

Administrative Regulation

Governing Leadership Success and Succession

The Board of Education is committed to ensuring the sustainability of continuous improvement toward the District Mission and Goals through the recruitment of highly committed leaders who possess essential individual characteristics and collective team characteristics necessary to work with and support students and their families.

A. Individual Leadership Characteristics

- Integrity
- Humility
- Strong work ethic
- Professional judgment
- Team player
- Demonstrated knowledge and competence in appropriate areas
- Belief that all students can succeed
- Belief that students' backgrounds, cultures, and language are teaching and learning assets
- Belief that students, parents, and communities are partners in the educational mission
- Ability to inspire others to higher levels of performance
- Ability to make others feel valued, appreciated, and respected
- Ability to earn the trust and respect of those being served
- Courage to make difficult decisions always based on what is in the best interests of children
- Courage to deliver tough messages with compassion
- Courage and integrity to dissent from a group based on one's own professional judgment and personal conviction
- Willingness to give others the credit for success and to take ownership for failure
- Ability to establish and maintain positive relationships and open communication with colleagues, staff, parents, and communities whose beliefs may be different or contradictory from one's own
- The professional will and moral imperative to work with staff and parents to realize their hopes for their children's success
- Ability to get the right people on the team and the wrong people off
- Ability to ensure fairness and equity in district policies and practices and in their application
- Commitment to the district mission, goals, and vision

B. Team Characteristics

- Broad range of experiences
- Knowledge and experience working with parent and community involvement, including disadvantaged and diverse groups
- Ability to communicate with diverse communities
- Ability to involve and seek input and critical feedback of people from diverse backgrounds and use it constructively
- Ability to present critical information in different ways to different audiences, including parents and community members from diverse backgrounds, to generate consensus and collective support
- Ability to identify with the hopes and dreams of parents for their children in the communities being served
- Ability to initiate or facilitate opportunities for people from diverse backgrounds (including school leaders, teachers, parents, and community) to get to know and learn from one another
- Understanding of how student's backgrounds may affect teaching and learning
- Knowledge of technology, including uses to accelerate student learning and to facilitate communication with parents and community
- Ability to analyze information (research, data, practice) to formulate a plan of action
- Ability to anticipate issues and respond proactively
- Established network of positive relationships at all levels—staff, parents, and community
- Ability to learn from and not repeat failure and to replicate success
- Ability to convey a clear vision that can be understood by all stakeholders
- Sense of selflessness that puts the accomplishments of the team ahead of self

C. Succession Planning

In order to ensure the sustainability of the district's focus, district leaders will be selected and promoted based on proven ability and talent.

1. Establishing a Pool of Talent

- Recruit classified and certificated staff who exemplify the desired characteristics by explicitly stating what is desired and expected from district employees
- Identify talented and committed individuals within the district with potential for success as leaders
- Recruit promising leaders from both within and outside the district who possess identified leadership qualifications and traits

2. Leadership Development

- Make explicit the district's standards, qualifications, and expectations for leadership
- Guide current leaders and leadership candidates to self assess and reflect on their strengths and areas for growth
- Provide leaders and leadership candidates with opportunities for growth based on their relative strengths and areas for growth
- Provide an interactive environment for leaders and leadership candidates to grow in knowledge, experience, and qualifications
- Provide district and cabinet-level leadership opportunities to site leaders to build capacity and relationships
- Provide honest and systematic feedback to leaders to guide their development and growth.

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