BUILDING RANKS™
EDUCATIONAL LEADERSHIP 360º SURVEY

Results for

Principal X

ABC School District

January 28, 2020

NASSP™
National Association
of Secondary School Principals

CONTENTS

INTRODUCTION

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. The **Building Ranks** approach gives principals and aspiring principals the means to identify and address the specific challenges and opportunities for their school.

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 (PSEL). 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 resources to help 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 also 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 his or her highest potential by building culture and leading learning.

To assist educational leaders, NASSP offers a full suite of aligned **Building Ranks** resources to identify strengths and specific growth areas. They include *Building Ranks: A Comprehensive Framework for Effective School Leaders, Diagnostic for Educational Leadership Practice, Educational Leadership 360⁰ Survey, School Culture Survey, Building Ranks Workshops, and What the Research Shows.*

> **Building Ranks** framework identifies two essential domains of school leadership:
>
> • *Building Culture -* 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 -* empowers each individual to apply the knowledge, skills, and dispositions to grow and contribute productively in a global society

Survey Participation Distribution

The table below shows the number of people who responded to your Educational Leadership 360⁰ survey. It provides the total number of responses received and a break-out by stakeholder group.

Report Summary	
Subject:	Principal X
Number of responses received:	73
Number of responses by role	
Self	1
Certified Staff	60
Non-certified Staff	12

LEADERSHIP DOMAINS & DIMENSIONS

	BUILDING CULTURE
Student-centeredness	**Why student-centeredness?** School leaders must ensure the focus is on the needs of students in order to provide direction for organizational decisions. **What is a student-centered culture?** An environment where students' needs drive the strategic alignment of organizational decisions and resources.
Wellness	**Why wellness?** School leaders foster and nurture an intentional focus on wellness because healthy students and adults learn and interact productively. **What is wellness?** An environment in which the well-being and safety of everyone in the learning community is intentionally fostered and nurtured.
Equity	**Why equity?** The school leader guarantees 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. **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.
Relationships	**Why relationships?** The school leader embraces relationships as foundational to dynamic learning. **What are relationships?** A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all.
Communication	**Why communication?** The school leader inspires, cultivates, and motivates ownership and commitment through effective communication. **What is communication?** Communication is the process used to foster collective understanding and engagement that will create and sustain a positive learning environment.
Ethics	**Why ethics?** The school leader models and fosters the universal core values that are the foundation for each person's success. **What is an ethical culture?** An environment in which each person exhibits the beliefs and behaviors which uphold the universal core values that promote the learning community's success.
Global-mindedness	**Why global-mindedness?** The school leader understands that the world is our learning community and empowers everyone to engage and innovate to thrive in this global society. **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.

LEADERSHIP DOMAINS & DIMENSIONS

	LEADING LEARNING
Vision and mission	**Why vision and mission?** School leaders embody and inspire all members to collectively embrace and actualize the purpose and outcomes of the learning community. **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.
Collaborative leadership	**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. **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.
Result-orientation	**Why result-orientation?** The school leader ensures all learners will succeed in a globally competitive society. **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.
Curriculum, instruction, and assessments	**Why curriculum, instruction, and assessments?** School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning. **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.
Innovation	**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. **What is innovation?** A focus on learning where creativity and risk-taking ignite a passion for learning and to challenge the status quo.
Human capital management	**Why human capital management?** School leaders realize that efficacious individuals will succeed, thrive, and contribute. **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.
Strategic management	**Why strategic management?** School leaders orchestrate the vital components of their learning communities to maximize organizational performance. **What is strategic management**? A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance.
Reflection and growth	**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. **What is reflection and growth?** A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning community.

RESULTS

SCORING

Each of the 15 dimensions is measured by five statements. Each dimension is rated on a four-point scale. All evaluator group responses are averaged to give a single score, where:

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree

FIRST IMPRESSIONS

As you compare your self-perceptions with the feedback of others, they will fit into one of the quadrants in the chart below.

Known Strength	**Unknown Strength**
Both your self-rating and the perception of others concur that these dimensions are demonstrated. Your rating is confirmed by those with whom you work. Review these dimensions to understand why and how you successfully demonstrate them.	The perception of others is significantly higher than your own rating. Here you demonstrate strengths of which you are unaware. Review these dimensions to understand what others view as your strengths and how you can become more aware of them and more widely apply them.
Known Development Areas	**Unknown Development Areas**
Both your self-rating and the perception of others concur that development is needed in these areas. You have already identified these as growth areas, and those who responded validate your understanding.	The perception of others is significantly lower than your own. Here you rated yourself higher than others rated you; this is often referred to as a 'blind spot'. Review these dimensions to understand how you can become more aware of them and identify steps you can take to strengthen these dimensions.

COMPARISON OF SELF-RATING AND
THE AVERAGE RATING OF ALL OTHER RESPONDENTS

The line graph presents your self-rating by dimension and the average rating of all other respondents (certified staff, non-certified staff, and supervisor(s)).

Building Culture Ratings
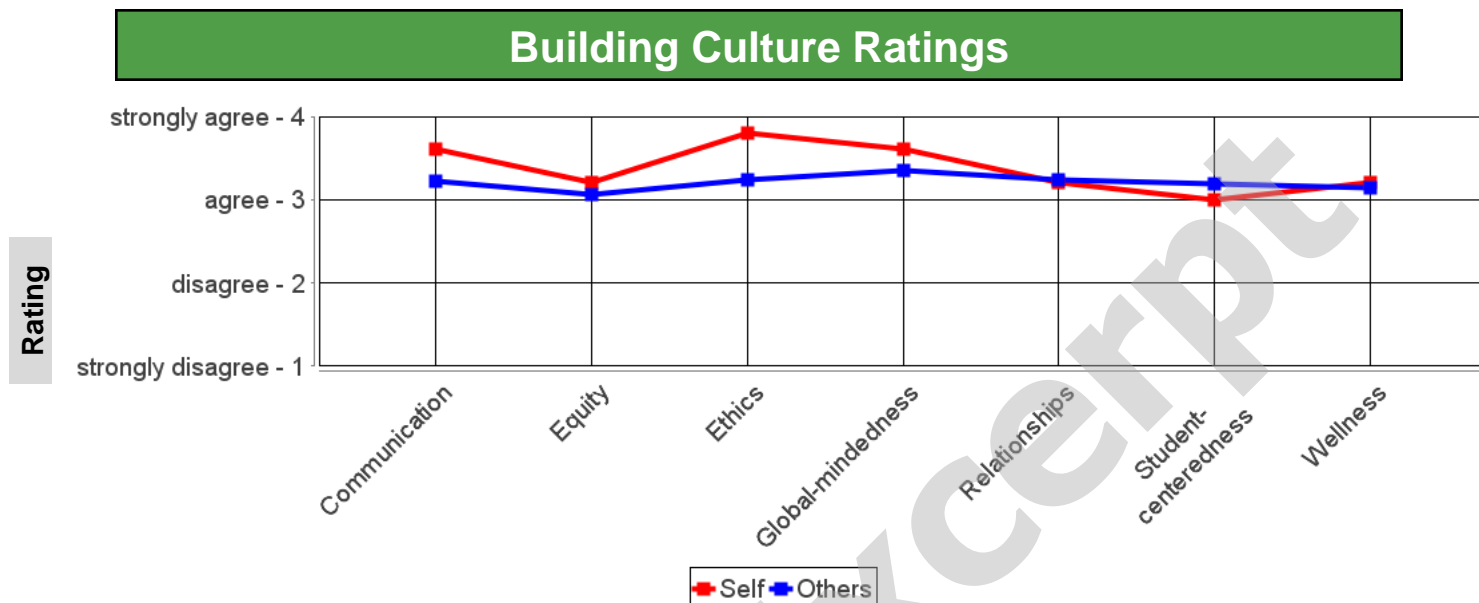
The table below presents your average ratings for Building Culture's seven dimensions, with **Ranking by Others** strongest dimension listed first. Your **Self Ranking** is shown alongside.

Building Culture Ratings Ranked in Order by Others		
Dimension	**Ranking by Others**	**Self Ranking**
Communication	3.23	3.60
Equity	3.06	3.20
Ethics	3.24	3.80
Global-mindedness	3.35	3.60
Relationships	3.24	3.20
Student-centeredness	3.19	3.00
Wellness	3.13	3.20

COMPARISON OF SELF-RATING AND
THE AVERAGE RATING OF ALL OTHER RESPONDENTS

The line graph presents your self-rating by dimension and the average rating of all other respondents (certified staff, non-certified staff, and supervisor(s)).
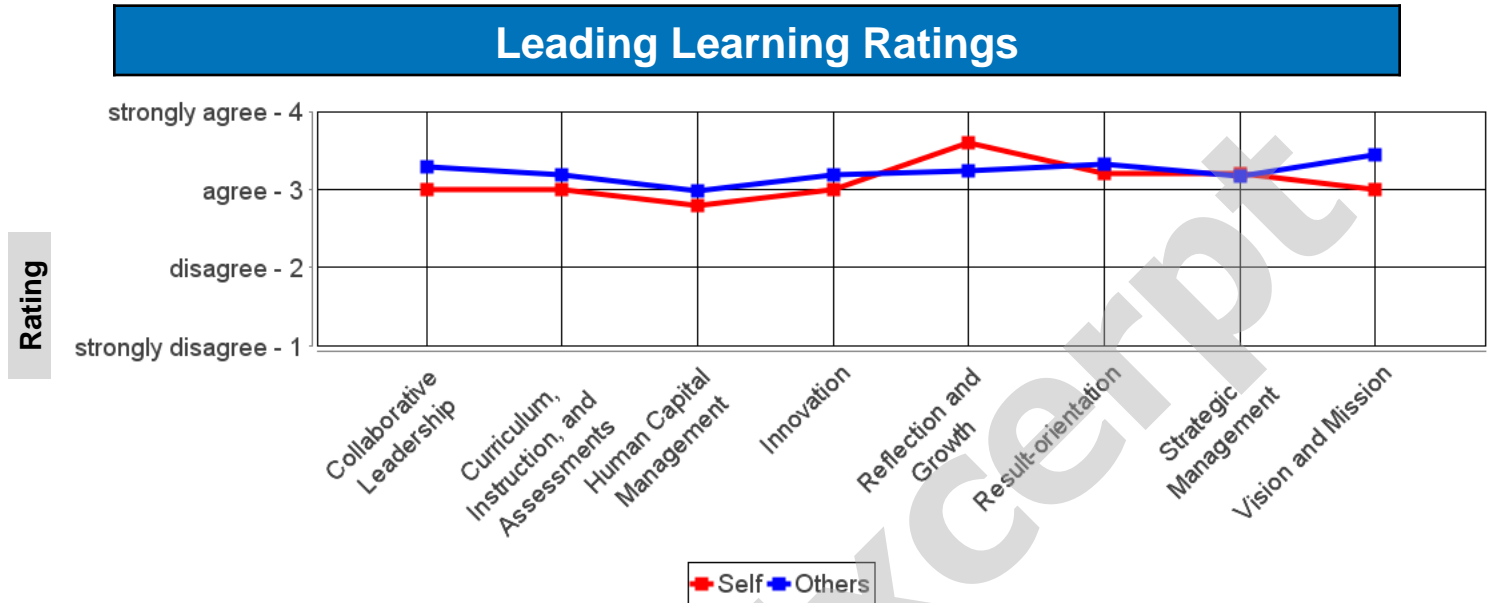

Leading Learning Ratings

The table below presents your average ratings for Leading Learning's eight dimensions, with **Ranking by Others** strongest dimension listed first. Your **Self Ranking** is shown alongside.

Leading Learning Ratings Ranked in Order by Others		
Dimension	**Ranking by Others**	**Self Ranking**
Collaborative Leadership	3.28	3.00
Curriculum, Instruction, and Assessments	3.19	3.00
Human Capital Management	2.99	2.80
Innovation	3.19	3.00
Reflection and Growth	3.23	3.60
Result-orientation	3.33	3.20
Strategic Management	3.18	3.20
Vision and Mission	3.45	3.00

COMPARISONS OF SELF-RATING WITH
THE AVERAGE RATING OF EACH STAKEHOLDER GROUP

Building Culture Group Ratings
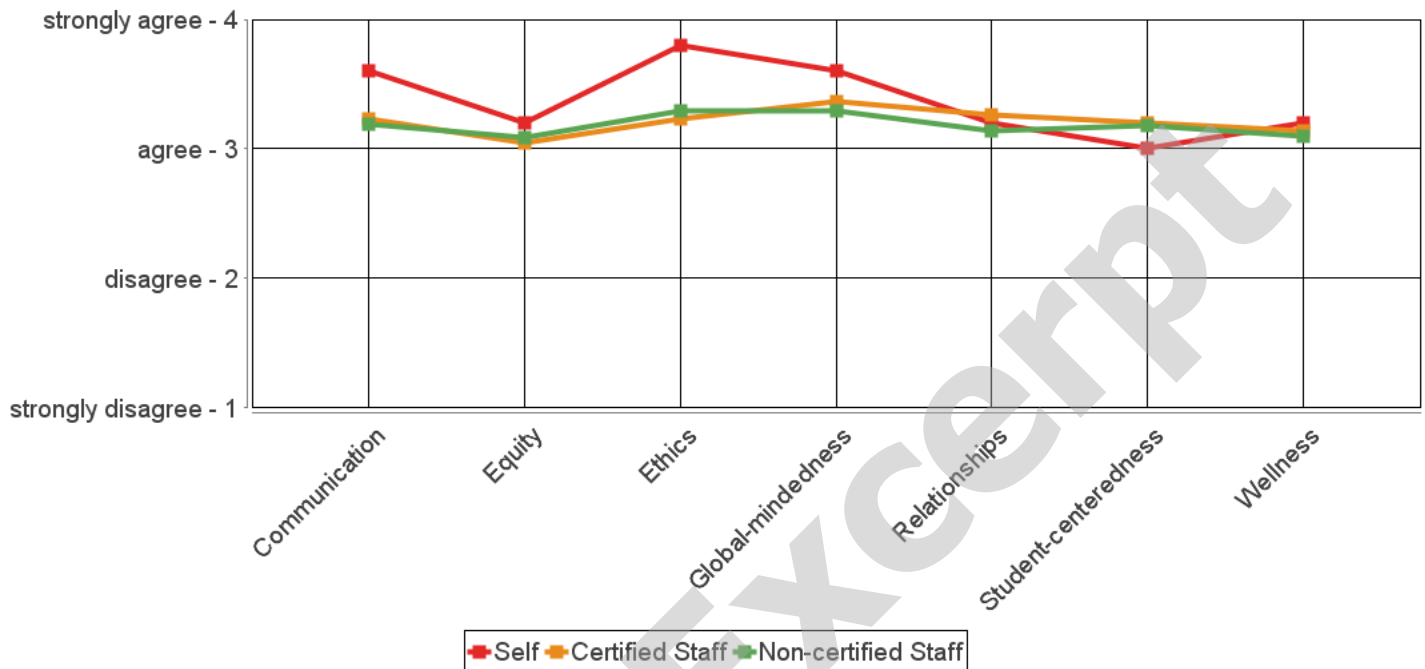
Leading Learning Group Ratings
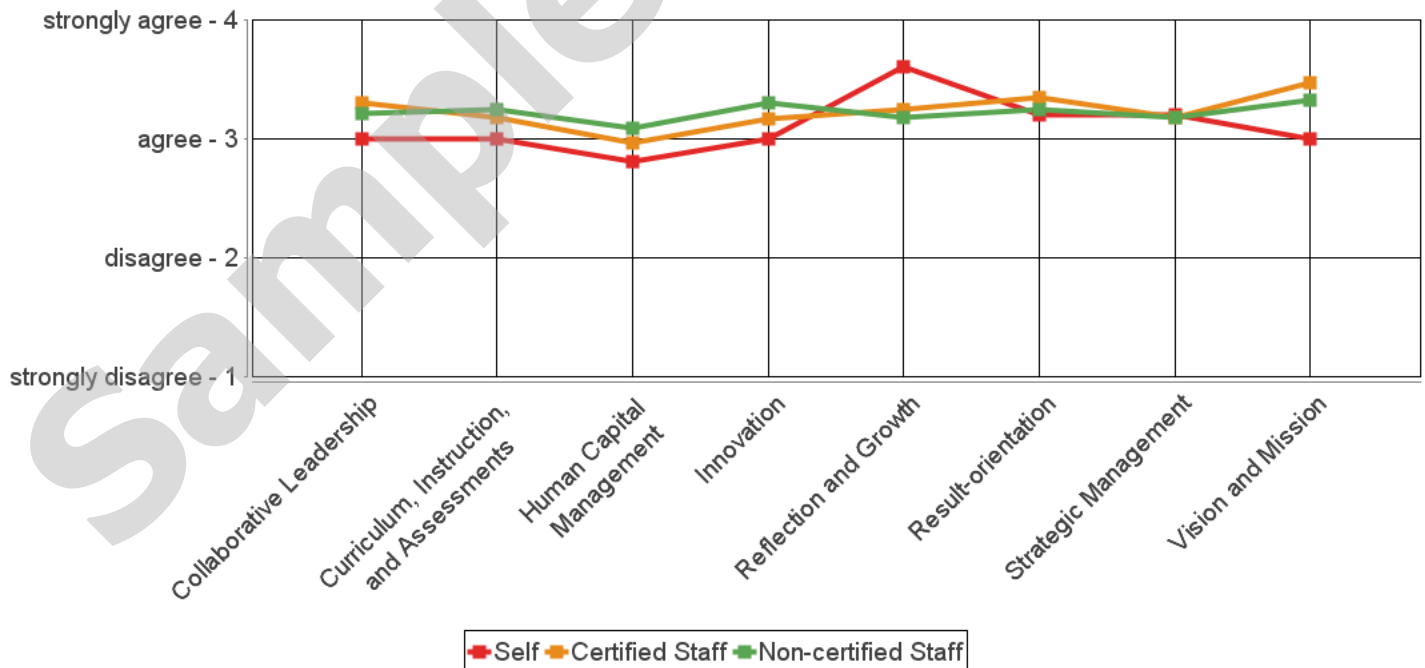
School leaders guarantee each person is known, valued, treated justly, and receives the individualized, high-quality education necessary to succeed in a global society.

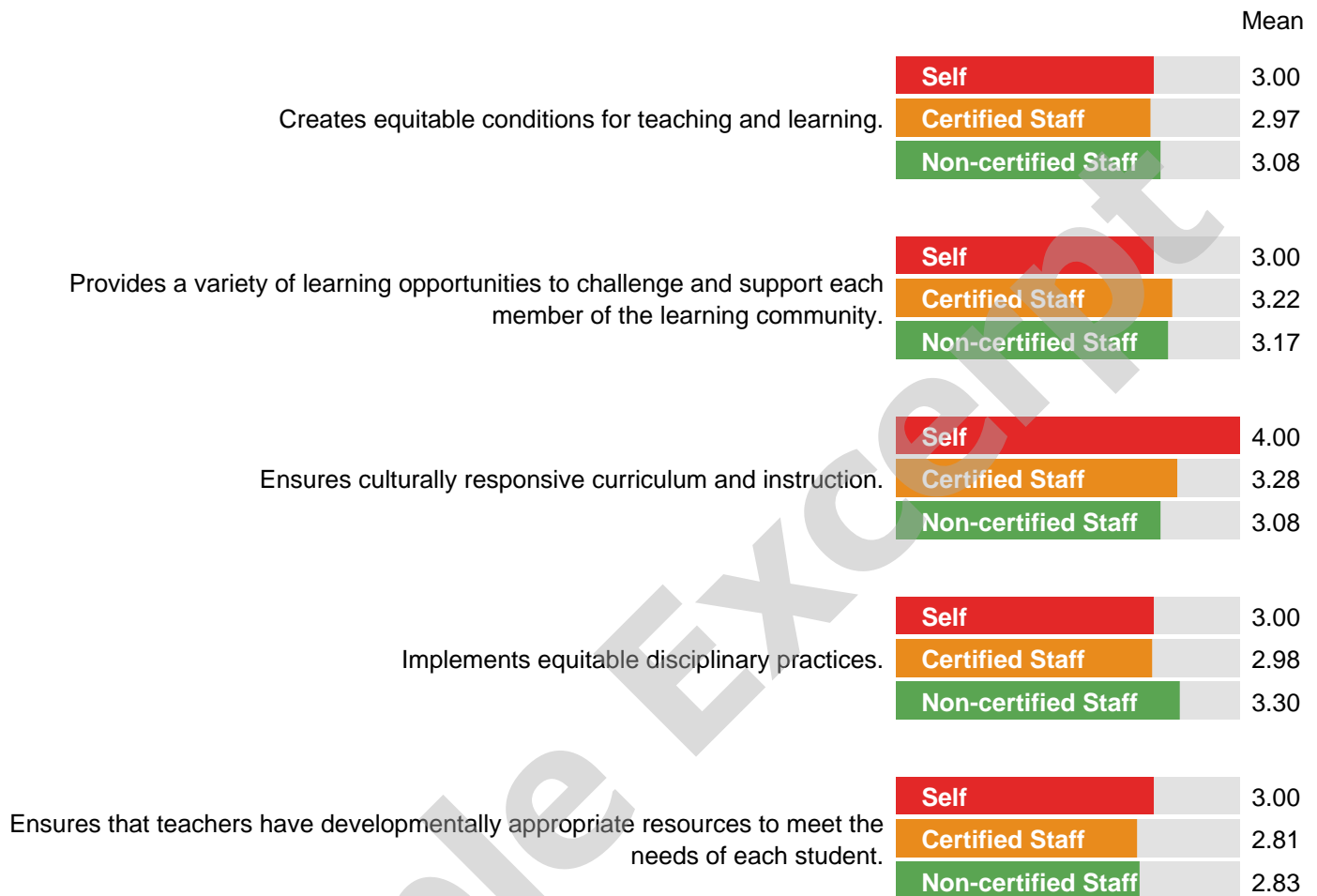|		Mean
Creates equitable conditions for teaching and learning.	**Self**	3.00
	Certified Staff	2.97
	Non-certified Staff	3.08
Provides a variety of learning opportunities to challenge and support each member of the learning community.	**Self**	3.00
	Certified Staff	3.22
	Non-certified Staff	3.17
Ensures culturally responsive curriculum and instruction.	**Self**	4.00
	Certified Staff	3.28
	Non-certified Staff	3.08
Implements equitable disciplinary practices.	**Self**	3.00
	Certified Staff	2.98
	Non-certified Staff	3.30
Ensures that teachers have developmentally appropriate resources to meet the needs of each student.	**Self**	3.00
	Certified Staff	2.81
	Non-certified Staff	2.83

When reviewing your scores consider the following:

- Behaviors that are particularly strong or weak.
- Behaviors where there are large differences among stakeholder groups.

Use this space to note your reflections: Is this a dimension on which to focus? If so, what strategies and actions might you use to develop this dimension?

Wellness

School leaders foster and nurture an intentional focus on wellness because healthy students and adults learn and interact productively.

Mean

Promotes an environment that supports the social and emotional well-being of the students and staff.

	Mean
Self	3.00
Certified Staff	2.74
Non-certified Staff	2.83

Ensures a caring environment that promotes student learning.

	Mean
Self	3.00
Certified Staff	3.07
Non-certified Staff	3.08

Leverages community resources to meet the social, physical, and mental health needs of students and families.

	Mean
Self	4.00
Certified Staff	3.29
Non-certified Staff	3.17

Monitors and updates policies and procedures to ensure everyone's safety.

	Mean
Self	3.00
Certified Staff	3.24
Non-certified Staff	3.17

Works to promote a positive learning environment by recognizing and celebrating significant accomplishments.

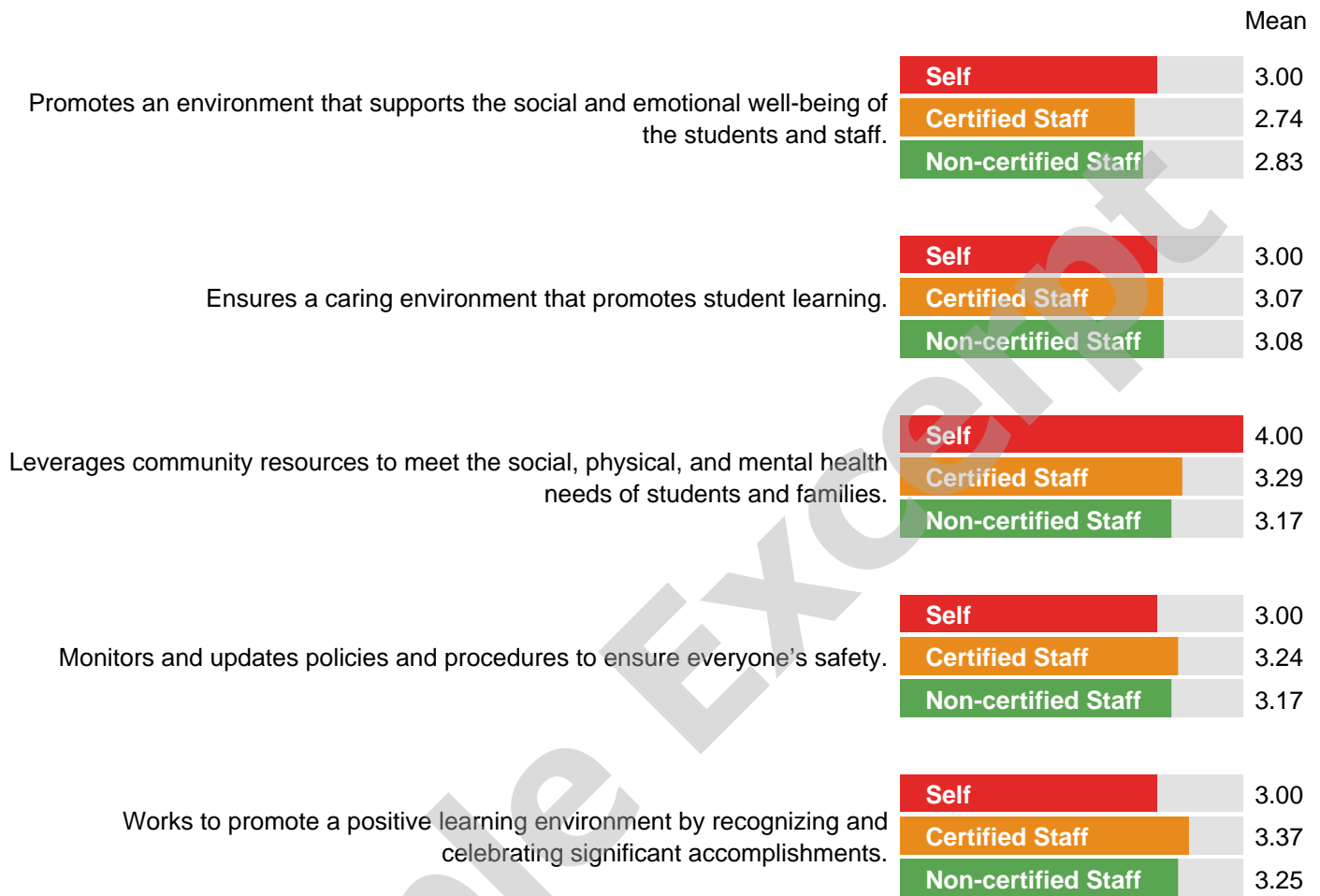|	Mean
Self	3.00
Certified Staff	3.37
Non-certified Staff	3.25

When reviewing your scores consider the following:

- Behaviors that are particularly strong or weak.
- Behaviors where there are large differences among stakeholder groups.

Use this space to note your reflections: Is this a dimension on which to focus? If so, what strategies and actions might you use to develop this dimension?

STAKEHOLDER COMMENTS

What is one thing your school leader is doing well that he or she should continue?

Promoting, encouraging and supporting a culturally diverse community within our school.

Promotes the school

I appreciate the accountability at staff meetings and department meetings. I appreciate that you drop by. It shows you care and that you hold teachers to a high standard.

Continue to include all stake holders to improve students achievement.

Everything! He is doing a great job in a multitude of arenas that are never acknowledged. Very organized, consistent, disciplined, knowledgeable, involved, ,etc. A lot of good things.

performing in the school musical

promoting Rydell as an excellent school

Holding high the mission and values of our school.

Building positive relationships with teachers, parents, and staff

Fantastic work ethic example and great school promoter

N/A

Nothing everything is great.

Communication and safety

speaking to student that are struggling academically.

Not sure

Talking to each student personally, Challenging students to become leaders by taking leadership roles

Keep students as the first priority in learning.

I think he does an exceptional job in his role. From my perspective, he is always on task, he delegates work responsibly, and his primary concern is always our students and our families.

I believe that my school leader is very organized and is very passionate. This really resonates with the staff and students to have someone who is dedicated to making our school a great place to work and learn.

Promoting the school in the community, projecting a positive reputation in the community.

expecting teacher to teach with excellence

Staff meetings are well organized and expectations are clearly set.

Continue to celebrate events/successes at our school. We appreciate it!

I'm going to include two things: He is a strong advocate for the school and he never asks us to do anything he is not willing to do. He asks a lot from his staff, but I know he is willing to work just as hard.

Providing data for departments and individual teachers to reflect, and adjust strategies.

What is one thing your school leader could stop doing that would enhance his or her leadership?

More selective in the timing of calling out individuals

Teachers need more regularly scheduled time to meet. Or at the very least, encourage us to meet. I understand that restrictions to our bell schedule may not allow us to meet on other than B mondays, but we collaboration!

None observable.

Just try to be more positive, but I know it's hard. I'm certainly at fault with this.

Ignoring students massive disciplinary classroom, hallway, campus behavior

stop making personal comments about staff

N/A

Creating an atmosphere of shaming of staff members in the presence of the whole. Pushing up people always works better.

I don't know. I like what he is doing.

Careful how you phrase things staff has very thin skins

Being selected on who he or she chooses to acknowledge .

Interesting question. Stop: there's nothing I can think of

No recommendations.

N/A

Silly phone blasts

n/a

Passive aggressive comments during staff meetings would be a good thing to stop. It's not good for the moral of the staff.

N/A

Sometimes the school neglects the day-to-day problems and instead spends effort on things that are not as important.

n/a

Maybe moving away from seeking accolades for himself and for the school in favor of devoting a concentrated effort into addressing school based needs for both students and staff.

constantly evaluating faculty in a negative view and highlighting more positives

He should Stop harassing teachers instead he should at least try to acknowledge them and have some respect for those who are dedicated to the profession

The school leader doesn't need to stop doing anything.

Nothing, he's stellar!

Provide your school leader one suggestion that would strengthen his or her leadership.

Encourage and construct professional learning communities for teachers to collaborate with each other. Empower the teachers to improve. Many teachers are stuck at where they are at. No one is improving.

Continue to be consistent in your treatment of others

Just more positive feedback to raise morale.

Watchful for unsucessful RIT implementations by administrators

some shorter A mondays to collaborate with vertical or horizontal teaching

Be more respectful with staff concerns and coments

N/A

Take more time to converse with all the staff, one on one and small groups.

Create a policy to build morale among staff and students.

Maybe once or twice a year do the mundane gritty work with us, ie making posters or beautification

Communicate with EVERYONE , meaning all departments of the school. Be more involved with groups that are not only AP classes .

I will never forget how you dealt with my student who was having a hard time responding to authority in an appropritate way. Your sense of timing to allow a student to reflect and respond was awesome.

Make himself more personable, on other people's terms.

N/A

Not make changes too soon after taking on new principalship.

find funds for teachers' professional development (classes)

Provide direct support and communication with new staff members beyond evaluations. Check in with the new teachers in your community frequently with the intention to help not just to judge their performance.

Develop robust digital pathways (programs) for documenting teacher growth, evidence of growth and improvement.

Make sure the great/veteran teachers are happy and acknowledged. Don't neglect them just because they don't need as much help.

Provide additional opportunities for peer observation.

Encourage other staff members to take leadership for professional developments or other staff driven workshop events.

don't hold grudges against any student or teacher

Educational Institutions is not a small business, the decisions made by the lead must include teachers' feedback.

School leader would strengthen his leadership by incorporating student input into decision-making process.

He is already courteous, friendly, and highly professional, but any relationship between human beings can always use more caring & amiable social exchanges.