



Leadership System - *Build Positive Relationships*

District and building leaders establish communications networks to share information with students, staff, and the community and gather feedback to inform practice.

PRACTICE 4

PREPARATION

GETTING AWARE

District leaders inventory the communications that district or building level leaders use to share information about district activities. The inventory gathers information about who creates and reviews the communication, what platforms are used for dissemination, and what typical audiences receive the communication.

GETTING READY

District leaders explore communications planning tools and protocols that address audience, mode of communication, and frequency of use, and map information from an inventory of existing communications onto such tools. District leaders identify gaps in communications or opportunities to gather feedback through communications and incorporate these into a district communication plan.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders use standard district communications, including print newsletters, email, and social media to share information about the district and to engage learners. Leaders also use local communication networks, such as print, radio, television, and online media connections to share information.

GETTING BETTER

District and building leaders use standard communications networks and media to disseminate district information, while also establishing feedback opportunities for students, staff, and community members to share perspectives and concerns regarding school plans or decisions. District leaders enable such practices for board members.

KEEP IMPROVING

District and building leaders regularly use two-way communication networks and media tools to engage students, staff, and community members in district related planning and advisory support. Leaders receive and utilize training in active listening and feedback protocols, and have regular procedures for follow-up on questions or conversations.

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