builds instructional capacity in leadership team - Regularly observes and coaches instructional coaches to ensure they are providing helpful, F.A.S.T. feedback to teachers on a regular basis

    B. Observes and strengthens PLCs - Regularly observes PLCs/content team facilitation and provides actionable feedback to the facilitator to improve lesson preparation/internalization, student work analysis and student data analysis

    C. Calibrates on the bar for excellent teaching - Conducts leadership team walkthroughs of classrooms to calibrate on APS' Definition of Teaching excellence

    D. Develops data analysis skill - Builds the capacity of school leadership team to collect and analyze student data to drive instructional priorities, coaching and action steps

Data Use

    A. Data Driven Culture - Establishes a clear vision for data use across the school and develops school- wide structures and systems aligned to the vision; consistently and effectively uses data to set goals, track progress, identify academic gaps, maximize achievement, and drive actionable changes

    B. Actionable Assessments During & After Lessons - Supports teachers in using a variety of standards-aligned assessments and monitoring strategies during and after the lesson to assess students' progress toward conceptual understanding of learning objectives/standards as well as learning goals

    C. Assessment Systems - Develops and implements a balanced school-wide assessment system that enables consistent and regular tracking of student growth

    D. Tiered Intervention System - Implements a tiered intervention system that is designed to identify and track student growth and needs and to provide appropriate services to those who need it

Targeted Professional Learning

    A. Aligns Supports for Coherent Learning - Sets school-wide instructional or differentiated priorities based on trends in data (e.g., assessment data, student behavior data, teacher coaching data), then provides comprehensive professional learning (e.g., coaching, content teams, data analysis) that mutually reinforce one another and are aligned with school priorities

    B. Builds Instructional Capacity - Leads whole-school professional development workshops that drive improvement in teacher practice

    C. Differentiation - differentiates support according to teachers' needs and/or professional goals

2. BUILD CULTURE

Does the school's culture reflect high expectations, inclusivity, teamwork and joy for students, staff and stakeholders?

OBSERVABLE STAFF & STUDENT BEHAVIORS	CORE LEADER BEHAVIORS
Students ● make effective use of all instructional time ● work with genuine curiosity, interest, joy and a love for learning on work that is academically challenging ● feel known, valued and part of a safe learning community to fully contribute their ideas, perspectives and questions ● consistently persevere in completing academically challenging work (questions, prompts, tasks, etc.) ● have respectful, productive, interactions with each other, school staff, and community members ● express a sense of pride in their school, feel valued, and believe they contribute to the school's collective success Faculty & Staff ● hold the highest expectations for students regardless of students' academic levels or background ● regularly communicate their positive expectations and beliefs to students both explicitly through formal and informal communication, and implicitly through rigorous assignments, questions, tasks, etc. ● sweat the details for every student's academic and social emotional success in every period, every day, all day ● describe success in student-centered terms, considering academic achievement and social-emotional well-being ● engage in courageous conversation across lines of difference ● seek to understand the community culture, assets and needs and align school plans accordingly	**Culture Vision:** Sets and communicates a school culture vision that challenges students, faculty and staff to maintain high expectations and model APS' core values; engages and invests staff, students and families in developing and executing the school culture vision
	Culture Systems: Designs and implements clear schoolwide culture systems that ensures clear expectations, consistency, joy and equity for staff and students (e.g., clear student behavioral expectations, aligned responses to misbehavior for students); integrates social emotional learning into all aspects of the school; collects, monitors and adjusts systems and approaches based on ongoing collection of student culture data
	Equity Leadership: Examines current systems, policies and practices to determine root causes behind bias, inequity and exclusion (e.g.,with respect to hiring practices, communication with families, implementation of suspension policies); builds and improves school systems as a result of examination that leads to equitable results for all students
	Inclusive Teamwork: Consistently develops strong and diverse staff and leadership teams through establishing clear roles, clear expectations and shared norms; designs structures that allows teams to be true owners of the work, actively collaborate, engage in productive conflict and work joyfully as a cohesive team to realize the school's vision and goals
	Family & Community Engagement: Builds authentic relationships and trust with key stakeholders through consistent communication and providing authentic opportunities for families to support the school's success; develops community partnerships that reflect the community, understand the mission of the school and support its vision

Core Leader Skills

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Culture Vision

A. Creates and Implements a Vision - Creates and implements a shared vision for school culture centered around rigorous academics, effective instruction, and a supportive and empowering school culture
B. Shared Ownership - Builds capacity of other staff members, so there is shared leadership for elements of school culture (PBIS, restorative practices, school assemblies, etc.)
C. School Environment - Ensures classroom environments (e.g., seating, displays of student work, resources, cleanliness, organization) supports student learning and growth while reflecting the cultural diversity of students

Culture Systems

A. Systems and Routines - Supports individual teachers and/or grade teams in designing, planning for, and executing efficient classroom routines and systems (e.g., transitions to small groups, passing and collecting materials, process for asking and getting help, managing classroom devices) with students to maximize instructional time
B. Behavioral Expectations - Supports individual teachers and/or grade teams in developing and executing behavioral and academic expectations with students and effectively responding to positive, negative, or off-task behavior
C. Monitor & Evolve Systems - Facilitates and drives the continuous improvement of the school's cultural enabling systems and structures; creates effective system for data monitoring and uses data to inform continuous improvement and accountability; invests and builds capacity in others to use data to monitor progress and make adjustments

Equity Leadership

A. Models Equity - Models belief in the potential of every student to achieve; creates regular opportunities for discussion and development of staff that emphasizes diversity, culture, and supporting the diverse needs of students; identifies student, parent, and community assets and corrects biased statements and actions
B. Knowledge of Students & Staff - intentionally and authentically seeks to know and honor unique backgrounds, culture, interests, social/emotional strengths and academic strengths
C. Support Culturally Responsive Teaching - Support teachers with culturally responsive teaching, incorporating multiple perspectives and multicultural examples into materials and approaches
D. Identifies Student Needs - Develops process to identify and clarify student needs and barriers to learning including, but not limited to: ELL, gifted and talented, SPED

Inclusive Teamwork

A. "Lead Learner" - Recognizes own strengths, areas for growth and perception from others; proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs
B. Productive Conflict & Disagreement - Effectively navigates challenging conversations; leans in to disagreement; either facilitates toward understanding and consensus -or- makes and stands by controversial decisions that benefit students
C. Adaptive Style - Adapts leadership style as needed based on staff members unique professional and cultural backgrounds and learning/processing styles

Family & Community Engagement

A. Stakeholder Input - Plans for and solicits staff, parent, and stakeholder input to promote, advocate for, and gain support towards achieving the mission of the school.
B. Interpersonal Communication - Demonstrates active listening, seeking multiple perspectives, etc.
C. Organizational Communication - Establishes and executes proactive school-wide communication rhythms (newsletters, back to school night, parent-teacher conferences, etc.) as well as reactive/responsive communication with families (protocol for disciplinary meetings, etc.)
D. Respects Community and Honors Heritage - Builds the school's collective awareness, knowledge and respect for the community served; honors and includes the heritage of the students and community served

3. DEVELOP TALENT

Has a highly diverse and effective staff been hired, on-boarded, developed and retained to ensure the long-term success and continuity of the school?

OBSERVABLE STAFF & STUDENT BEHAVIORS	CORE LEADER BEHAVIORS
Students ● demonstrate confidence in and respect for all staff Faculty & Staff ● actively participate in recruiting, referring, interviewing and selecting top talent with the specific strengths and needs of students in mind ● have clarity on their role, responsibilities and performance expectations ● feel supported in their onboarding and are successful in their role ● set goals with their managers for improving their practice and collaborate with others to achieve them ● participate fully in ongoing professional learning at the school and beyond to achieve performance and personal goals ● contribute to a culture of success for students and staff that make top talent want to stay	**Talent Vision:** Sets and communicates a talent vision that clarifies the definition of excellence for all teachers, leaders and staff; vision clarifies how staff will be hired, developed and retained to achieve this definition of excellence; vision is based on an analysis of the school's vision, APS' core values, school goals and teacher retention and performance data
	Hire: Develops recruitment processes, data-driven and equitable selection criteria and hiring processes that results in consistently filling teacher and staff vacancies early in the year with diverse, high-performing staff
	Onboard: Develops onboarding processes that consistently prepares new staff with the role clarity, clear expectations, knowledge, core skills and staff relationships they need to get off to a strong start in their role
	Develop: Consistently supports teacher and leader growth and achievement through clarifying role expectations, calibrating on definition of excellent performance, setting individual and team performance goals, maintaining a high degree of accountability to achieving goals through providing helpful and ongoing feedback, holding consistent check-ins and executing performance management processes
	Retain: Retains most effective teachers and leaders through utilizing targeted retention strategies (e.g., improving instructional culture, providing positive and specific praise, providing meaningful career opportunities and teacher-leadership roles); regularly collects and monitors staff data (e.g., satisfaction, exit interview, performance) to inform staff retention strategy
	Leadership Pipelines: Builds a pipeline of leaders for the school through insisting that leaders are true owners of the work, providing intentional, real-time feedback to leaders and setting and executing leadership development plans aligned to leaders' areas for growth; explicitly identifies and cultivates a successor for her/his role and other key roles in the school

Core Leader Skills

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Talent Vision

   A. Creates and Implements a Vision - Creates and implements a shared vision for Talent Management centered around a shared and calibrated Definition of Teaching and Leadership Excellence.
   B. Shared Ownership - Builds capacity of other staff members, so there is shared leadership for elements of talent management (hiring, on-boarding, development, etc.)

Hire

   A. Builds a Comprehensive Team - Proactively recruits a team with a wide and comprehensive range of experience, knowledge and skills
   B. Generates staff referrals - Utilizes teacher leaders, teacher ambassadors, staff meetings and other methods to generate new staff referrals from current high performing staff
   C. Designs and Implements Selection Process - Designs and/or actively participates in the selection process to recruit and secure highly effective staff
   D. Selects Effective Staff - Identifies multiple pipelines for and fills vacancies early; ensures diverse skill sets and expertise among the staff

Onboard

   A. Staff Orientation - Design and executes a well-planned and prioritized new staff orientation that ensures new staff have clear expectations, build strong relationships, and develop the necessary core skills to get off to a strong start in the school
   B. Strong start coaching - Utilizes a strong 90-day teacher and/or leader onboarding plan to coach new teachers and leaders on a small number of high-priority skills
   C. Uses data - Utilizes data to assess the effectiveness of onboarding plans to ensure new staff members are mastering core skills and experiencing success in their roles
   D. Aligns additional support- Strategically coordinate additional support (new teacher mentors, instructional coaches, etc.) to support new staff

Develop

   A. Builds Capacity - Provides professional development, support and coaching to develop the capacity of staff to maintain expectations and to support and enhance the social and emotional development of students; provides a wide range of professional learning opportunities; differentiates support according to teachers' needs and/or professional goals
   B. Develops Self and Staff - Provides and takes part in development opportunities to build awareness, cultural competence, and to establish strong relationships with all stakeholders; is aware of the most current research, methodology, and best practices to inform decisions made in the school; actively participates in district PD; seeks out high-impact growth opportunities.
   C. Encourages growth - Provides timely formal and informal feedback, provides support, secures resources and develops staff

Retain

   A. Retains Effective Staff - Identifies high performing staff and develops a intentional plan to retain top talent
   B. Monitors Retention - regularly collects and monitors staff data (e.g., satisfaction, exit interview, performance) to meet staff retention goals

Develops Leadership Pipeline

   A. Talent Reviews - Conducts effective talent reviews that results in accurate assessments of staff performance and potential. Talent reviews result in development and career plans that develop deep leadership pipelines, expand teacher leadership and drive increased staff satisfaction, retention and performance.
   B. Develops Leadership Pipeline - Establishes and leads an effective leadership team with a wide range of skills/strengths; provides leadership opportunities for emerging leaders; communicates a clear leadership trajectory in order to build the talent pipeline within the school

4. MANAGE OPERATIONS

Is the school safe, efficient and financially healthy, with resources readily available and aligned to school priorities to enable the highest level of teaching and learning?

OBSERVABLE STAFF & STUDENT BEHAVIORS	CORE LEADER BEHAVIORS
Students ● are aware of general operating procedures (e.g., entry, dismissal, cafeteria expectations) and safety plans (e.g., fire drill procedures, lock down procedures) ● contribute to a safe and clean environment **Faculty & Staff** ● are involved and informed of the school's operations vision and strategic plan (all staff + community stakeholders) ● have the resources (e.g., technology, manipulatives, curriculum, texts) to meet academic and social emotional needs of students ● feel safe and respected in their school environment, which is clean, organized, and welcoming ● can explain how financial decisions are based on student academic and social needs and aligned with district policies (teachers and leaders) **Community partnerships & services** ● are created based on the needs and priorities of the schools ● are integrated and aligned with school goals and priorities (e.g., after school programming, mental health services, law enforcement and safety)	**Operations Vision -** Sets and communicates a school operations vision that clarifies the bar of excellence for all school operations (e.g., school resources, finance, testing, school schedules, safety plans, student retention, student enrollment procedures, HR/Legal compliance, school records management); vision is aligned to the school's teaching and learning vision and goals; engages and invests staff in developing and executing the operations vision
	School Strategic Planning - Engages and invests staff in developing school-wide strategic plans that identify and lead the school towards high impact goals and priorities; consistently implements the plan through contingency planning, aligning time and resources and holding her/himself and others accountable for achieving intended outcomes
	Budget & Resource Management - Allocates and appropriately manages financial and school resources in alignment with school priorities and APS financial policies & procedures
	Management of Operations Staff - Hires and holds school operations staff (e.g.,front office staff, safety plan team) accountable for executing the operations vision with excellence, resulting in school operations having sustainable and lasting systems that run effectively and efficiently and instructional leaders spending minimal time on operational tasks; for non-school operations staff (e.g., night crew, custodial staff, security staff, cafeteria staff) clearly communicates expectations and collaborates with central office operation leaders and school administrators to ensure high performance
	Community Partnerships - Builds community partnerships (e.g., corporations, local libraries, community organizations) that will identify and attract resources to achieve school goals and priorities
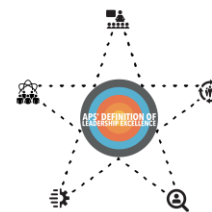
Core Leader Skills

Operations Vision

- A. Ops. Vision - Sets the vision for school-wide operations, staffing, scheduling, testing and finance to ensure they are aligned with school goals and priorities
- B. Schedule and calendar - Creates a calendar and schedule that maximizes instruction and opportunities to meet the goals and vision of the school
- C. Safety and risk management plan - Develops and implements a safety and risk management plan that responds to crisis situations in an effective, safe and timely manner; trains staff and practices consistently
- D. Communication Systems - Develops and implements effective and consistent systems to tailor messages and to communicate regularly with all stakeholders.

School Strategic Planning

- A. Structures Management - Establish a management structure including leadership roles, responsibilities, expectations, and support structures for school leadership and school mission
- B. Operational monitoring system - Develops systems to monitor organizational efficiency; identifies gaps in operations and/or resources; adjusts and responds in an effective and timely manner
- C. Address Technical systems (Role Clarity, clear caseload, scheduling, operational components, etc) and adaptive barriers (establish a culture and expectation of transparency and helpfulness)

Budget & Resource Management

- A. Allocating Resources - plans and prioritizes time, people, budget, facilities and resources to achieve annual goals
- B. Finances - Maintains appropriate financial systems to ensure that the school operates legally and sustainably; creates a short and long term budget that reflects the school mission and goals

Management of Operations Staff

- A. Facilities - Ensures that the school building and support systems operate safely and efficiently
- B. School Records - Secures and stores school records and protects the privacy and confidentiality of students and staff

Community Partnerships

- A. Community Relationships - Identifies and cultivates relationship with key community stakeholders and potential community partners such as corporations, churches, local libraries.
- B. Establishes & Maintains Community Partnerships - Identifies and establishes ways in which community partners can support school vision & goals; maintains relationships over time

5. Social Emotional Learning

Are students, faculty and staff developing strengths across the five core Social-Emotional competencies and learning how to navigate the world more effectively?

OBSERVABLE STAFF & STUDENT BEHAVIORS	CORE LEADER BEHAVIORS
Students ● form strong relationships with multiple staff members who are invested personally in their success ● see staff members as role models and exhibit the competencies of SEL ● see all staff members in the building as people who engage in learning with each other and who see mistakes as opportunities for learning	**SEL Vision:** Sets and communicates a school SEL vision that integrates SEL into all aspects of the school (e.g., instruction, culture, staff interactions, community engagement, etc.); vision is aligned to the school's teaching and learning vision and goals; engages and invests staff in developing and executing the SEL vision
Students, Faculty & Staff ● use a common language grounded in SEL to communicate feelings and expectations ● develop essential agreements that foster a positive school climate and culture ● have positive and healthy relationships based on an understanding of roles, responsibilities, expectations and the ability to resolve conflict ● engage in productive social and academic discussions using effective communication skills	**Models SEL competencies:** Explicitly models the five core SEL competencies for students via individual and whole-class interactions with students (E.g., transparently reflects on personal SEL strengths and areas for growth, models the use of SEL language and strategies, demonstrates emotional intelligence, regulates emotions, uses systems for problem solving and resolving conflict, welcomes feedback from students, etc.)
Faculty & Staff ● actively engage students in learning experiences that are positive and relevant to them (teachers) ● demonstrate specific skills that represent the five SEL competencies ● take responsibility for mistakes and see them as opportunities for learning	**Creates conditions for the systemic growth of SEL in students and across the school community:** Builds capacity for increasing SEL skills in students and staff by providing time and structure for explicit SEL instruction for students and professional learning for staff. Effectively uses the school's SEL Team to prioritize the work
	Connects SEL to other school and district initiatives: Uses the school strategic plan to integrate SEL into all aspects of instruction, school culture and student/staff/family programming; seeks to use restorative practices as a tool to build relationships and repair harm

Core Leadership Skills

Models and epitomizes SEL competencies
    A. Self-Awareness - has the ability to accurately self-assess and understands how their emotions affects others and their job performance
    B. Self-Management - is optimistic, controls emotions, and is able to appropriately adapt to constant changes
    C. Social Awareness - understands the community and people and shows empathy
    D. Relationship Skills - fosters teamwork and collaboration through positive influence, building rapport, and resolving conflict
    E. Responsible Decision Making - approaches situations with a systematic process that takes into consideration short and long term consequences

Creates conditions for the systemic growth of SEL in students and across the school community
    A. Explicit SEL Instruction - provides a consistent time in the school's schedule and curriculum resources for the explicit teaching of SEL competencies
    B. Faculty & Staff SEL - provides professional learning experiences that support teachers and staff in building SEL competencies and delivering quality SEL instruction
    C. Community Advocacy - promotes SEL by dedicating time in parent and community meetings to share the work of SEL and/or by using SEL strategies to build community and a better understanding of the work
    D. SEL Team - empowers teacher leaders with shared responsibility in creating a strong infrastructure for SEL work and prioritizes the work of the team as a pillar of success for the school's growth

Connects SEL to other school and district initiatives
    A. Strategic Planning - develops a well-planned road-map for SEL implementation and sustainability that fully commits to a shared vision of students' social, emotional, and academic needs
    B. School Climate - develops processes and procedures that focus on including common SEL language and school wide essential agreements
    C. Restorative Practices - applies a restorative mindset when dealing with students/staff/teachers/community and repairs harm within the school community

6. BELIEFS & VALUES

CORE LEADER BEHAVIORS
Modeling APS' Core Values: Consistently lives up to and models APS' core values of "Put Students First", "Commit to Teamwork", "Focus on Communication", "Demonstrate Respect for Others", "Be Accountable", "Act with Integrity" and "Embrace and Drive Change"
High Expectations: Maintains the highest expectations for all students based on an unwavering belief in their potential
Self-Awareness and Continuous Learning: Consistently recognizes his/her strengths and areas for growth and how s/he is perceived by others; proactively seeks feedback, self-reflects, and adapts own teaching practice and behavior; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities; builds a school culture that fosters a growth mindset
Responsiveness and Follow Through: Consistently completes all responsibilities (e.g., grading, surveys, unit/lesson plans, assessments, parent meeting preparation) in a timely and high-quality manner; effectively interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust
Professional Expectations: Consistently models the professional expectations established by the school and APS (E.g., minimal/no unexcused absences, adhering to professional dress code, preparing for substitutes in a timeline manner, being punctual and engaged during meetings, etc.); models and strictly adheres to APS' ethics policies
Renews to Get Stronger: Establishes a healthy work-life balance and sets appropriate boundaries; consistently sustains self through skillfully using personal well-being strategies (e.g., identifying life lines, leveraging strengths)