



Leadership System - *Build Positive Relationships*

District and building leaders engage with students, staff, and community through formal and informal communications to share ideas and build trust.

PRACTICE 3

Indicator 3a - Informal Engagement/Communication with Individuals

PREPARATION

GETTING AWARE

District leaders survey random students, staff, and community members regarding their perceptions and level of engagement with various aspects of the district in order to identify baseline information about communication and trust.

GETTING READY

District leaders review survey data to identify patterns and trends regarding perception of the district from different audiences. From this, district leaders identify strengths and opportunities with each audience to focus on in establishing positive relationships and trust.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders take regular opportunities to engage with students and staff through classroom visits, classroom walkthroughs, and other regular school functions. District and building leaders interact with students, staff, and community members at extracurricular events and community activities.

GETTING BETTER

District and building leaders engage in regular informal communication with students, staff, and community in and out of school, and also set up dedicated times to engage in informal conversation or communication, such as office hours, coffee hours, or similar opportunities. Leaders use such times to focus on listening and relationship building.

KEEP IMPROVING

District and building leaders set up multiple informal communication channels with students, staff, and community to focus on listening, feedback, and to develop trust and a sense of community. Such opportunities are frequent and include direct personal interaction, access through scheduled opportunities for interaction and social media engagement. Leaders follow up on questions and seek ongoing feedback.

Indicator 3b - Formal Engagement/Communication with Groups & Organizations

PREPARATION

GETTING AWARE

District leaders inventory the student, staff, and community organizations within their district and determine whether such organizations have a focus or mission that would contribute to or engage with the district.

GETTING READY

District leaders examine their own organizational and decision-making structures to determine where critical perspectives from the district, including students, staff, and community members, would benefit the district. District leaders create descriptions of the input and feedback that would benefit district decision-making and use this to recruit potential individuals that represent these perspectives.

PROGRESS INDICATORS

GETTING STARTED

District leaders engage representative constituent groups, including students, staff, and community members, through formal participation in advisory meetings.

GETTING BETTER

District leaders seek to include students, staff, and community members in both advisory meetings and in direct school functions to gather feedback and to include representative voices in decision-making meetings.

GETTING BETTER

District leaders establish formal advisory groups and leadership networks that include students, staff, and community representatives. Additionally, district and building leaders engage with organizations for the purpose of representing the district and collecting feedback. District or building leaders have no decision making authority in these organizations.

RESEARCH REFERENCES FOR THIS PRACTICE:

Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly*, 47(3), 462-495.

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and policy in schools*, 4(3), 177-199.

Nabatchi, T., & Leighninger, M. (2015). *Public participation for 21st century democracy*. John Wiley & Sons.

Parsons, S. A., Nuland, L. R., & Parsons, A. W. (2014). The ABCs of student engagement. *Phi Delta Kappan*, 95(8), 23-27.

Quinn, D. M. (2002). The impact of principal leadership behaviors on instructional practice and student engagement. *Journal of educational administration*, 40(5), 447-467.