



# BUILDING RANKS™

**An  
Orientation  
to the Survey  
Dashboard**

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# Overview of the Building Ranks Surveys, Their Rubric, and Dashboards

The dashboard provides a dynamic platform to examine the survey results in various ways (e.g., summary and comparative data by person, group, or leadership dimension). Filters and drilldowns facilitate quick and easy answers to your questions.

Each of the 15 dimensions is measured by five statements. The language of statements, while equivalent, is modified appropriately for specific stakeholder groups. In the **360° Leadership Survey**, each stakeholder group responds to all 75 items. In the **School Culture Survey**, stakeholders only respond to appropriate statements, so the number of statements to which each group responds varies.

School Culture Stakeholder Groups	Number of Statements
Self	75
Certified staff	75
Non-certified staff	62
Students	55
Parents/Guardians	62
Community	32

Both the 360° Leadership Survey and School Culture Survey use the same four-point scale with the option of answering *not applicable*.

4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree
N/A	Not applicable

The responses for each stakeholder group are averaged to provide a single score. Not applicable responses are excluded from the calculation.

# 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.

The screenshot shows the 'BUILDING RANKS EDUCATIONAL LEADERSHIP ASSESSMENT' dashboard. The top navigation bar includes 'Courses', 'Data', 'Support', and 'Administration'. A red line points from the 'Data' menu to the 'BUSINESS UNIT ANALYTICS' sub-menu. Below the navigation, there is a 'MANAGE PARTICIPANTS' section with instructions for managing participants in a designated Business Unit. The Business Unit is set to 'NASSP' and there are 8 Available Seats. A green button labeled 'Invite New Participants' is visible. Below this is a 'Search and List' section with search filters for ID, Name, Assigned Date, Started Date, Finish/End Date, and Scored Date. A 'Search' button and a 'Reset' button are provided. The results table shows two participants:

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		<a href="#">View</a>
100102	Virginia Hodson	Scored	10/12/2018	10/15/2018	10/15/2018	1/13/2019		<a href="#">View</a>

Figure 1. Dashboard navigation

# Dashboard Overview

Each dashboard view has multiple filters and charts of results and can be accessed by the bottom tab.

There are three survey-related dashboards.

1. **Survey Comparison by Role**—(shown to the right) compares stakeholders' perceptions by dimension.



Figure 2. Survey comparison by role

2. **Survey Scores**—displays perceptions at the survey question level for the associated dimension.



Figure 3. Survey scores

# Dashboard Overview—Continued

- 3. Invitation Log —displays a record of invitations sent to participants.

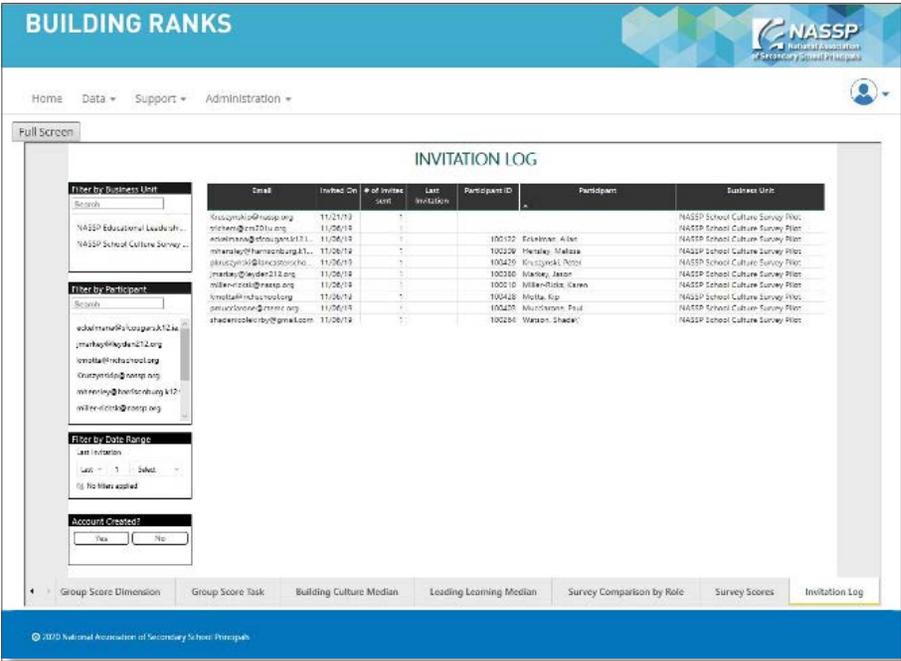


Figure 4. Invitation log

## Survey Comparison by Role

The **Survey Comparison by Role** shows the average of all respondents' perceptions (top chart) and a comparison of the average of each stakeholder group's perceptions by dimension (bottom chart). The six filters (designated by the numbers) enable you to select and display the specific data you want.

- Filter by Survey Type**—Select either the Educational Leadership 360° Survey or School Culture Survey.
- Filter by Domain**—Select those dimensions associated with the Building Culture or Leading Learning domain. Click the filter again to turn it off.
- Filter by Business Unit**—Displays the average score for the selected business unit group.
  - Enter a name in the search box and then click on it to select it.
  - Alternatively, scroll through the names and click on the ones you want.
  - Refresh the screen by clicking “clear all.”
- Filter by Participant**—Displays the average score for the selected participants.
  - Enter a name in the search box and then click on it to select it.
  - Alternatively, scroll through the names and click on the ones you want.
  - Refresh the screen by clicking “clear all.”
- Filter by Date Range**—When the survey closed.
  - Click on the date field to select from a pop-up calendar.
  - Alternatively, adjust the sliding bar to define the date range.
- Filter by Role**—Displays the average score for the selected respondent group. In most operating systems you can select multiple roles by holding down the control key or Command (on macOS).

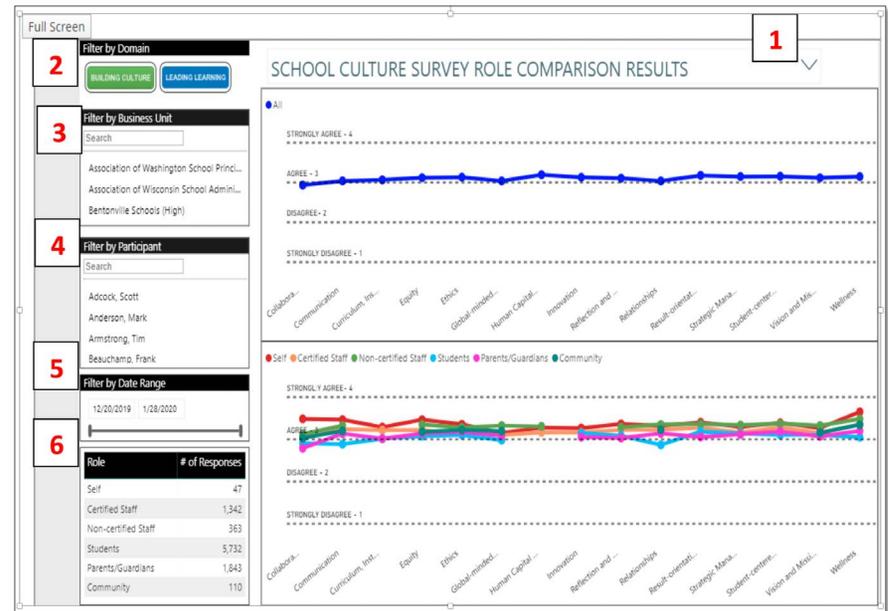


Figure 5. Survey comparison by role

# Survey Scores

The **Survey Scores** dashboard compares the average score response of each stakeholder group to each item or dimension. There are seven filters and a chart of results. A brief explanation corresponds to the numbers in the image.

- Filter by Survey Type**—Select either the Educational Leadership 360° Survey or School Culture Survey.
- Filter by Domain**—Select those dimensions associated with the Building Culture or Leading Learning domain. Click the filter again to turn it off.
- Filter by Business Unit**—Displays the average score for the selected business unit group.
  - Enter a name in the search box and then click on it to select it.
  - Alternatively, scroll through the names and click on the ones you want.
  - Refresh the screen by clicking “clear all.”
- Filter by Participant**—Displays the average score for the selected participants.
  - Enter a name in the search box and then click on it to select it.
  - Alternatively, scroll through the names and click on the ones you want.
  - Refresh the screen by clicking “clear all.”
- Filter by Date Range**—When the survey closed.
  - Click on the date field to select from a pop-up calendar.
  - Alternatively, adjust the sliding bar to define the date range.

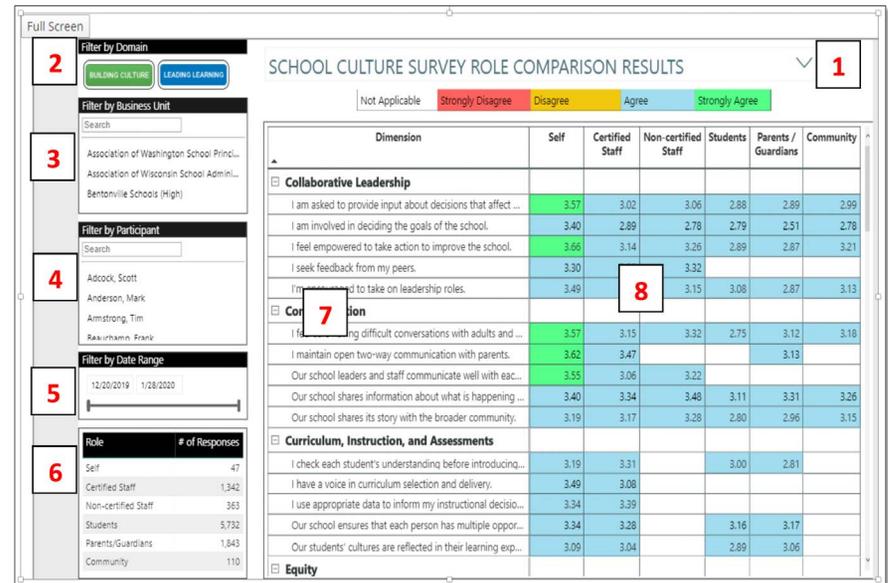


Figure 6. Survey scores

- Filter by Role**—Displays the average score for the selected respondent group.
- Filter by item or dimension results**—Click on the button  next to the dimension name.

## Survey Scores—Continued

- For the School Culture Survey only, hovering over the score displays the language used for that specific stakeholder group. The items are equivalent and slightly modified to make the statements appropriate for each stakeholder.

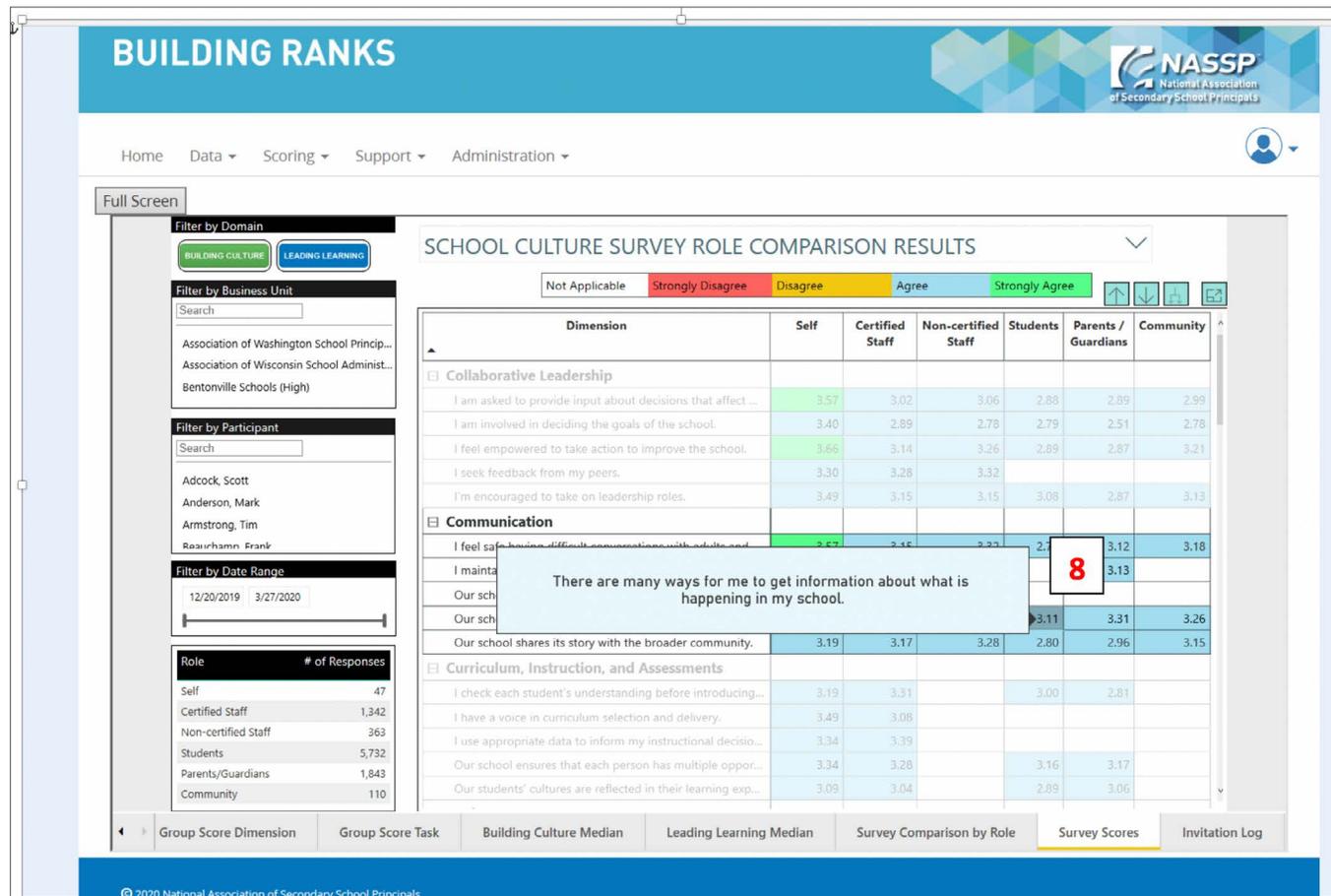


Figure 7. School Culture Survey score

# Invitation Log

The **Invitation Log** dashboard tracks when you invited a participant and whether the person has established their account. There are four filters to specify search conditions:

## 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,” which appears next to the search box.

## 2. Filter by Participant

- 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,” which appears next to the search box.

## 3. Filter by Date Range—See when the invitation was sent. Use the three drop-down options to define the time period.

## 4. Filter by Account Creation

- Select Yes or No to filter by whether participant has created their account.

The screenshot shows the 'INVITATION LOG' dashboard. On the left, there are four filter panels:

- 1 Filter by Business Unit:** A search box with a dropdown menu showing options like 'Algonquian Parish', 'Blue Oak Township Public Sc...', and 'Building Ranks Pilot'.
- 2 Filter by Email:** A search box with a dropdown menu showing email addresses like 'alena@corepartners.com', 'auchterj@aol.com', and 'auchterj@nassp.org'.
- 3 Filter by Date Range:** A panel with 'Last Invitation' and a dropdown menu set to '1', and a 'Select' dropdown.
- 4 Account Created?:** A panel with 'Yes' and 'No' buttons.

The main table has the following columns: #, Mail, Invited On, # of invites sent, Last Invitation, Participant ID, Participant, and Business Unit. The table contains 20 rows of data.

#	Mail	Invited On	# of invites sent	Last Invitation	Participant ID	Participant	Business Unit
1	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
	karen1honey@aol.com	05/03/18	1				New River School District
	karen1honey@aol.com	05/03/18	1		100024	Richi, Kay	New River School District
	perregnor@nassp.org	05/07/18	1				Algonquian Parish
	nassp@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
	singhm@nassp.org	05/15/18	1				Northside Public Schools
	hodsom@nassp.org	05/15/18	1				Northside Public Schools
	lena.simkin@hotmail.com	05/17/18	1		100062	Participant, Lena	Chester Community Public Schools
	ntaytseva@corepartners.ru	06/01/18	3	06/01/18	100064	Lee, Sydney	Default business unit
	miller-ricks@nassp.org	06/22/18	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
	brparticipant1@outlook.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
	karanancks@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..	09/12/18	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				Loudoun County Public Schools-261417
	m1admin@nassp.org	10/01/18	1				Loudoun County Public Schools-261417
	Magdall@nassp.org	10/02/18	1				Loudoun County Public Schools-261417

Figure 8. Invitation log

# Invitation Log—Continued

The **Invitation Log** dashboard tracks when you invited a participant and whether the person has established their account. There are four filters to specify search conditions:

## 5. View Participant(s) Invitation Record

- a. Any of the columns can be sorted (e.g., A–Z or Z–A)
- b. The columns are:
  - Email—The email address of the participant invited via the 'Invite' action button
  - Invited On—The date the invitation was sent
  - # of invites sent—The total number of invitations sent to the participant
  - Last Invitation—The date when the last invitation was sent to the participant
  - Participant ID—The participant's unique identifier once the participant establishes their account
  - Participant—The participant's name
  - Business Unit—The business unit with which the participant is associated

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-ricksk@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 9. Participant invitation record

## Common Dashboard Functionality

The dashboards share some common functionality (e.g., filters, icons, drillthroughs, 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.

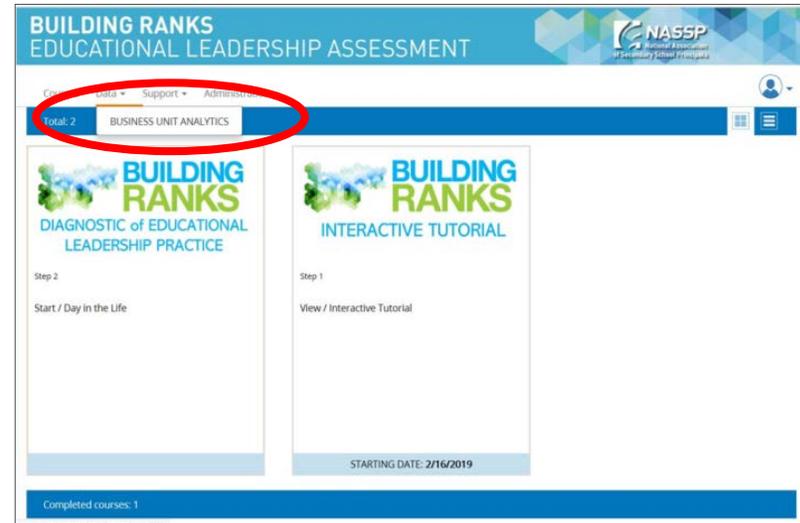


Figure 10. Business unit analytics page

## 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

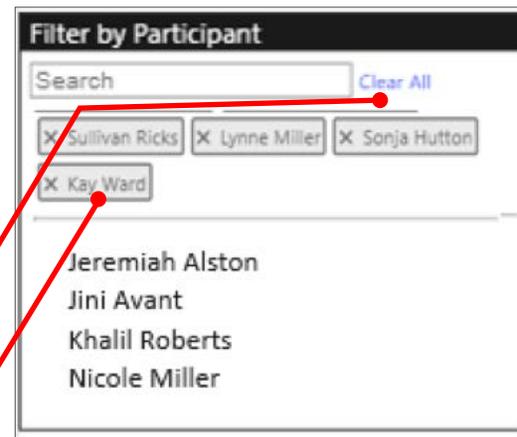
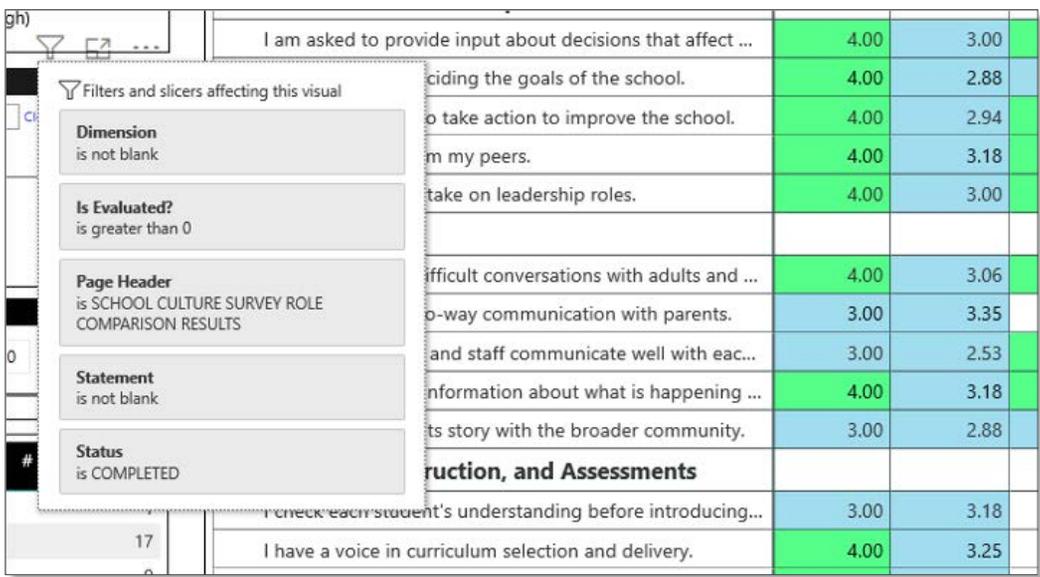


Figure 11. Filters

# Filters and Icons—Continued

- 1. By each filter, you will see three icons
  - a.  shows you the data fields that are used in the display. The way to see the data is explained below and is associated with the three-dot icon.



Statement	4.00	3.00
...deciding the goals of the school.	4.00	2.88
...to take action to improve the school.	4.00	2.94
...m my peers.	4.00	3.18
...take on leadership roles.	4.00	3.00
...fficult conversations with adults and ...	4.00	3.06
...o-way communication with parents.	3.00	3.35
...and staff communicate well with eac...	3.00	2.53
...nformation about what is happening ...	4.00	3.18
...ts story with the broader community.	3.00	2.88
<b>struction, and Assessments</b>		
...check each student's understanding before introducing...	3.00	3.18
...I have a voice in curriculum selection and delivery.	4.00	3.25

Figure 13. Data Fields

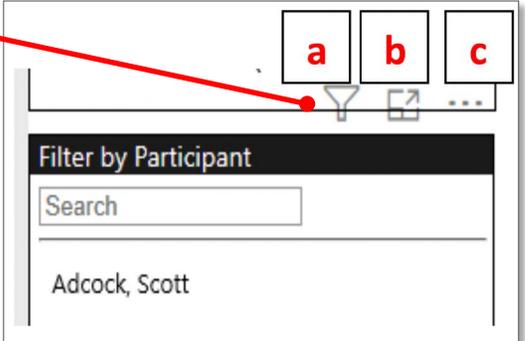


Figure 12. Filter icons

- 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 14. Return to the report

# Filters and Icons—Continued

c. ... indicates more options:

- Export data
- Show as a table (shows all the data)
- Spotlight (highlights the filtered data and dims the rest of the screen)
- Sort descending/ascending (provides drill-through capability, which will vary by filter)

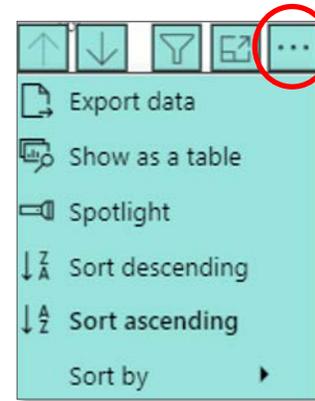


Figure 15. More Options

2. Click on part of a graph to drill down to increasingly specific results.

- Spotlight the data.
- Provide the specific data.

Turn off the filter by clicking on the highlighted data.

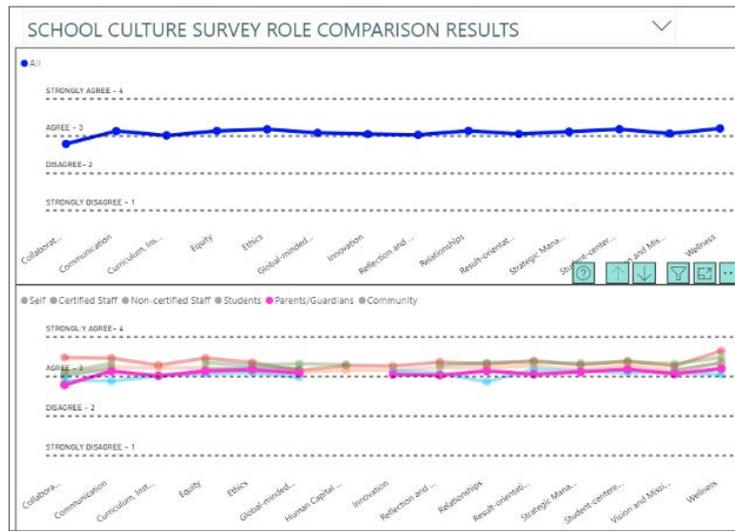


Figure 16. Spotlight data

Dimension	Self	Certified Staff	Non-certified Staff	Students	Parents / Guardians	Community
<b>Collaborative Leadership</b>						
I am asked to provide input about decisions that affect ...	3.57	3.02	3.06	2.88	2.89	2.99
I am involved in deciding the goals of the school.	3.40	2.89	2.78	2.79	2.51	2.78
I feel empowered to take action to improve the school.	3.55	3.14	3.26	2.89	2.87	3.21
<b>I seek feedback from my peers</b>	<b>3.30</b>	3.28	3.32			
I'm encouraged to take on leadership roles.	3.40	3.15	3.15	3.08	2.87	3.13
<b>Communication</b>						
I feel safe having difficult conversations with adults and ...	3.57	3.15	3.32	2.75	3.12	3.18
I maintain open two-way communication with parents.	3.62	3.47			3.13	
Our school leaders and staff communicate well with each other.	3.55	3.06	3.22			
Our school shares information about what is happening in the school.	3.40	3.34	3.48	3.11	3.31	3.26
Our school shares its story with the broader community.	3.19	3.17	3.28	2.80	2.96	3.15
<b>Curriculum, Instruction, and Assessments</b>						
I check each student's understanding before introducing new concepts.	3.19	3.31		3.00	2.81	
I have a voice in curriculum selection and delivery.	3.49	3.08				
I use appropriate data to inform my instructional decisions.	3.34	3.39				
Our school ensures that each person has multiple opportunities to learn.	3.34	3.28		3.16	3.17	
Our students' cultures are reflected in their learning experiences.	3.09	3.04		2.88	3.06	
<b>Equity</b>						

Figure 17. Provide specific data

# Filters and Icons—Continued

Alternatively, right-click on the chart to get a pop-up that includes “Copy” and “Show as a table” options.

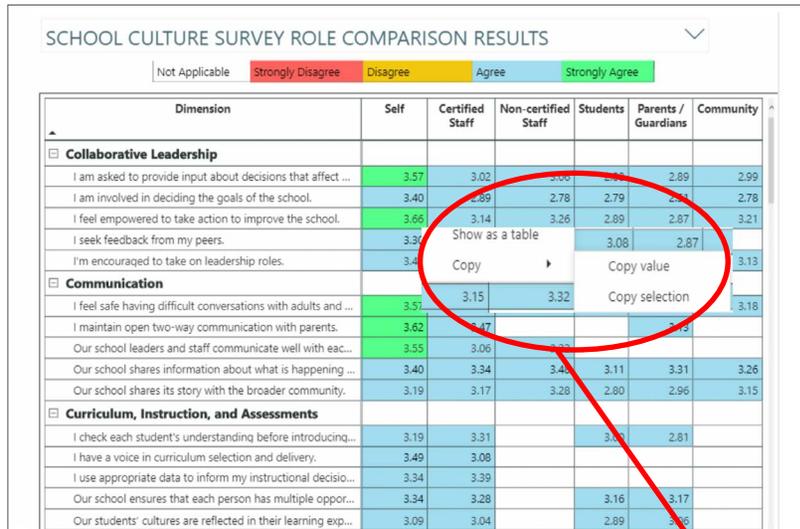


Figure 18. Right-click for more options

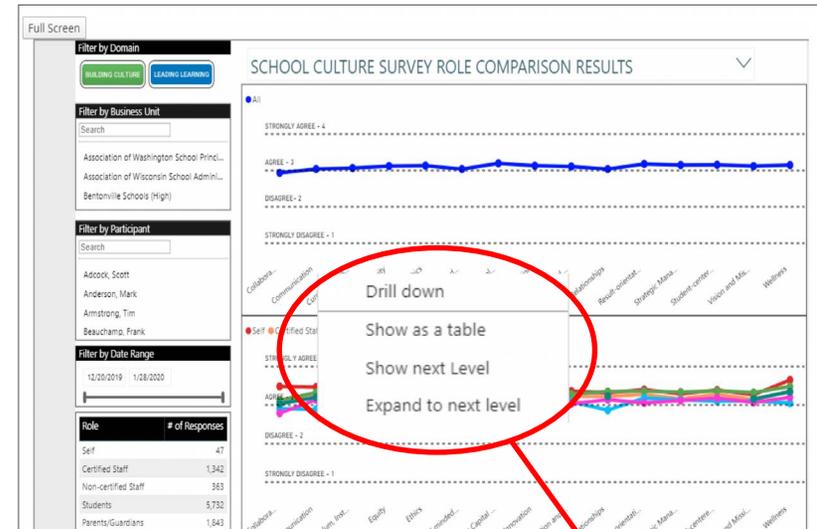


Figure 19. Additional drop-down options



Figure 20. “Show as a table” view

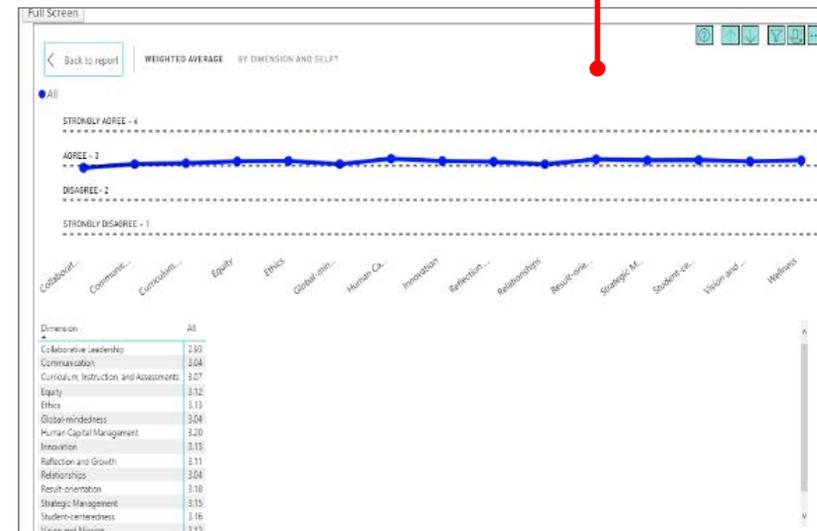


Figure 21. “Show as a table” view

## Two Final Items on Common Dashboard Functionality

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

SCHOOL CULTURE SURVEY ROLE COMPARISON RESULTS

Not Applicable Strongly Disagree Disagree Agree Strongly Agree

Dimension	Self	Certified Staff	Non-certified Staff	Students	Parents / Guardians	Community
<b>Collaborative Leadership</b>						
I am asked to provide input about decisions that affect ...	3.57	3.02	3.06	2.88	2.89	2.99
I am involved in deciding the goals of the school.	3.40	2.89	2.78	2.79	2.51	2.78
I feel empowered to take action to improve the school.	3.66	3.14	3.26	2.89	2.87	3.21
I seek feedback from my peers.	3.30	3.28	3.32			
I'm encouraged to take on leadership roles.	3.49	3.15	3.15	3.08	2.87	3.13
<b>Communication</b>						
I feel safe having difficult conversations with adults and ...	3.57	3.15	3.32	2.75	3.12	3.18
I maintain open two-way communication with parents.	3.62	3.47			3.13	
Our school leaders and staff communicate well with eac...	3.55	3.06	3.22			
Our school shares information about what is happening ...	3.40	3.34	3.48	3.11	3.31	3.26
Our school shares its story with the broader community.	3.19	3.17	3.28	2.80	2.96	3.15
<b>Curriculum, Instruction, and Assessments</b>						
I check each student's understanding before introducing...	3.19	3.31		3.00	2.81	
I have a voice in curriculum selection and delivery.	3.49	3.08				
I use appropriate data to inform my instructional decisio...	3.34	3.39				
Our school ensures that each person has multiple oppor...	3.34	3.28		3.16	3.17	

Figure 22. Dashboard

- 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.

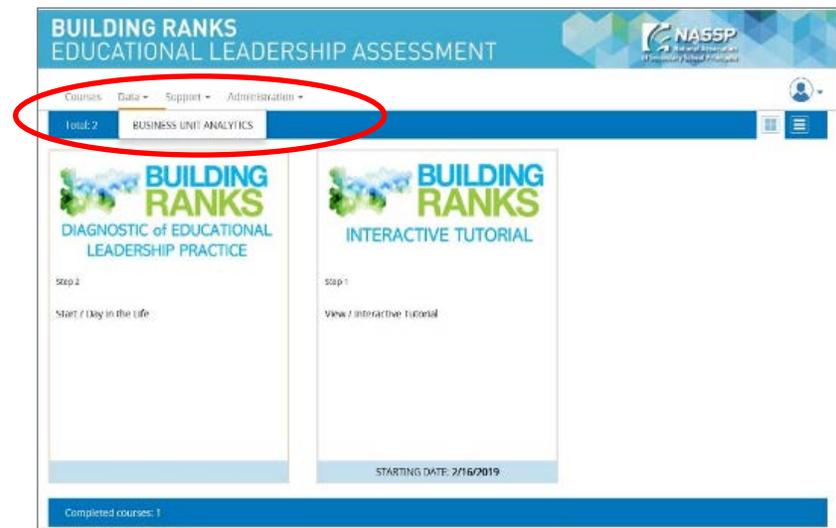


Figure 23. Refreshing the screen

# Appendix

## About Building Ranks' Surveys

The surveys are valid and reliable instruments that measure **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. They are listed on the following two pages.

### ■ The School Culture Survey

Critical to successful learning is a supportive school culture. School leaders must undertake deliberate actions to sustain and support a strong culture. The School Culture Survey is grounded in the **Building Ranks** framework and captures the perceptions about the health of the school culture from the stakeholders in your learning community.

The stakeholder groups include: certified staff, noncertified staff, students, parents and guardians, community members, and the principal. Each stakeholder group takes an equivalent version of the School Culture Survey tailored for them.

### ■ The Educational Leadership 360° Survey

The Educational Leadership 360° Survey measures the dimensions that NASSP identified as both aligned with educational leadership standards and necessary to perform the multifaceted and complex role of a school principal. It provides principals with detailed feedback on their leadership based on perceptions of the stakeholders in their learning community.

The stakeholder groups include: certified staff, noncertified staff, supervisor(s), and the principal. Each stakeholder group takes an equivalent version of the School Culture Survey tailored for them.

## About Building Ranks' Surveys

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

## LEADING LEARNING

<b>Vision and mission</b>	<p><b>Why vision and mission?</b> School leaders embody and inspire all members to collectively embrace and actualize the purpose and outcomes of the learning community.</p> <p><b>What is vision and mission?</b> A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes.</p>
<b>Collaborative leadership</b>	<p><b>Why collaborative leadership?</b> 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><b>What is collaborative leadership?</b> A focus on learners where all members actively assume and support leadership for themselves and others to enhance engagement and performance.</p>
<b>Result-orientation</b>	<p><b>Why result-orientation?</b> The school leader ensures that all learners will succeed in a globally competitive society.</p> <p><b>What is a result-oriented culture?</b> An environment in which everyone is accountable for the personal and collective growth of all members of the learning community.</p>
<b>Curriculum, instruction, and assessments</b>	<p><b>Why curriculum, instruction, and assessments?</b> School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning.</p> <p><b>What are curriculum, instruction, and assessments?</b> The focus on learners where the content, methods, and measures produce a high level of personal and academic achievement for learners.</p>
<b>Innovation</b>	<p><b>Why innovation?</b> 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><b>What is innovation?</b> A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo.</p>
<b>Human capital management</b>	<p><b>Why human capital management?</b> School leaders realize that efficacious individuals will succeed, thrive, and contribute.</p> <p><b>What is human capital management?</b> A focus on learners where the growth and development of each individual are essential to support learning and the school community.</p>
<b>Strategic management</b>	<p><b>Why strategic management?</b> School leaders orchestrate the vital components of their learning communities to maximize organizational performance.</p> <p><b>What is strategic management?</b> A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance.</p>
<b>Reflection and growth</b>	<p><b>Why reflection and growth?</b> 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><b>What is reflection and growth?</b> A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning community.</p>

## 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