



**FOUNDATIONS
FOR LEADERSHIP**

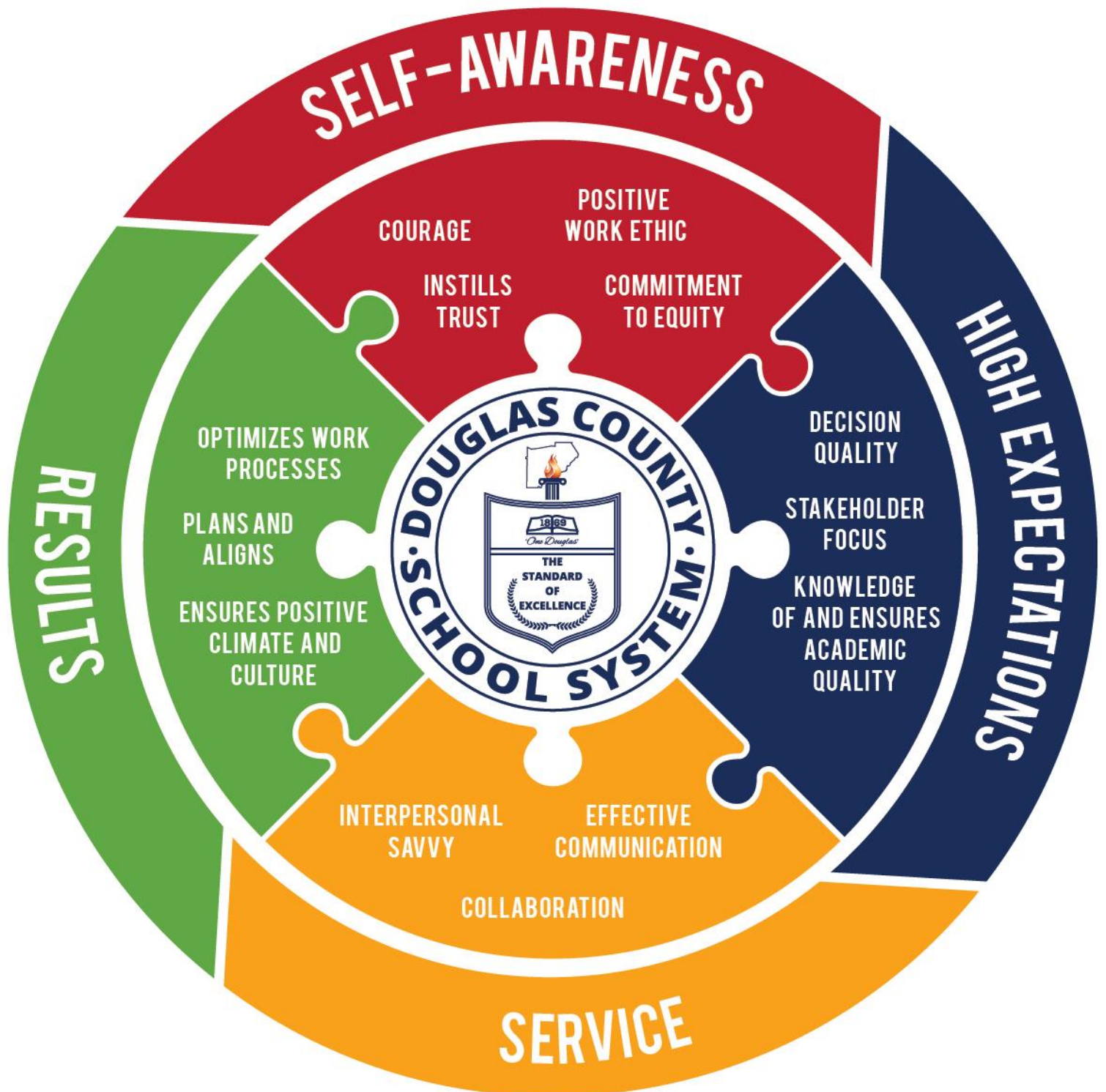


The Douglas County School System’s Leadership Framework and Competency Model describes the key beliefs and behaviors critical to the performance of our leaders. It contains the guiding principles, competencies, and dispositions of effective DCSS leaders and was designed to assist in the selection, development, retention, and promotion of one of our district’s most important assets, our people.

Every leader has essential role-specific competencies that may vary across level, department, and school. However, the essential competencies and expectations of DCSS leaders outlined in this document, such as knowledge of academic quality, are necessary to all instructional leadership roles regardless of position and/or location within the organization.

The four guiding principles – leading through self-awareness, leading through service, leading with high expectations, and leading for results – asserts our belief that leadership begins with an understanding of self, to optimize support and service to others, to garner the best outcomes for students. Under each principle are three to four competencies followed by specific behavioral indicators that further illustrate successful leadership. Use this framework as a baseline to set goals, provide feedback, and measure leadership development. The following diagram shows the connectedness of each element of the framework in relation to the other.

DOUGLAS COUNTY SCHOOL SYSTEM FOUNDATIONS FOR LEADERSHIP





LEADING WITH SELF-AWARENESS

Leadership stems from the leader's character, who you are and what you believe. The strongest leaders are deeply reflective. The knowledge of who they are influences day-to-day interactions and decisions made with discernment true to their ethical core.

COURAGE

- Readily tackles tough assignments and difficult issues
- Provides direct and actionable feedback
- Willing to champion an idea or position despite dissent or political risk

INSTILLS TRUST

- Follows through on commitments
- Demonstrates honesty and integrity through words and actions
- Exercises discretion and discernment in sharing information

POSITIVE WORK ETHIC

- Demonstrates regular and prompt attendance
- Able to complete a task within defined timelines with accuracy
- Maintains a positive attitude while supporting the district's mission and initiatives
- Models excellence through engagement and contributions
- Cultivates leader identity that is exhibited through high standard of professionalism and engagement

COMMITMENT TO EQUITY

- Seeks to understand different perspectives and cultures and is sensitive to cultural norms and ways of communicating
- Seeks to understand the backgrounds, beliefs, and points of view of others through open dialogue and modeling inclusion and respect for diverse opinions and ideas
- Acts with cultural competence and responsiveness to all in their interactions, decision making, and practice at all times



LEADING THROUGH SERVICE

Servant leaders build and sustain healthy and productive relationships with stakeholders. They lead and encourage others in a positive manner so they can excel, recognize, and support the achievements of staff and students, and provide them with opportunities for leadership.

COLLABORATION

- Works cooperatively with others across the organization to achieve shared objectives
- Represents own interests while being fair to others and their areas
- Promotes a culture of collective direction, shared engagement, and mutual accountability consistent with DCSS Vision, Mission, and Values
- Gains respect and support of others
- Works to create productive relationships with students, staff, parents, and members of the extended school community to get the work done

INTERPERSONAL SAVVY

- While making decisions influenced by ethical values, considers the consequences of actions and recognizes that leadership expectations reflect what is valued in the school
- Acts with diplomacy and tact
- Demonstrates the ability to build relationships across diverse groups

EFFECTIVE COMMUNICATION

- Encourages the open expression of diverse ideas and opinions
- Works with staff to employ a wide variety of strategies to communicate with stakeholder groups
- Responds to questions and concerns from the community with clear, specific, open, respectful, and timely information



LEADING WITH HIGH EXPECTATIONS

To lead with high expectations means establishing, modeling, monitoring and maintaining standards of excellence.

DECISION QUALITY

- Makes sound decisions in a timely manner
- Maintains a positive demeanor while making decisions
- Makes decisions aligned with DCSS vision and mission

STAKEHOLDER FOCUS

- Holds uniformly high expectations for all students and staff
- Creates a welcoming school environment that allows for routine, precise, two-way communication
- Communicates expectations for multiple stakeholder groups using indicators of success
- Ensures the success and well-being of all students in a safe and supportive environment by promoting the development of an inclusive school climate characterized by positive relationships and a personalized culture of care

KNOWLEDGE OF & ENSURES ACADEMIC QUALITY

- Ensures the success and well-being of every student by providing meaningful curriculum, instruction, and assessment to maximize student learning
- Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning
- Demonstrates that effective instruction is a clear priority as evidenced by observing instruction in classrooms, providing specific feedback to teachers, collaborating with instructional planning groups, and protecting school wide instructional time



LEADING FOR RESULTS

A leader who leads for results has high expectations and is committed to ensuring that the staff provides high quality education for all students.

OPTIMIZES WORK PROCESSES

- Develops processes for monitoring, managing, and communicating indicators of achievement for goals
- Separates and combines activities into efficient workflow
- Seeks ways to improve processes, from small tweaks to complete reengineering

PLANS AND ALIGNS

- Sets objectives to align with broader organizational mission and goals
- Breaks down objectives into manageable, appropriate initiatives and actions
- Shows flexibility in making adjustments when progress stalls or situation shifts

ENSURES POSITIVE CLIMATE & CULTURE

- Develops and participates in organizational structures that form collaborative teams to improve instruction for all students
- Sensitive to cultural norms, expectations, and ways of communicating
- Invites input and shares ownership and visibility
- Applies knowledge of others' diverse backgrounds and experiences to get results
- Ensures each person is treated fairly, respectfully, and with an understanding of each individual's culture and context