



BUILDING **RANKS**TM

**An Orientation to
the Diagnostic of
Educational Leadership
Practice Dashboard**

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Overview of the Diagnostic of Educational Leadership Practice, Rubric, and Dashboard

The **Diagnostic of Educational Leadership Practice** is organized around the two **Building Ranks™** domains and 15 educational leadership dimensions. The dashboard provides a dynamic platform to examine the results of school leaders' responses in various ways (e.g., summary and comparative data by person, group, leadership dimension, or task). Filters and drilldowns facilitate quick and easy answers to your questions.

Each dimension is measured at least three times in different tasks. The charts in the Appendix show what your educational leaders were asked to demonstrate in each task for the associated dimension. Their response to each task is used to assess performance for several dimensions. For instance, their response to the "teacher observation" task informs several dimensions, including human capital management (how well their feedback fosters the teacher's growth) and student-centeredness (how well their feedback helps the teacher meet the needs of each student).

The tasks are scored using a five-point scale that shows the progression of principal practice from underdeveloped to advanced. The five stages of principal practice measured by the diagnostic are:

- **Advanced (4.6–5.0)**, where the educational leader demonstrates accomplished practice. Responses are at the systemic level and show evidence that the leader can apply the dimension in multiple ways to continually achieve desired results.
- **Proficient (3.6–4.5)**, where the educational leader demonstrates full competency. Responses are at the strategic level and show evidence that the leader can apply the dimension consistently to achieve results.
- **Novice (2.6–3.5)**, where the educational leader approaches competency. Responses are at the understanding level and show evidence that the leader can apply the dimension in routine situations.
- **Preparation (1.6–2.5)**, where the educational leader requires additional development. Responses are at the knowledge and awareness level and show evidence that the leader understands how to apply the dimension in certain situations.
- **Underdeveloped (1.0–1.5)**, where the educational leader's responses show little to no knowledge or awareness and little to no understanding of how to apply the dimension within a situation or missed the opportunity to address the dimension in the response.

Tasks with no response submitted or with responses that could not be scored (e.g., inaudible recording) are reported as No Submission and excluded from the dimension average.

Navigating to the Dashboard

To navigate to the dashboard,

1. Log in to your Building Ranks account at <https://buildingranks.nassp.org>
2. Select “Business Unit Analytics” under “Data” in the top ribbon.

BUILDING RANKS
EDUCATIONAL LEADERSHIP ASSESSMENT

Courses Data Support Administration

MANAGE PARTICIPANTS **BUSINESS UNIT ANALYTICS**

Manage participants in the designated Business Unit.

1. View the number of seats (assessments) available to be assigned to participants.
2. Click **Invite New Participants** to access the email request for participants to complete the assessment.
3. Click **Courses** tab and select the course you wish to assign your participant a seat. Click the **Assign Seat** action button to assign seats for participants to access the assessment. *Note: Until a seat is assigned, participants who have registered and signed in will only see the Interactive Tutorial.
4. **Search** participants using designated filters
5. View participants' assessment status

Business Unit: NASSP Available Seats: 8

Invite New Participants

Search and List

ID Assigned Date to Finish/End Date to

Name Started Date to Scored Date to

Status

Search **Reset**

ID	Name	Status	Assigned Date	Started Date	Finish/End Date	Scored Date	End Assessment	Score Report
100100	Alexa Magda	Scored	10/12/2018	10/15/2018	10/15/2018	1/13/2019		View
100102	Virginia Hodson	Scored	10/12/2018	10/15/2018	10/15/2018	1/13/2019		View

Figure 1. Dashboard navigation

Dashboard Overview

Each of the four dashboards has multiple filters and charts of results. Each can be accessed by the tabs.



Figure 2. Group Score Dimension provides three views of your candidates' performances by dimension.

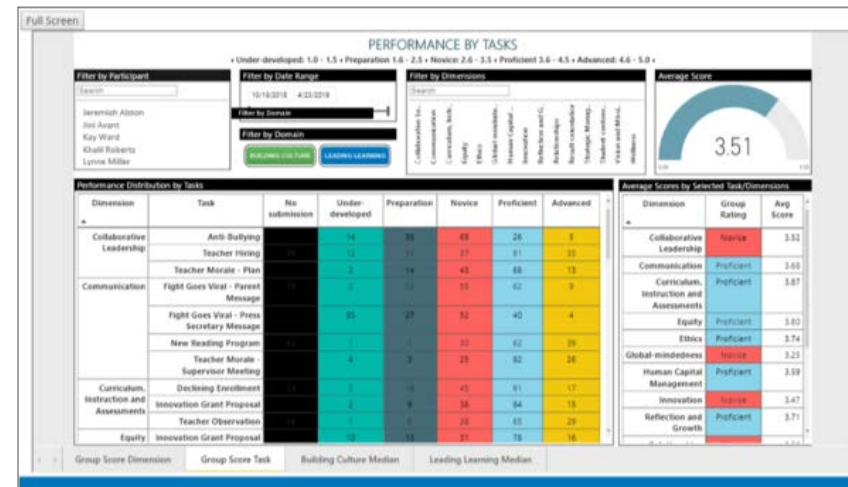


Figure 3. Group Score Task provides three views at the task level for the associated dimensions.

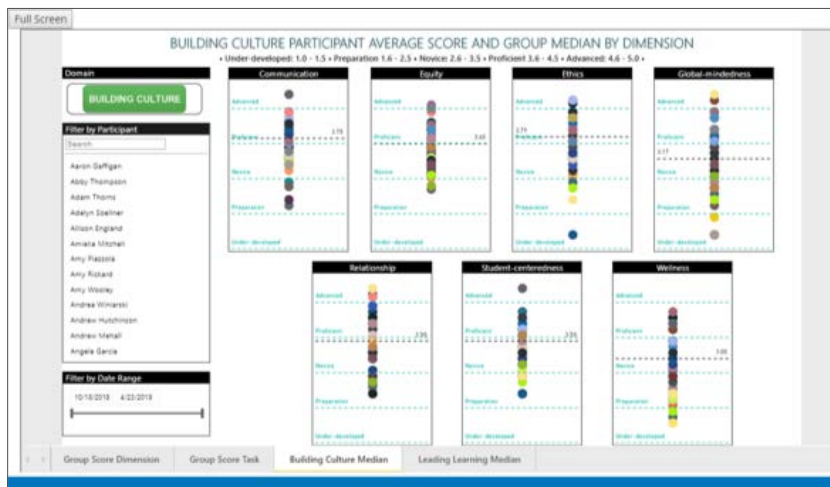


Figure 4. Building Culture Median compares the average scores with the group median score by the Building Culture dimensions.



Figure 5. Leading Learning Median compares the average scores with the group median score by the Leading Learning dimensions.

Group Score Dimension Dashboard

The **Group Score Dimension** dashboard shows your educational leaders' performances by dimension. There are four filters and three charts of results that correspond to the numbers in the image.

A. Filter by Participant

1. Enter a name in the search box and then click on it to select it.
2. Alternatively, scroll through the names and click on the ones you want.
3. Refresh the screen by clicking "clear all."

B. Filter by Date Range—When the educational leader submitted their diagnostic.

1. Click on the date field to select from a pop-up calendar.
2. Alternatively, adjust the sliding bar to define the date range.



Figure 6. Group Score Dimension dashboard

Group Score Dimension Dashboard—Continued

C. RIGHT-CLICK Participant to See Scores— Functions in two ways:

1. Left-click to compare an individual against the entire group or subset. The bottom and side charts highlight the individuals' results against the group; the top chart shows the selected individual's results.

The filter defaults to the entire group. To compare a selected individual with a specific subset, first create the subset using the first filter.

2. Right-click to show just that individual's scores. Use the icons (circled) to toggle between the **dimension results** (Figure 8) and **task results** (Figure 9).

D. Filter by Domain—Select those dimensions associated with the Building Culture or Leading Learning domain.

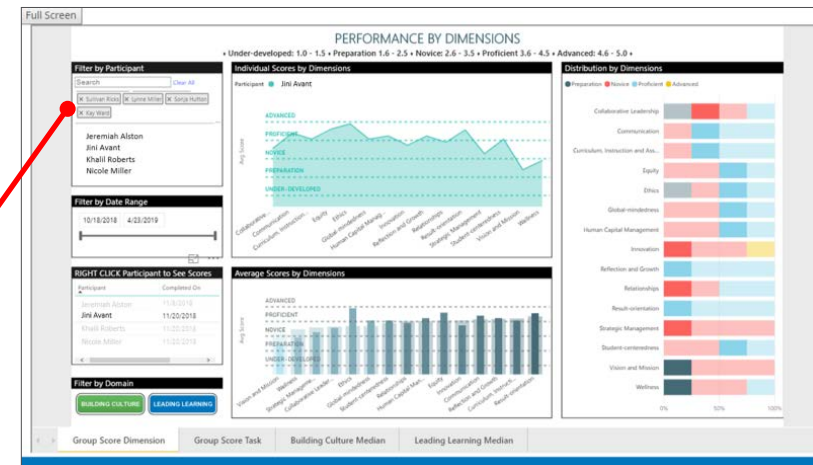


Figure 7.
View Scores

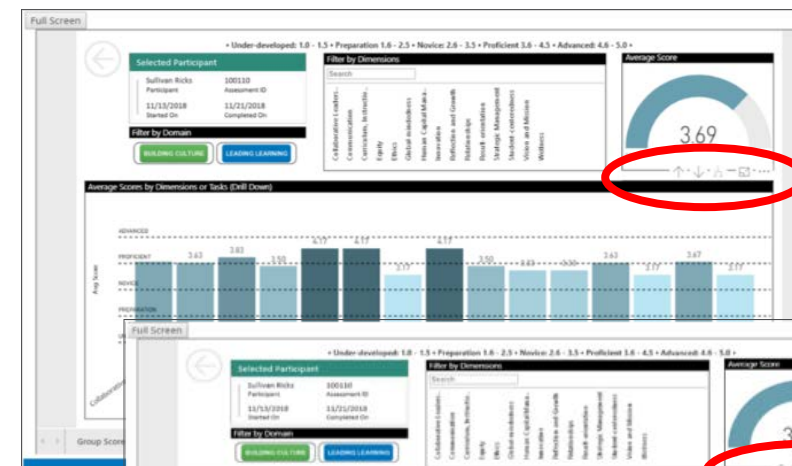


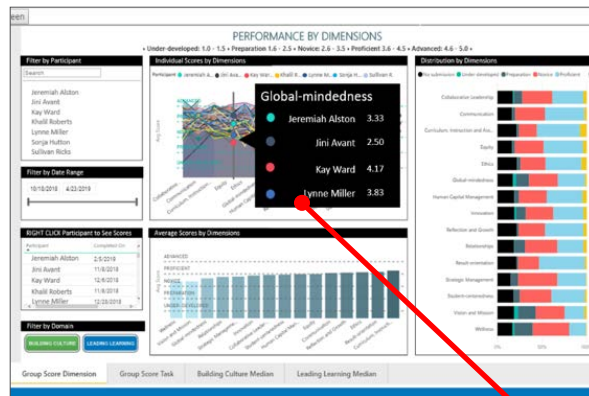
Figure 8.
Dimension
Results

Figure 9.
Task Results



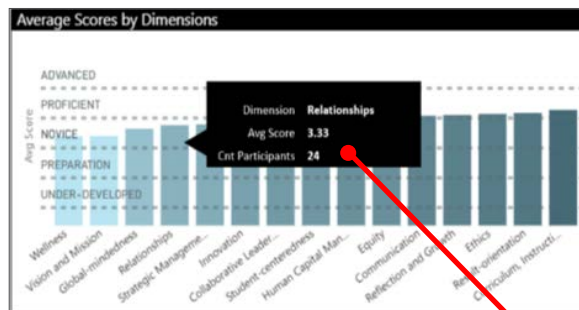
Group Score Dimension Dashboard—Continued

Results are presented in three ways:



Individual Scores by Dimension—Facilitates comparisons of a few people.

- Place the cursor over the dimension and see the results for the first 10 people in a pop-up.



Average Scores by Dimension—Displays the average score for the selected group of participants.

- Place the cursor over the data—a pop-up shows the name of the dimension, the average score, and number of participants included in the average.
- Click on a dimension to drill down to see only that dimension's results (see Figure 29).



Distribution by Dimension—Displays the percentage for the selected group at each performance level.

- Place the cursor over the data—a pop-up shows the name of the dimension, rating, number, and percentage of people who received a particular rating.

Group Score Task Dashboard

The **Group Score Task** dashboard shows your candidates' performances at the task level for the associated dimensions. There are four filters and three charts of results that correspond to the numbers in the image.

1. Filter by Participant

2. Filter by Date Range

3. Filter by Dimension

- Click on the dimension.
- Alternatively, enter the dimension in the search box and click to select it.
- Refresh the screen by clicking "clear all."

4. Filter by Domain

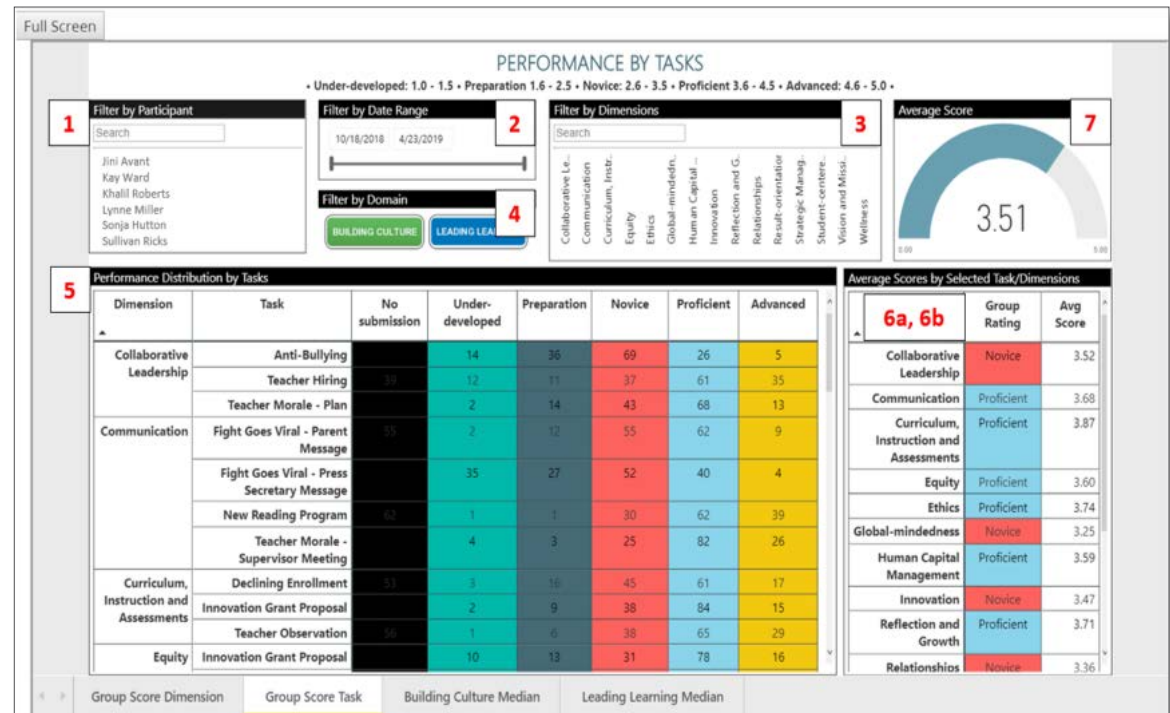


Figure 13. Group Score Task dashboard

Group Score Task Dashboard—Continued

5. **Distribution by Task**—Provides the dimension, associated tasks and number of participants receiving each score level.

- Drill down on any dimension, task or score level to examine the selected data. The other charts will automatically adjust to display the selected data.

Performance Distribution by Tasks

Dimension	Task	No submission	Under-developed	Preparation	Novice	Proficient	Advanced
Equity	School Meeting Remarks	15	13	13	19	12	8
	Teacher Observation		3	13	26	28	4
Ethics	Anti-Bullying	31	18	7	22	21	8
	Fight Goes Viral - Parent Message		2	2	25	41	4
	New Reading Program	37			17	47	6
Global-mindedness	Innovation Grant Proposal		11	13	17	26	9
	PTA Project	30	11	17	23	24	2
	School Meeting Remarks		5	13	34	17	6
Human Capital Management	School Meeting Remarks	32	6	19	30	18	2
	Teacher Hiring			8	14	39	16
	Teacher Observation	33		5	43	20	6
Innovation	Declining Enrollment		1	11	28	32	
	Innovation Grant Proposal	31	3	8	24	35	6

Group Score Dimension Group Score Task Building Culture Median Leading Learning Median

Figure 14. Performance distribution by tasks

6. **Average Score by Selected Task/Dimension**—Shows the dimension, group rating, and average score. The average score is either for the dimension or the task, depending on your selection

- In this chart, the Ethics dimension is selected, and the “Average Score by Selected Task/Dimension” shows a group rating of proficient and an average score of 3.61.

Performance Distribution by Tasks

Dimension	Task	No submission	Under-developed	Preparation	Novice	Proficient	Advanced
Equity	New Student		2	8	11	15	5
	School Meeting Remarks	3	5	8	8	8	8
	Teacher Observation	1	3	8	15	3	
Ethics	Anti-Bullying	14	9	3	10	11	1
	Fight Goes Viral - Parent Message		2	11	15	3	
	New Reading Program	18			4	18	8
Global-mindedness	Innovation Grant Proposal		4	6	8	13	4
	PTA Project	2	10	8	10	4	2
	School Meeting Remarks		2	5	8	12	4
Human Capital Management	School Meeting Remarks	7	5	8	9	15	1
	Teacher Hiring		1	8	9	13	10
	Teacher Observation			1	12	12	5

Average Scores by Selected Task/Dimensions

Dimension	Group Rating	Score
Ethics	Proficient	3.61

Figure 13. Average score by selected dimension

Group Score Task Dashboard—Continued

- In this chart, New Reading Program, one of the three Ethics tasks, is selected and the “Average Score by Selected Task/Dimension” displays a group rating and an average score for this specific task (proficient and 4.03, respectively).

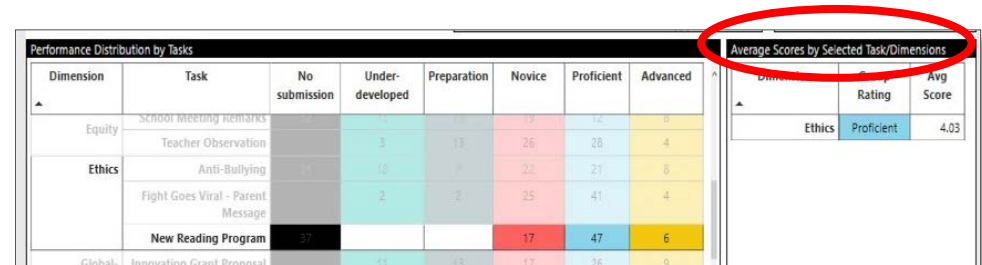


Figure 16. Average score by selected task

- Average Score**—Shows the average score for the selected data.



Figure 17. Average score

Building Culture Median Dashboard and Leading Learning Median Dashboard

The **Building Culture Median** dashboard and **Leading Learning Median** dashboard function the same and show those dimensions associated with their respective domains. They compare the average scores against the group median score. There are two filters and one set of charts with results:

1. **Filter by Participant** is the same as discussed on page 4.

2. **Filter by Date Range** is the same as discussed on page 4.

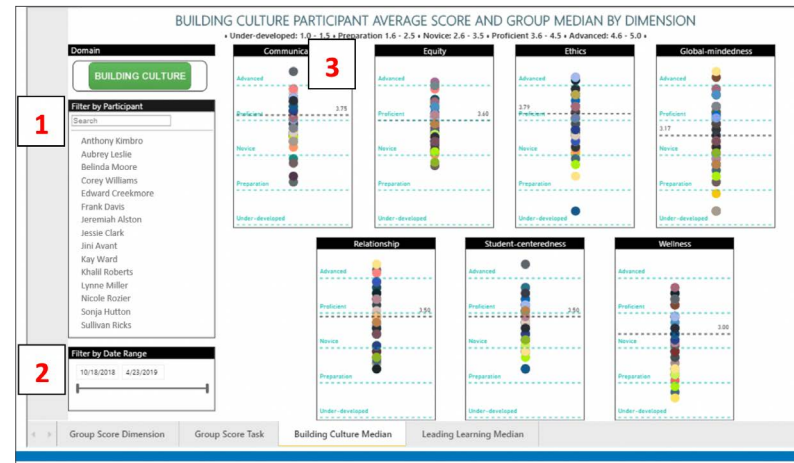


Figure 18. Building Culture dashboard

3. **Results** are shown by dimension. Up to 10 individuals are displayed for each dimension.

To see the data for more than 10 individuals, right-click on the dimension results and select “Show data.”

- Each person selected is shown.
- Use the scroll bar on the right to scroll through the data.
- The median line adjusts to the subset of individuals selected. It defaults to the entire group.

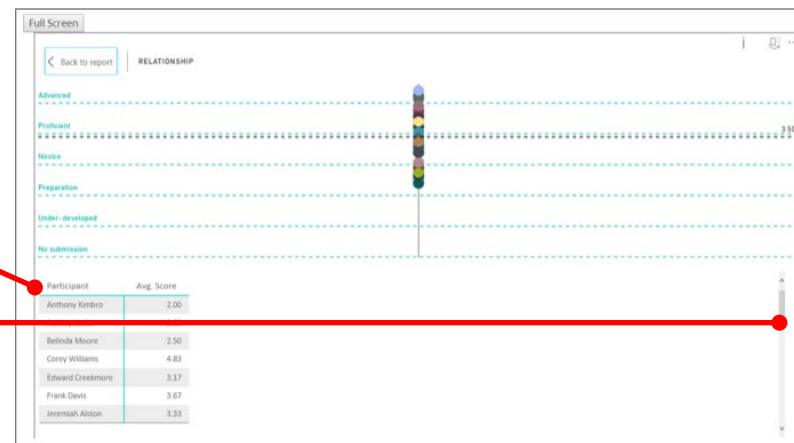


Figure 19. Results

Building Culture Median Dashboard and Leading Learning Median Dashboard—Continued

Right-click to drill down to the data on a specific person. Select “drillthrough” and then either “Individual Score Bar Chart” or “Individual Score Matrix.”

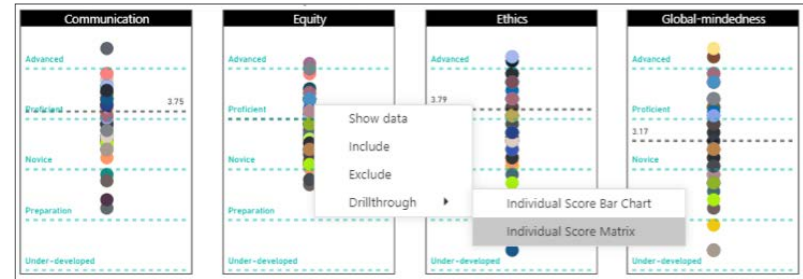


Figure 20. Specific data results

The Individual Score Bar Chart shows the name of the individual, average score for each dimension, and overall average.

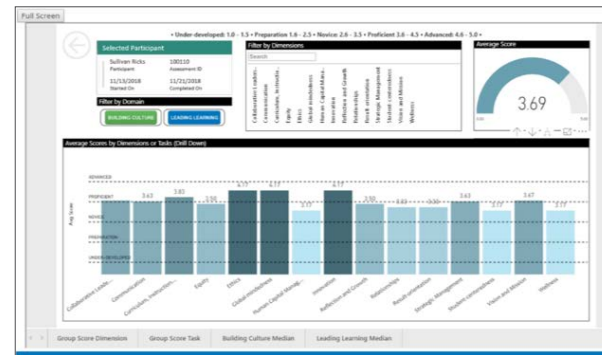


Figure 21. Individual score bar chart

The Individual Score Matrix shows a version of the group score task report for that individual with additional filtering capability.

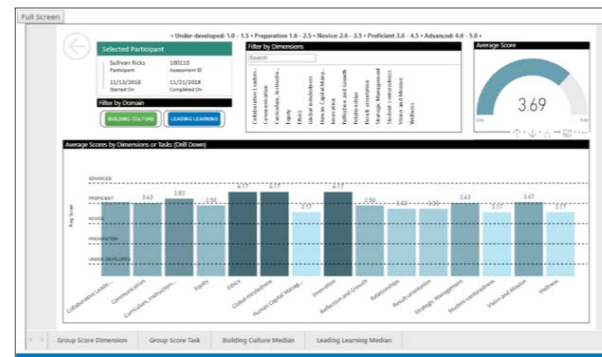


Figure 22. Individual score matrix chart

Common Dashboard Functionality

The dashboards share some common functionality (e.g., filters, icons, drill throughs, scroll bars, focus, full screen). Explore the functionality.

If you get stuck, simply migrate to the courses page and then select business unit analytics under the data tab to reload the data.

If you have walked away from the computer and see “X” in the boxes where you normally see data, click on the refresh button in your browser to reload data.

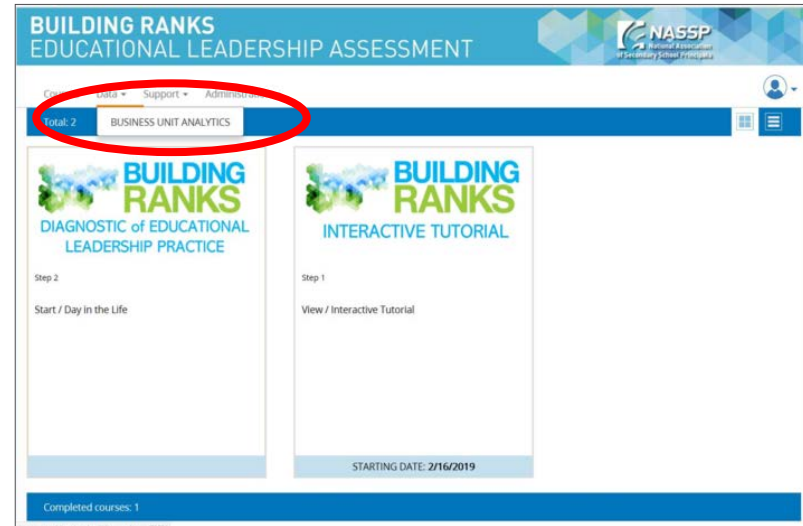


Figure 23. Business unit analytics page

Filters and Icons

As shown, the screens include several filters. The filters can be combined to drill down for different results. This section describes common functions not discussed previously.

There are two methods of filtering:

1. Use the filter screens to search and select the individual(s).
2. Click on the charts.

Filters are turned off by:

1. Clicking on “clear all,” which appears when participants are selected
2. Clicking again on the filtered results

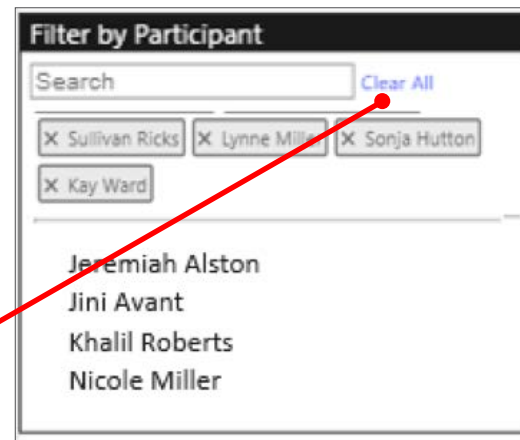
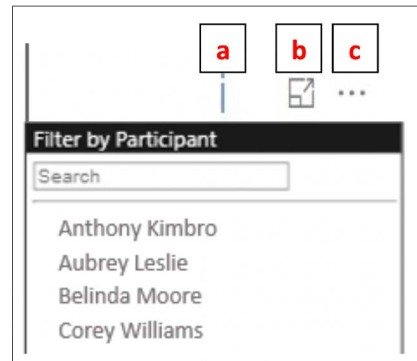


Figure 24. Filters

Filters and Icons—Continued

Figure 25.
Filter icons



a. ! alerts you that you are not seeing all the data. When you click on it, you will get the following error message.



Figure 26. Error message

b. indicates the focus mode, which opens the filter on a separate screen to better display the data.

Once you are done filtering, click “back to report” to return to the original screen.

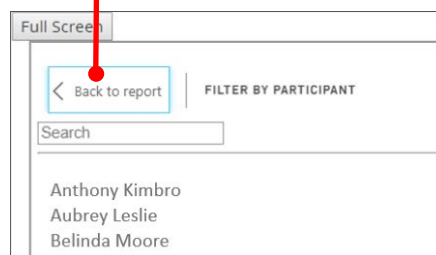


Figure 27. Return to the report

c. ... indicates more options:

- Search for specific data
- Export data
- Show data (shows all the data that was not viewable when the ! appeared)
- Spotlight data (highlights the filtered data and dims the rest of the screen)
- Sort the data (provides drill-through capability, which will vary by filter, e.g., to filter by participant or participant identification number)

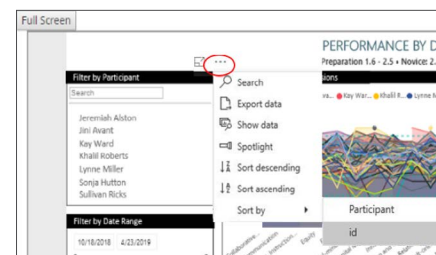


Figure 28. More options

Figure 29. Results filter



2. Click on part of a graph to drill down to increasingly specific results. For example, clicking on the **Reflection and Growth** dimension:

- Spotlights the dimension in the bottom and left charts
- Provides the specific data of the individuals for that dimension

Turn off the filter by clicking on the highlighted dimension.

Show Data

There are two ways to see the data behind the chart:

Place the cursor over a portion of the chart to get a pop-up with summary data. The scroll bars will appear to the right of each window.

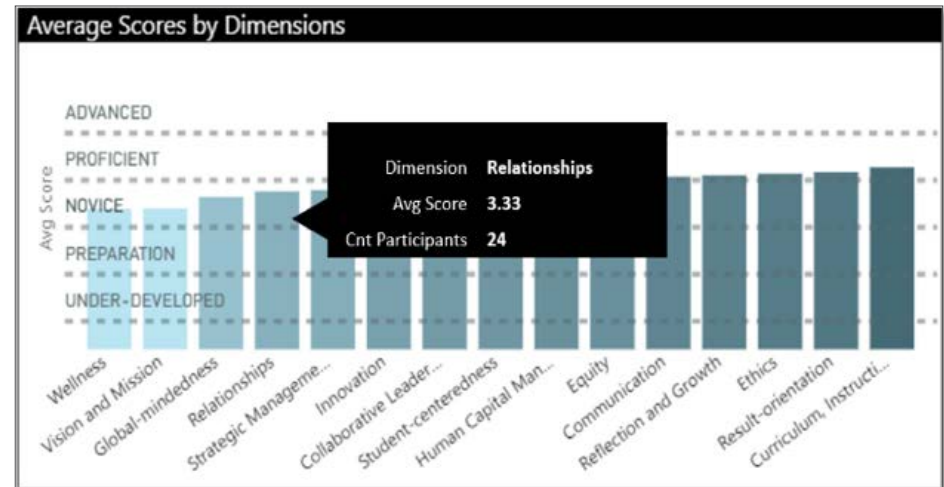


Figure 30. Summary data

Right-click on the chart to get a pop-up that includes “show data” as an option.

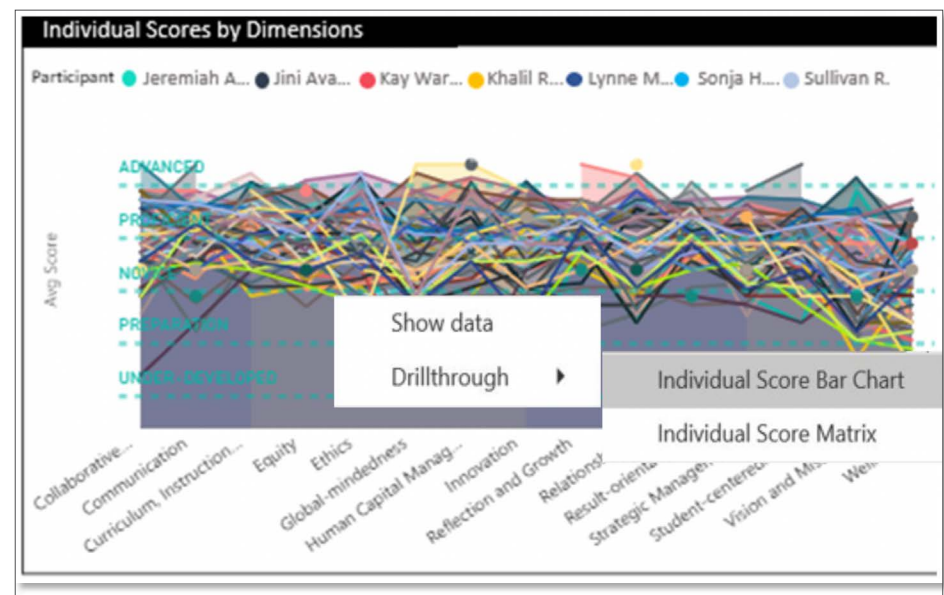


Figure 31. Show data

Two Final Items on Common Dashboard Functionality

Depending on the screen size of your device, a scroll bar will appear to the right of each window to facilitate your navigation.

Dimension	Task	No submission	Under-developed	Preparation	Novice	Proficient	Advanced
Equity	School meeting remarks	15	13	13	19	12	8
	Teacher Observation	3	13	26	26	4	
Ethics	Anti-Bullying	31	18	7	22	21	8
	Fight Goes Viral - Parent Message	2	2	25	41	4	
Global-mindedness	New Reading Program	27			17	47	6
	Innovation Grant Proposal	11	13	17	26	9	
	PTA Project	30	11	17	23	24	2
Human Capital Management	School Meeting Remarks	5	13	34	17	6	
	Teacher Hiring	32	5	19	30	18	2
Innovation	Teacher Observation	31		8	14	39	16
	Declining Enrollment	1	11	28	32	6	
	Innovation Grant Proposal	11	5	8	24	35	6

Group Score Dimension Group Score Task Building Culture Median Leading Learning Median

Figure 32. Dashboard

The pop-up has the option to include or exclude data.

- “Include” shows only the specific dimension and related data.
- “Exclude” eliminates the specific dimension and related data from the chart.

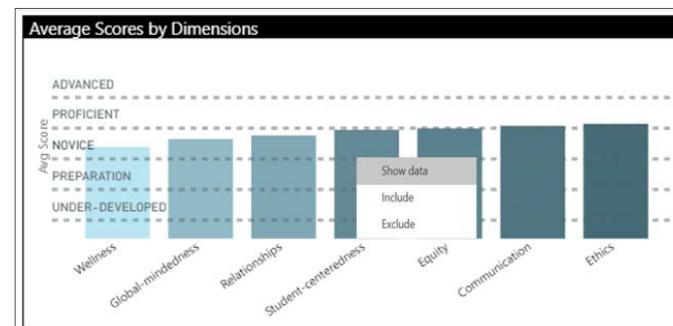


Figure 33. Include or exclude data

To refresh the screen:

- Exit the dashboard by returning to the course page.
- Let the course page load.
- Return to the dashboard by selecting business unit analytics under the data tab.

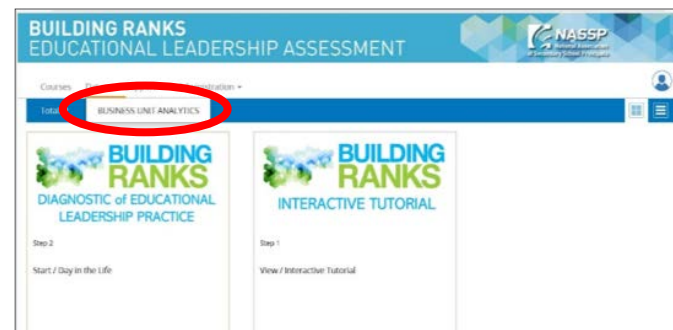


Figure 34. Refreshing the screen

How to Use the Results

The **Invitation Log** dashboard shows your educational leaders' performances by dimension. There are four filters and three charts of results that correspond to the numbers in the image.

1. Filter by Business Unit

- Enter a name in the search box and then click on it to select it.
- Alternatively, scroll through the names and click on the one(s) you want.
- Refresh the screen by clicking "clear all."

2. Filter by Email

- Enter an email address in the search box and then click on it to select it.
- Alternatively, scroll through the email addresses and click the one(s) you want.
- Refresh the screen by clicking "clear all."

3. Filter by Date Range—When the educational leader completed their survey.

- Click on the date field to select from a pop-up calendar.
- Alternatively, adjust the sliding bar to define the date range.

4. Filter by Account Creation

- Filter by whether the account was created for access or not.

1	Filter by business Unit	5	mail	Invited On	# of invites sent	Last Invitation	Participant ID	Participant	Business Unit
	Search								
	Algonquian Parish		test@corepartners.com	04/04/18	1		100007	Partners, Core	Default business unit
	Blue Oak Township Public Sc...		miller-ricks@nassp.org	05/03/18	8	09/17/19	100010	Miller-Ricks, Karen	New River School District
	Building Ranks Pilot		karenthone@aol.com	05/03/18	1				New River School District
			karenthone@aol.com	05/03/18	1		100024	Ricks, Kay	New River School District
			peregrinor@nassp.org	05/07/18	1				Algonquian Parish
			nasspit@nassp.org	05/07/18	2	05/07/18	100038	Achiever, Cora	Suffolk School District
			meta27@gmail.com	05/07/18	1				Algonquian Parish
			auchterj@nassp.org	05/15/18	1				Titustown Community Schools
			mleibman@leibmanassocia...	05/15/18	1		71004	Leibman, Michael	Titustown Community Schools
			mleibman@leibmanassocia...	05/15/18	6	10/16/19	71004	Leibman, Michael	New River School District
			singhh@nassp.org	05/15/18	1				Northside Public Schools
			hodsomv@nassp.org	05/15/18	1				Northside Public Schools
			lena.simkin@hotmail.com	05/17/18	1		100062	Participant, Lena	Chester Community Public Schools
			ncaytseva@corepartnersru	06/01/18	3	06/01/18	100064	Lee, Sydney	Default business unit
			miller-ricks@nassp.org	06/02/18	4	09/17/19	100010	Miller-Ricks, Karen	Blue Oak Township Public Schools
			sonya.simkin@gmail.com	07/27/18	1				Chester Community Public Schools
			lena.simkin@gmail.com	07/27/18	1		71001	Phillips, Lena	Default business unit
			sonya.simkin@gmail.com	07/27/18	1				Default business unit
			auchterj@nassp.org	08/22/18	3	08/22/18			New River School District
			karenaricku@gmail.com	08/22/18	1		100110	Smith-Test, Karen	New River School District
			auchterj@nassp.org	08/22/18	1				Default business unit
			brparticipant1@outlook.com	09/07/18	1		100081	One, Participant	Building Ranks Pilot
			miller-ricks@nassp.org	09/11/18	16	10/04/18	100010	Miller-Ricks, Karen	Building Ranks Pilot
			BRparticipant2@outlook.co...	09/13/18	1				Building Ranks Pilot
			brparticipant1@outlook.com	09/13/18	1		100081	One, Participant	New River School District
			brparticipant5@outlook.com	09/17/18	1				New River School District
			brparticipant6@outlook.com	09/17/18	1		100070	Six, Participant	New River School District
			brparticipant3@outlook.com	09/18/18	1		100078	Three, Participant	New River School District
			mleibman@leibmanassocia...	09/25/18	2	09/25/18	71004	Leibman, Michael	Building Ranks Pilot
			miller-rick@nassp.org	09/25/18	1				Building Ranks Pilot
			katyb@nassp.org	10/01/18	1		100006	Bretschneider, Kathleen	Loudoun County Public Schools-261417
			mbadmin@nassp.org	10/01/18	1				Loudoun County Public Schools-261417
			MagdaA@nassp.org	10/02/18	1				

Figure 35. Invitation Log

How to Use the Results—Continued

5. View Participant Invitation Record(s)— Functions in two ways:

Columns indicate the following:

- Email: Email address of participant invited via the “Invite” action button
- Invited on: Date invite initiated
- # of invites sent: Total number of invites sent to participant
- Last invitation: Date when the last invitation was sent to participant
- Participant ID: The participant’s unique identifier
- Participant: The participant’s name
- Business Unit: The business unit name

Email	Invited On	# of invites sent	Last Invitation	Participant ID	Participant	Business Unit
test@corepartners.com	04/04/18	1		100007	Partners, Core	Default business unit
miller-ricks@nassp.org	05/03/18	8	09/17/19	100010	Miller-Ricks, Karen	New River School District
karen1hone@aol.com	05/03/18	1				New River School District
karen1honey@aol.com	05/03/18	1		100024	Richs, Kay	New River School District
peregrinor@nassp.org	05/07/18	1				Algonquian Parrish
nasspit@nassp.org	05/07/18	2	05/07/18	100038	Achiever, Cora	Suffolk School District
meta27@gmail.com	05/07/18	1				Algonquian Parrish
auchterj@nassp.org	05/15/18	1				Titustown Community Schools

Figure 36. Participant invitation record

How to Use the Results—Continued

The dashboard provides feedback on your educational leaders' practice and can inform a host of development decisions. For instance, you can identify areas of district strengths and areas of growth and fashion appropriate professional development. You might use it to pair principals for peer coaching. You might identify those individuals who may benefit from specific assignments within the district.

Below are a few questions to prompt your thinking:

- What insights did you have when reviewing these results?
- How can you leverage the strengths of your educational leaders to foster the growth of the district's learning community?
- What areas of practice are suitable for professional development?
- Which individuals might you group together so they can strengthen certain areas of practice?
- Which individuals might you tap for upcoming special assignments within the district?

As you proceed, NASSP's *Building Ranks: A Comprehensive Framework for Effective School Leaders* provides an excellent resource. Not only does it provide more context for each of the 15 dimensions, it provides practical strategies, illustrative examples from principals, reflection questions, hundreds of curated resources, and tools for development. Building Ranks is designed to meet educational leadership development needs of your district. Download the free Executive Summary at www.nassp.org/building-ranks.

Individual and Group Reports

To access a copy of the individual and group reports for your educational leaders:

- Log in to your Building Ranks account at <https://buildingranks.nassp.org>
- Scroll down to the reports sections

For a copy of the report on an individual educational leader received, click on the green button under the “Score Report” column to download a PDF of the individual’s report.

BUILDING RANKS
EDUCATIONAL LEADERSHIP ASSESSMENT

Courses Data Support Administration

MANAGE PARTICIPANTS
Manage participants in the designated Business Unit.

1. View the number of seats (assessments) available to be assigned to participants.
2. Click **Invite New Participants** to access the email request for participants to complete the assessment.
3. Click **Courses** tab and select the course you wish to assign your participant a seat. Click the **Assign Seat** action button to assign seats for participants to access the assessment. *Note: Until a seat is assigned, participants who have registered and signed in will only see the Interactive Tutorial.
4. **Search** participants using designated filters.
5. View participants' assessment status.

Business Unit: NASSP Available Seats: 8

Invite New Participants

Search and List

ID Assigned Date to Finish/End Date to
Name Started Date to Scored Date to
Status:

Search **Reset**

ID	Name	Status	Assigned Date	Started Date	Finish/End Date	Scored Date	End Assessment	Score Report
100100	Alexa Magda	Scored	10/12/2018	10/15/2018	10/15/2018	1/13/2019		LM
100102	Virginia Hodzon	Scored	10/12/2018	10/15/2018	10/15/2018	1/13/2019		LM
100108	Josephine Franklin	Ended	10/15/2018	10/16/2018	3/21/2019			
100109	Michael Leibman	Ended	10/17/2018	10/22/2018	3/21/2019			
100110	Joan Auchter	Scored	10/15/2018	10/15/2018	12/6/2018	1/13/2019		LM
100112	Joan Smith-Test	Scored	10/15/2018	10/15/2018	10/15/2018	1/13/2019		LM
100315	John Nori	Ended	11/20/2018	11/20/2018	3/21/2019			
100316	Michelle Young	Scored	11/20/2018	11/27/2018	11/27/2018	1/13/2019		LM
100317	Kathy O'Neill	Ended	11/20/2018	11/26/2018	3/21/2019			

Export List to CSV

Reports

All Individual Reports

Group Dimension Score Report

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Figure 37. Downloading reports

Appendix

About Building Ranks' Diagnostic of Educational Leadership Practice

The Diagnostic of Educational Leadership Practice is a valid and reliable instrument that measures Building Ranks' 15 dimensions. These dimensions, grouped under the two domains of Building Culture and Leading Learning, are aligned with educational leadership standards and describe the multifaceted and complex role of school principals.

The Diagnostic of Educational Leadership Practice can be taken anytime, anywhere. On average, it takes approximately six hours to complete. Developed by educational leaders, including practicing principals and principal educators, the diagnostic presents 14 authentic situations that principals and assistant principals address in their professional lives.

The dimensions for each domain are shown on the two charts on the following pages. Each chart provides:

- The purpose for the dimension and answers the question: Why is this dimension an important aspect of education leadership?
- The definition for the dimension and answers the question: What does this dimension mean?
- The specific situations (tasks) used in the assessment and what your school leaders were asked to demonstrate in their responses.

Each entry is scored by two NASSP-trained scorers using an analytic rubric. Each scorer, using a five-point scale, assigns scores independently to each dimension associated with a task. A chief scorer adjudicates scores that are more than one point apart. To assure the reliability of scores, every NASSP scorer is certified to score this diagnostic and the scoring process is monitored.

About Building Ranks' Diagnostic of Educational Leadership Practice

BUILDING CULTURE		
Dimension	Task	How well did your school leaders...
Communication		
<p>Why communication? School leaders inspire, cultivate, and motivate ownership and commitment through effective communication.</p> <p>What is communication? Communication is the process used to foster collective understanding and engagement that will create and sustain a positive learning environment.</p>	Fight Goes Viral—Parent message	Articulate the school's position to the parent
	Fight Goes Viral—Press Secretary message	Articulate a plan to inform the larger community of the key issues
	New Reading Program	Advocate the school's position to the parent
	Teacher Morale—Supervisor meeting	Verbally respond to the superintendent
Equity		
<p>Why equity? School leaders guarantee that each person is known, valued, and treated justly and receives the individualized, high-quality education that is necessary to succeed in a global society.</p> <p>What is equity? The behaviors, systems, processes, resources, and environments that ensure that each member of the school community is provided fair, just, and individualized learning and growth opportunities.</p>	Innovation Grant Proposal	Show that 1:1 can enhance equity and student learning
	New Reading Program	Demonstrate how the reading program promotes equity
	New Student	Leverage resources to meet the student's individual needs
	School Meeting Remarks	Promote a culture receptive to the incoming refugee students
	Teacher Observation	Identify and provide feedback to enhance equitable teaching practices

BUILDING CULTURE		
Dimension	Task	How well did your school leaders...
Ethics		
<p>Why ethics? School leaders model and foster the universal core values that are the foundation for each person's success.</p> <p>What is an ethical culture? An environment in which each person exhibits the beliefs and behaviors that uphold the universal core values that promote the learning community's success.</p>	Anti-Bullying	Provide guidance to the counselor considering the sensitivity of the situation
	Fight Goes Viral—Parent message	Model ethical decision-making
	New Reading Program	Stand up for proven instructional practices
Global-mindedness		
<p>Why global-mindedness? School leaders understand that the world is our learning community and empower everyone to engage and innovate to thrive in this global society.</p> <p>What is global-mindedness? An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society.</p>	Innovation Grant Proposal	Use technology to connect students globally and instill global awareness
	PTA Project	Frame a process that enables students to build global-mindedness
	School Meeting Remarks	Set forward a plan to develop global awareness and receptivity
Relationships		
<p>Why relationships? School leaders embrace relationships as foundational to dynamic learning.</p> <p>What are relationships? A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all.</p>	New Student	Leverage established relationships to provide the student with support
	School Meeting Remarks	Plan to strengthen community relationships to better integrate the refugee students
	Teacher Morale—Plan	Demonstrate strategies to strengthen your relationships to improve morale

BUILDING CULTURE		
Dimension	Task	How well did your school leaders...
Student-centeredness		
<p>Why student-centeredness? School leaders must ensure the focus is on the needs of students in order to provide direction for organizational decisions.</p> <p>What is a student-centered culture? An environment where students' needs drive the strategic alignment of organizational decisions and resources.</p>	Anti-Bullying	Engage the students to use the data and develop solutions
	Teacher Hiring	Define a process to evaluate candidates' ability to promote student success
	Teacher Observation	Provide feedback that helps the teacher meet the needs of each student
Wellness		
<p>Why wellness? School leaders foster and nurture an intentional focus on wellness because healthy students and adults learn and interact productively.</p> <p>What is wellness? An environment in which the well-being and safety of everyone in the learning community is intentionally fostered and nurtured.</p>	Anti-Bullying	Identify causes and engage students in problem-solving to promote wellness
	Fight Goes Viral—Press Secretary message	Develop an outreach plan that fosters community safety and well-being
	School Meeting Remarks	Heighten awareness to know new students thus promoting well-being and safety

LEADING LEARNING		
Dimension	Task	How well did your school leaders...
Collaborative Leadership		
<p>Why collaborative leadership? School leaders empower students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all.</p> <p>What is collaborative leadership? A focus on learners where all members actively assume and support leadership for themselves and others to enhance engagement and performance.</p>	Anti-Bullying	Provide guidance to the counselor considering the sensitivity of the situation
	Teacher Hiring	Include multiple perspectives in hiring process
	Teacher Morale—Plan	Build the ownership of teachers and staff in improving morale
Curriculum, Instruction, and Assessments		
<p>Why curriculum, instruction, and assessments? School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning.</p> <p>What are curriculum, instruction, and assessments? The focus on learners where the content, methods, and measures produce a high level of personal and academic achievement for learners.</p>	Declining Enrollment	Analyze and use the data to develop strategies
	Innovation Grant Proposal	Develop a goal where technology enhances instruction and student learning
	Teacher Observation	Provide feedback to strengthen the teachers' instructional practice
Human Capital Management		
<p>Why human capital management? School leaders realize that efficacious individuals will succeed, thrive, and contribute.</p> <p>What is human capital management? A focus on learners where the growth and development of each individual are essential to support learning and the school community.</p>	School Meeting Remarks	Reflect the community need to foster greater global understanding
	Teacher Hiring	Address the candidate's expertise and compatibility
	Teacher Observation	Observe and provide feedback to foster growth

LEADING LEARNING		
Dimension	Task	How well did your school leaders...
Innovation		
<p>Why innovation? School leaders cultivate courageous leadership that inspires and engages students and adults to make compelling changes and to learn in our global society.</p> <p>What is innovation? A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo.</p>	Declining Enrollment	Develop innovative strategies to increase enrollment
	Innovation Grant Proposal	Develop a proposal goal that encouraged creativity and critical thinking
	PTA Project	Craft strategies that promoted student action
Reflection and Growth		
<p>Why reflection and growth? School leaders realize their highest possible performance is incumbent upon their individual and the community members' reflection and the overall growth of the learning community.</p> <p>What is reflection and growth? A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning community.</p>	New Reading Program	Encourage reflection in the superintendent
	Reflection	Reflect upon and develop strategies to improve your own practice
	Teacher Morale – Supervisor Meeting	Reflect upon and own your part in low teacher morale
Result-orientation		
<p>Why result-orientation? The school leader ensures all learners will succeed in a globally competitive society.</p> <p>What is a results-oriented culture? An environment in which everyone is accountable for the personal and collective growth of all members of the learning community.</p>	Declining Enrollment	Use the data to inform your strategies that increase student enrollment
	New Reading Program	Use the results of reading program in making your case
	Teacher Morale – Supervisor Meeting	Incorporate data in your response

BUILDING CULTURE		
Dimension	Task	How well did your school leaders...
Strategic Management		
<p>Why strategic management? School leaders orchestrate the vital components of their learning communities to maximize organizational performance.</p> <p>What is strategic management? A focus on learners where school leaders align and leverage a holistic system and its processes, which drive organizational performance.</p>	Fight Goes Viral—Press Secretary Message	Develop a plan that incorporated others' guidance to address the multiple agendas
	New Student	Strategically leverage resources to meet the student's and teacher's needs
	Teacher Hiring	Lead your team in a strategic interview process
	Teacher Morale—Plan	Engage teachers in developing strategies to improve morale
Vision and Mission		
<p>Why vision and mission? School leaders embody and inspire all members to collectively embrace and actualize the purpose and outcomes of the learning community.</p> <p>What is vision and mission? A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes. Individualized learning and growth opportunities.</p>	Declining Enrollment	Develop school improvement strategies that aligned with the school vision
	Innovation Grant Proposal	Develop a goal that advanced the school's vision and mission
	Teacher Morale—Supervisor Meeting	Show that strong teacher morale is critical to realizing the school vision

About the National Association of Secondary School Principals (NASSP)

NASSP is the leading organization of and voice for principals and other school leaders across the United States. It seeks to transform education through school leadership, recognizing that the fulfillment of each student's potential relies on great leaders in every school committed to the success of each student.

About NASSP's Building Ranks

As the expectations and responsibilities of school leaders continue to evolve, NASSP has intensified its efforts to develop school leaders who can shape the future of American education. Creating schools that prepare each student for the demands of the world relies on a strategic approach to school leader development. **Building Ranks** provides: (1) school districts with tools to prepare its school leaders, (2) principals and assistant principals with the means to identify and address the specific challenges and opportunities for their schools, and (3) principal preparation programs with tools and materials to develop future school leaders.

Building Ranks is NASSP's leadership development framework and is fully aligned with current educational leadership standards such as the Professional Standards for Educational Leaders and the National Educational Leadership Preparation. **Building Ranks** leverages NASSP's unique understanding of the skills required of effective school leaders and sets out the key dimensions of the two domains of school leadership. More importantly, it provides an integrated set of tools to help districts develop, and principals and aspiring principals become, the leaders their communities need.

Building Ranks stems directly from NASSP's vision of having *great leaders in every school* committed to the success of each student. Because principals primarily influence student success and well-being through the adult members of the learning community, they must ensure that each adult is supported professionally and personally. To achieve this goal, school leaders must strategically, collaboratively, and purposefully equip, encourage, and drive each individual in the school community to reach their highest potential by building culture and leading learning. To assist educational leaders, NASSP offers a full suite of aligned **Building Ranks** resources, including the publications, *Building Ranks: A Comprehensive Framework for Effective School Leaders* and *What the Research Shows: Building Ranks In Action*. NASSP offers a variety of workshops to bring this publication to life and help participants prepare their growth plans. In addition to this Building Ranks Diagnostic of Educational Leadership Practice, NASSP offers the online Building Ranks Educational Leadership 360 Survey and the Building Ranks School Culture Survey to compare perceptions of each leader's practice and reveal how their stakeholders experience your school.

The **Building Ranks** framework identifies two essential domains of school leadership:

Building Culture that nurtures each individual to live the shared norms, values, and beliefs, and to grow in a safe, caring, and high-performing school community

Leading Learning that empowers each individual to apply the knowledge, skills, and dispositions to grow and contribute productively in a global society