

# **BUILDING RANKS™**

## **DIAGNOSTIC OF EDUCATIONAL LEADERSHIP PRACTICE**

Results for

**Principal X**

ABC School District

November 04, 2018

# CONTENTS

<b>Introduction</b>	<b>1</b>
About the National Association of Secondary School Principals	1
About NASSP's <b>Building Ranks</b>	1
About <b>Building Ranks</b> Diagnostic of Educational Leadership Practice	2
Educational Leadership Domains, Dimensions and Tasks	3
About <b>Building Ranks</b> Diagnostic of Educational Leadership Practice Report	9
The Scoring Process	10
<b>Your Results</b>	<b>11</b>
<b>BUILDING CULTURE</b>	<b>11</b>
Communication	11
Equity	12
Ethics	12
Global-Mindedness	13
Relationships	13
Student-Centeredness	14
Wellness	14
<b>LEADING LEARNING</b>	<b>15</b>
Collaborative Leadership	15
Curriculum, Instruction and Assessment	15
Human Capital Management	16
Innovation	16
Reflection and Growth	17
Result-Orientedness	17
Strategic Management	18
Vision and Mission	18
<b>How to Use the Building Ranks Diagnostic of Educational Leadership Practice Results</b>	<b>19</b>

# 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 360° 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

## BUILDING CULTURE

Dimension	Task	How well did you...
<b>Equity</b>		
<p><b>Why equity?</b> 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><b>What is equity?</b> 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>	Innovative 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
<b>Wellness</b>		
<p><b>Why wellness?</b> School leaders foster and nurture an intentional focus on wellness because healthy students and adults learn and interact productively.</p> <p><b>What is wellness?</b> 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

## About the Building Ranks Diagnostic of Educational Leadership Practice Report

The **Building Ranks Diagnostic of Educational Leadership Practice** report is organized around the two **Building Ranks** domains and 15 educational leadership dimensions. It presents your results for each domain, dimension, and task.

Each dimension is measured at least three times in different tasks. The charts on pages 3-8 show what you were asked to demonstrate in each task for the associated dimension. As you will see, your response to each task is used to assess your performance for several dimensions. For instance, your response to the *teacher observation* task informs several dimensions, including human capital management (how well your feedback fosters the teacher's growth) and student-centeredness (how well your feedback helps the teacher meet the needs of each student).

Each task is scored using a five-point scale that shows the progression of principal practice from preparation to advance. The five stages of principal practice measured by the diagnostic are:

- **Advanced (4.6-5)**, where you demonstrate accomplished practice. Your responses are at the systemic level and show evidence that you can apply the dimension multiple ways to continually achieve desired results.
- **Proficient (3.6-4.5)**, where you demonstrate competency. Your responses are at the strategic level and show evidence that you can apply the dimension to consistently achieve results.
- **Novice (2.6-3.5)**, where you approach competency and are appropriate for someone in the first years of principalship. Your responses are at the understanding level and show evidence that you can apply the dimension in routine situations.
- **Preparation (1.6-2.5)**, where you demonstrate knowledge and awareness and are appropriate for someone who has successfully completed his or her principal preparation program. Your responses show evidence that you understand how to apply the dimension in certain situations.
- **Underdeveloped (1-1.5)**, where your responses show little or no knowledge or awareness and little to no understanding of how to apply the dimension within a situation, or you missed the opportunity to address the situation.

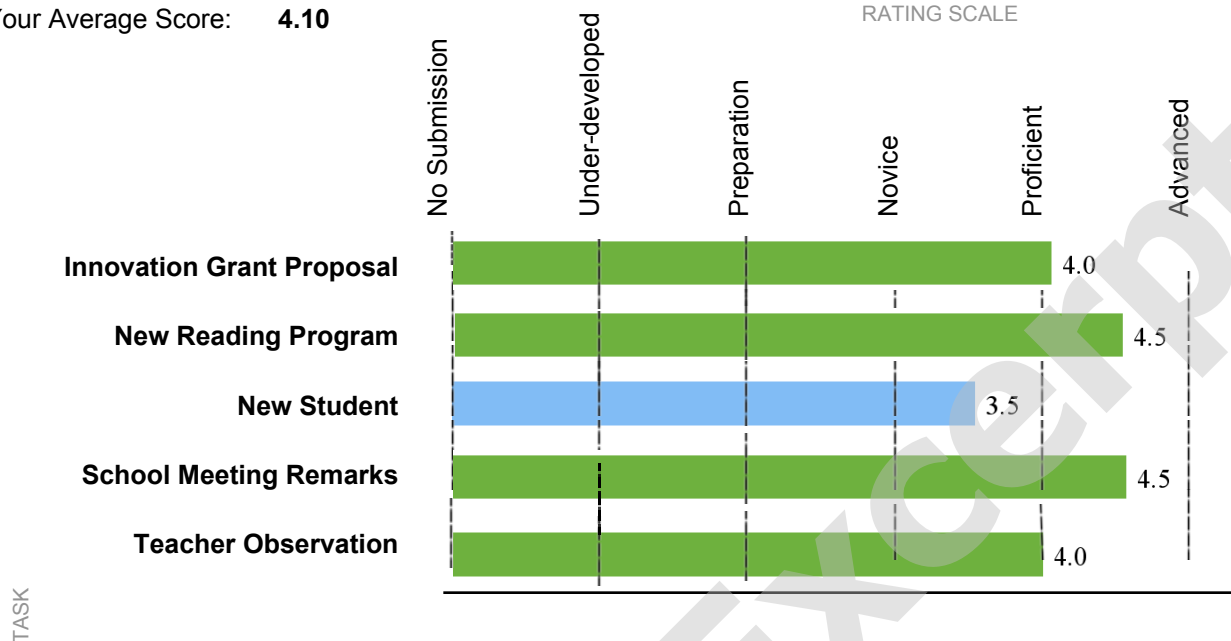
When you do not submit a response for a task or your audio recording is inaudible, it will be recorded as No Submission and does not affect your dimension score.

Your results are presented by the educational leadership dimension. The seven dimensions of the Building Culture domain are followed by the eight dimensions of the Leading Learning domain. As shown in the illustration in the following page, each chart includes:

### Building Culture

Dimension: **Equity**  
Your Average Rating: **Proficient**  
Your Average Score: **4.10**

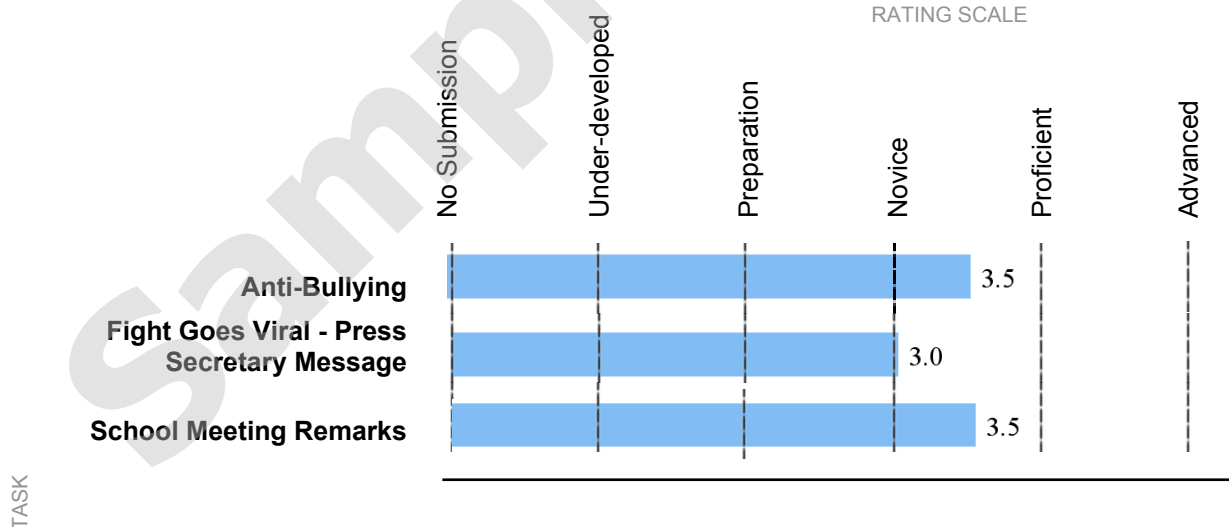
RATING SCALE



### Building Culture

Dimension: **Wellness**  
Your Average Rating: **Proficient**  
Your Average Score: **3.67**

RATING SCALE





## How to Use the Building Ranks Diagnostic of Educational Leadership Practice Results

This report provides feedback on your leadership practice. As you reflect on your results, identify those dimensions on which you want to focus. You may wish to prioritize those areas of strength to better lead your school. Alternatively, you may want to focus on one or two areas of growth that will inform your own ongoing professional development.

To build on your results, jot down your response to each of these questions:

1. What insights did you have when reviewing your results?

2. How can you leverage your strengths to foster the growth of your learning community?

3. In what areas of your professional practice do you plan to focus?

4. What are some steps you plan on taking to translate your insights into action?

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 to guide your thinking, hundreds of curated resources, and tools for your development. **Building Ranks** is designed to meet your personal leadership needs and those of your learning community's leadership team.