LEADERSHIP COMPETENCIES

FOR LEARNER-CENTERED, PERSONALIZED EDUCATION

Jobs for the Future and the Council of Chief State School Officers

September 2017

ACKNOWLEDGEMENTS

The primary author, Rebecca E. Wolfe, associate vice president, Jobs for the Future's Students at the Center initiative, along with Sarah Hatton, senior program manager, Students at the Center (JFF), wish to acknowledge the close to 150 individuals who gave so willingly of their expertise and time to make this document and the Leadership Competencies as complete, accurate, and useful as possible for this version.

In particular, this document could not have been completed without the significant contributions and project leadership of Adriana Martinez, innovation program manager, Innovative Lab Network, Council of Chief State School Officers (CCSSO), and the steering committee which includes: Carmen Coleman, teacher and leader outreach, Center for Innovation in Education (CIE); Eve Goldberg, director of research, the Nellie Mae Education Foundation (NMEF); and Ryan MacDonald, program associate, Innovation Lab Network, CCSSO. We are deeply grateful to this group for their project guidance, advice, developmental editing, meeting facilitation, and collaboration throughout the entire process. In addition, we thank Liz Glowa and Barbara Treacy, iNACOL consultants, and Kippy Smith, NMEF consultant for their insight and feedback at pivotal moments.

We would also like to thank our advisory team, who provided critical feedback and reality-testing along the way: Pat Fitzsimmons, Vermont Agency of Education; Travis Hamby, Trigg County Public Schools, Kentucky; Buddy Harris, Ohio Department of Education; Ryan Krohn, the Institute for Personalized Learning, Wisconsin; Bill Zima, RSU2, Maine.

Despite all of this invaluable help, all errors herein are attributable only to the primary authors.

In addition, Rebecca and Sarah would like to acknowledge the contributions from members of the Students at the Center team and JFF, including Adria Steinberg, senior advisor, and Thor Blanco-Reynoso, program associate. They also thank Chiranit Prateepasen for graphic design.

Adriana would like to acknowledge the contributions from additional CCSSO colleagues, including Monica Taylor, senior program director, School Leadership and Improvement, and Laura Checovich, program associate, School Leadership and Improvement.

JOBS FOR THE FUTURE

Jobs for the Future (JFF) is a national nonprofit that builds educational and economic opportunity for underserved populations in the United States. JFF develops innovative programs and public policies that increase college readiness and career success and build a more highly skilled, competitive workforce. With over 30 years of experience, JFF is a recognized national leader in bridging education and work to increase economic mobility and strengthen our economy.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Suggested Citation
Jobs for the Future & the Council of Chief State School Officers. 2017. *Leadership Competencies for Learner-Centered, Personalized Education.* Boston, MA: Jobs for the Future.

This project is supported generously by funds from the Nellie Mae Education Foundation.

Table of Contents

INTRODUCTION **4**
- Developing the Leadership Competencies 5
- Defining Learner-Centered, Personalized Education 6
- Who Are the Leadership Competencies Written For? 7
- Profile of a Graduate 8
- Guiding Principles 10

USERS' GUIDE **12**

THE FRAMEWORK:
LEADERSHIP COMPETENCIES FOR LEARNER-CENTERED, PERSONALIZED EDUCATION **16**
- Applying an Equity Lens 18
- Recurrent Themes 20
- Foundational Domain: Vision, Values, and Culture for Learner-Centered, Personalized Education 21
- Supporting Domain: Personal Skills, Mindsets, and Values 25
- Supporting Domain: Capacity Building for Innovation and Continuous Improvement 29
- Supporting Domain: Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment 33

APPENDICES
- A: Original Source Frameworks and Leadership Standards 38
- B: Glossary 39
- C: Methodology and Reviewers 51
- D: Additional References 53
- E: Endnotes 55

Definitions for **highlighted terms** throughout this document can be found in Appendix B: Glossary.

Introduction

To be an effective leader in education today, we must renew and refocus our attention on learning and the learner. While this may not sound radical, if we scratch the surface of this call, we'll find a need for transformational leadership.

Learner- and learning-centered leadership embraces a transformational perspective in which leaders work together with learners, educators, and the broader community to achieve an inclusive vision of ambitious and equitable outcomes for each and every learner, according to the definition laid out in *Leadership for Learning*.[1] This perspective is a stark contrast to previous leadership models focused on management (or worse yet, *building* management) and goes significantly beyond the predominant trend to focus on instructional leadership.[2] Developing a learning community focused on each individual student's learning success entails establishing a culture in which each student is valued and understood, and has agency and support as they stretch toward high expectations for their individual potential. This culture can only be sustained if the educators within the learning community are themselves valued and understood, and have agency and support to expand their own potential as professionals. A learning community like this can only soar if it is bolstered by the structures and resources necessary to maintain a culture of continuous improvement and capacity building over time.

The *Leadership Competencies for Learner-Centered, Personalized Education* (Leadership Competencies) serve as a first step in identifying the knowledge, skills, and dispositions leaders must master in order to build and sustain **learner-centered**, personalized schools and learning environments. Outside of the education world, many of the themes in the Leadership Competencies reflect a larger movement across numerous industries and sectors—from high-tech to health care to nonprofits—toward a **continuous improvement** approach, shared leadership, and greater transparency.[4] The authors and our many contributors hope these competencies serve as a helpful step toward building present- and future-focused systems of education in which each student can fulfill their learning potential and head into postsecondary life ready to succeed in their careers and communities.

DEFINING EDUCATION LEADERS

The leadership competencies are designed to be inclusive of education leaders, most often referred to as principals, assistant principals, headmasters, or school directors. We write for the building leaders, instructional designers, coaches, and others assuming collective responsibility for outcomes across a community of student and professional learners.

This work supports our companion document, *Educator Competencies for Learner-centered, Personalized Teaching,* which focuses on the educators closest to and responsible for a group of students' learning process on a day-to-day basis.

While we acknowledge the role of teacher leaders and district and state level leadership in numerous places, they are not who we are referring to when we write about leaders in this piece.

Developing the Leadership Competencies

This document flows directly from and connects to two pieces previously released. First, we are indebted to Wilhoit, Pittenger, and Rickabaugh's powerful vision for leadership for learning, with a learning agenda, conditions, and key dimensions of education leadership. Their influence can be seen in the introduction, users' guide, and the competencies themselves. In many respects, we view the leadership competencies as the "next stage" of work, lending further detail and concretization to their initial framing.

This document is also meant to serve as a companion to the *Educator Competencies for Personalized, Student-Centered Teaching*.[3] From the start, we knew we could not possibly expect educators to succeed in achieving the competencies if they were not supported by the right kind of education leadership. This piece represents our effort to define that support and context, and how leadership can foster it.

National partners worked together to create the Leadership Competencies, led by Jobs for the Future's Students at the Center initiative and the Council of Chief State School Officers' Innovation Lab Network, along with National Center for Innovation in Education at the University of Kentucky, and the Nellie Mae Education Foundation. In a similar process to the creation of the Educator Competencies, these partners convened, researched, drafted the competencies, vetted them with practitioners, and eventually received and incorporated feedback from over 125 experts and implementation leaders from around the country.

We vetted personalized leadership competencies from traditional or legacy frameworks (e.g., instructional leadership)[5], as well as newer competencies like the Professional Standards for Educational Leaders (PSEL, 2015). We found that these did not push as far as we needed to go, or in some cases were inconsistent, so were not included. However, we think you will find the most strong instructional or organizational leadership approaches in these competencies. As steering committee member Carmen Coleman, teacher and leader outreach, Center for Innovation in Education, puts it, "Most leaders still have to keep their buildings operating and functional. Fire drills still need to be practiced. But if your goal is to run a marathon, breathing alone is not going to get you there."

With these competencies, we sought to put a vastly different weight and emphasis on the aspects of leadership for learning that truly point toward a new kind of rigorous, learner-centered, personalized education. Every single day, education leaders make numerous decisions on what to prioritize and how to lead. Our intent is for these competencies to provide a refreshed and forward-thinking guide for what to emphasize, how to make those decisions, and the kind of outlook to build a successful learning community responsive to a rapidly changing world in education and beyond.

Introduction

Defining learner-centered, personalized education

The language in the "X-learning" field(s) (i.e., **student-centered learning**, **mastery-based learning**, **deeper learning**, **blended learning**) has evolved rapidly over the past few years. From our current vantage point, we believe one consistent phrase—"learner-centered, personalized"—best captures the research on learning we use as our foundation[6] and the spirit-of-learning approaches that build on the student's needs and interests, emphasize agency, call out the relational aspects of learning, and prioritize equitable application.

The overarching term ***learner-centered*** refers to four specific research-backed practices Jobs for the Future developed in 2013[7] (also further defined in the Glossary in Appendix B) that, together, show strong evidence of success in preparing students for college, careers, and civic life:

1. **Personalized.** Providing learners with high-quality instruction customized to their needs and interests and emphasizing connection between personal relationships and learning
2. **Competency-based.** Enabling learners to advance to the next level, course, or grade based on demonstrations of their skills and content knowledge
3. **Anytime, anywhere.** Providing learners with opportunities to learn outside of the school and the typical school day
4. **Student-owned.** Encouraging and supporting learners to take an active role in defining their own educational pathways

According to the research and practices we follow, the first tenet—personalized approaches—emphasizes the connections between the person and the content. Knowing the student, fostering the relationships central to learning, and meeting the students' varied learning needs in relevant, differentiated ways are critical to helping an individual meet the demands of mastering high-quality curriculum material. While these approaches may employ technology as an aid to scale, they do not necessarily emphasize, lead with, or rely solely on digital supports to drive instructional strategies.[8]

For success in a personalized approach, content delivery must be supplemented and supported by measuring the learning and achievement of **mastery** in more varied and meaningful ways; the student's ability to take advantage of learning settings beyond the "school walls" and prescribed hours; and students having agency and ownership over their learning needs, approaches, and trajectory.

A NOTE ABOUT KEY TERMS: LEARNER-CENTERED AND PERSONALIZED

When we released the *Educator Competencies for Personalized, Learner-Centered Teaching* in 2015, we determined that the terms student-centered, learner-centered, and personalized were largely being used interchangeably in both theory and practice in schools and classrooms. With the recent proliferation of certain school models, digital platforms, and some emerging state policy, we have observed the pendulum swing toward "**personalized learning**" being increasingly equated with one-to-one technology and/or **computer adaptive testing**. This much narrower definition of personalized learning does not square with the research base we build from, nor our more holistic and relational vision. Rather than drop that part of the title phrase altogether, we determined the best course of action for the Leadership Competencies was to: 1) Continue to clearly define how we use the term and all that it encapsulates; and 2) Flip the order of the full phrase to re-emphasize the focus on the human beings at the center of this effort, rather than the instructional approach.

Who are the Leadership Competencies written for?

The Leadership Competencies are primarily written for "innovator's edge" and early adopter leaders in K-16 learning communities who are responsible for the learning outcomes of a group of students and the support and guidance of a group of educators. In many cases, these leaders will be principals and assistant principals of brick-and-mortar schools. However, as we move to modernize our Industrial Revolution-era school system, leaders may also be in virtual schools, on community college campuses, in early-college high schools, in the field in expeditionary settings, in rotating teacher leader or community leadership models, or in any number of new and emerging configurations. Leaders may function in teams, with coaches, and in distributed and shared leadership structures. Thus, we write for leaders of education or learning communities, as opposed to "a principal" of "a school."

Consequently, we are careful throughout to refer to leaders in the plural. Just as no single teacher could possibly carry all that is called for in the Educator Competencies,[9] no individual leader could possibly shoulder all that these Leadership Competencies call for. Rather than asking leaders to do more with less, we are encouraging a far more distributed and collective approach to building innovative, inclusive, equitable learning communities. And while using the phrase "learning community" occasionally makes for awkward constructions, we felt it important to keep the conversation future focused until a point when we have a more generally accepted understanding and term(s).

Finally, these competencies are written with an "aspirational district" in mind: one that empowers its leaders to make local decisions and is aligned with state policy, funding, and accountability contexts. Recognizing that the scale and sustainability of learning communities lies in the systems that support them, we suggest a few ways that education leaders at the district and state level may want to use the Leadership Competencies in the Users' Guide.

Introduction

Profile of a graduate

Leaders for learning build their learning environments, institutions, instructional frameworks, community partnerships, and feedback and evaluation models to achieve specific goals for the learners in their education community. This comprehensive set of learner goals is often known as the "profile of a graduate." While specific **standards** and graduation requirements may differ from setting to setting, many schools, districts, and states are leaning toward a more comprehensive vision or profile of the graduate that includes not only mastering rigorous coursework, but also elements of creative and critical thinking, communication, citizenship, and more.[10]

Students may be able to get through high school, even earn straight As, on the basis of their academic content knowledge or completing course requirements. However, recent research has made it abundantly clear that actual college and career readiness depends on far more than just academic content knowledge and showing up to class.[11] To make a successful transition to higher education and the workforce, high school graduates also need what have been called variously "deeper learning competencies," "success skills," "readiness abilities," "employability skills," "21st-century skills and learning" or other similar terms.[12] And in addition to these skills, we know healthy development is a prerequisite and driver of readiness to learn, and students may have different access to mental and physical security during their school career. Thus, learning communities need to also support and include graduate profiles that point to students' ability to cultivate holistic health, defined by Turnaround for Children as:[13] 1) healthy elements of the environment: physical and emotional safety, healthy teacher-student relationships, and adult skills and mindsets; 2) relationship skills, stress management, emotional intelligence, executive functions; 3) **growth mindset** and sense of belonging.

The increased emphasis on these workplace and social and emotional skills in addition—and connected to—the ability to master rigorous content recognizes the need for today's graduates to be able to adapt to a rapidly changing world and career options. Consequently, leaders and educators need to cultivate competencies to graduate students who are prepared for college, careers, and civic success, regardless of moving goalposts.

But how do we build these sets of knowledge, skills, and dispositions in our students, educators, leaders, and school systems? And how do we begin to measure them to determine a learner has met the profile of a graduate?

Recent studies indicate that reviewing the kinds of knowledge, skills, and dispositions called for under the umbrella term *deeper learning* may be a powerful way to start assessing a graduate profile.[14] The definition of deeper learning includes a set of six interrelated competencies: mastering rigorous academic content, learning how to think critically and solve problems, working collaboratively, communicating effectively, directing one's own learning, and developing an academic mindset—a belief in one's ability to grow.[15] Deeper learning outcomes are best developed through learner-centered instruction. Many of these six deeper learning competencies have robust and reliable student-level measures, while quite a few are still in development and may never be appropriate for high-stakes measures or accountability data. While this complicates measuring a more robust profile of a graduate, this is a challenge we must embrace if our learning communities are to keep pace with the changing environment.

In sum, a way to think about these interrelated concepts is that *learner-centered, personalized approaches (the "how") **are the way** to get to deeper learning competencies (the "what") **on the way** to readiness for lifelong learning, meaningful work and civic participation (the ultimate "why," or outcome)*—for each and every student.

Guiding principles

The lead authors, steering committee, and advisory team members determined a number of guiding principles that we brought to the writing of these Leadership Competencies. Thus, the Leadership Competencies and supporting materials reflect an intention to:

- **Be embedded within a supported environment—including assessment and accountability systems, curricular freedom, technical assistance, and other structures—to ensure their success.** We recognize that many obstacles beyond leaders' control must be cleared in order to realize success in many of the competencies. The competencies are designed to inform practitioners who work in systems that are already supportive of innovative, learner-centered reforms. Our organizations, and many others, are committed to working alongside these innovative practitioners, as well as more broadly to ensure the policy and funding contexts reflect the learning aspirations for all students.
- **Be applied as a shared or distributed leadership approach.** The competencies are written to convey that every student and educator in the learning community has a leadership role to play. We recognize that, taken as a whole, the full set of Leadership Competencies is aspirational. No individual leader could be expected to master all of these skills and be able to demonstrate each one flawlessly at any given moment. Rather, our intent is to paint a vision of a shared leadership that calls for schools, districts, and states to "do differently," not just "do more."
- **Align with similar efforts to describe student competencies, educator competencies, system leader competencies, and system characteristics for deeper learning.** Our description of the innovative, learner-centered leaders is aligned with complementary efforts to describe the competencies that students need to gain mastery of deeper learning and eventually achieve college, career, and civic success; the competencies that educators need to teach in learner-centered, personalized learning communities; and the district and state regulations and policies needed to support these efforts at scale and over time.

- **Convey a firm and explicit commitment to equity.** These competencies describe the kinds of capabilities educators need to support success for all learners, regardless of socio-economic background, race, ethnicity, skill level, learning or physical ability or differences, age, gender, linguistic heritage, sexual orientation, immigrant status, religion, or culture. They are compiled from research, practice, and evidence that cross these categories. Wherever applicable, we make this commitment transparent.
- **Focus on knowledge, mindsets, and skills that go beyond general "good leadership" practices to emphasize areas that comprise successful approaches in transformational, rigorous, learner-centered, personalized settings.** Many existing standards and frameworks for education leaders include strong practices that are applicable in all settings.[16] Rather than reiterate these fundamentals, this framework highlights the specific competencies that are most applicable—and essential—to leadership in the distinct context of learner-centered, personalized environments in the midst of a constantly evolving field.
- **Instill a culture and structures that support educators in a personalized, empowering manner.** If we expect educators to pursue personalized approaches and set conditions for agency for their students, then we must expect leaders to do so for them. The Leadership Competencies point to leaders serving as facilitators of educators' learning and growth, much as the Educator Competencies take the perspective of educators as facilitators of students' learning.
- **Embrace the ways the contexts of education are changing.** For an increasing number of students in the U.S., education is no longer confined to a brick-and-mortar building of teacher-prep-trained professionals, nor an 8 a.m.- 3 p.m. day, nor a 180-day school year. The competencies are meant to be applicable in learning communities, to many different future focused contexts.

Users' Guide

We recognize that these Leadership Competencies call for substantial shifts in practice that will occur over time. The shifts that the competencies can guide leaders through are both deep and broad and recognize the need for frequent cycles of iteration and improvement. In the midst of a constant day-to-day crush of responsibilities, how can leaders—even those who are ready, already moving toward learner-centered, personalized approaches—begin to tackle such a monumental lift? As a start, we encourage readers to review the suggestions that follow and work with a comprehensive cross-functional team as a starting point for determining how these competencies could be implemented. We suggest approaches to break this deep change work into more manageable portions.

How might leaders use the Leadership Competencies?

Employ a collaborative approach to narrow and prioritize. First and foremost, as noted in the guiding principles, leaders must remember that they are not tackling all these competencies by themselves. We encourage leaders to build a team or coaching structure to help support this work. We also recommend picking only a few focus areas. This will make the work easier to begin and sustain. Keep in mind, less is more: do not take on the entire set of competencies at once. Do use a group process to select the priorities and order.

Start with the Vision, Values, and Culture domain. We suggest leaders begin with the competencies in the Vision, Values, and Culture domain to ensure the learning community is set up for success before tackling the other areas. Where to go next should be collectively determined by the team and based on the particular learning community's context.

Turn these competencies into a self-assessment rubric for the leadership team. The Leadership Competencies can be a tool for self-reflection on areas of strength and development for a set of leaders. This rubric could be used as a **self-assessment** tool only, or as a feedback and **benchmarking** tool, soliciting feedback from a broader group and marking development over time. Results from either approach will inform the cross-functional team as they together determine high-priority areas and targeted interventions.

Identify and develop three to five broad areas that are most important for your specific context for the year. Working with a cross-functional team, determine an individualized learning (community) plan for your setting. Identify a limited number of themes to tackle each year and the competencies to guide the work and assess outcomes. See below for recommendations, recognizing you may find other areas in the competencies more appropriate to prioritize for your context.

Priority theme/area	Related competencies*
1. Develop shared understanding of college and career readiness based on current research.	1 2 3 1 5
2. Attend to the social and emotional development of students and staff.	2 1 4 5 3
3. Authentically and meaningfully use data to inform decision making at all levels of the learning community.	3 5 6 5 4
4. Involve the broader community—whether through project-based learning, portfolio nights, internships, or ongoing co-design and feedback—in the critical work of building goodwill, informing, and supporting across the whole learning process and complete student experience.	1 5 3 3 6
5. Actively apply an equity lens to each step in this process (e.g., by individually examining grading, behavior, communication, and curriculum practice and policy to ensure full access and inclusion for all learners).	2 2 1 4 6 and all indicators marked with EI

* Sample competencies, not a complete list

Users' Guide

Cross-walk these competencies with the state standards for leaders. Teams can generate powerful discussion by examining this set of competencies side-by-side with the required standards the district or state already uses. Doing so will surface how these competencies build on the solid foundations of good leadership practice; provide opportunity for the learning community to celebrate how much they are already doing; and start to bridge the required standards to defining priorities for a more future-oriented vision of leadership.

Use the Educator Competencies and Leadership Competencies together for a year-long community text study. Ample supplemental resources are available via the appendices in both documents and the linked tools and resources on the digital version of the Educator Competencies. Access the Educator Competencies online at https://studentsatthecenterhub.org/resources/educatorcompetencies.

Take one domain at a time and work through it. Designate a domain per year and create action plans related to assessing competencies within it that need work, competencies that need sustaining, and strategies to get there.

No matter what you tackle, remember that changing beliefs and long-held behavioral patterns is deep, time-consuming, and worthwhile work. It is important to:

- Acknowledge and plan for the time this deep-change work entails.
- Capitalize on small wins and changes to keep up momentum.
- Recognize that providing opportunities in one school or school district may look different from another. This doesn't mean we can't achieve educational equity. It means leaders need to carefully consider and understand their context and may need to apply different methods to achieve the same ends depending on the school or school district.

In short, how might leaders approach this work so it does not become a giant, overwhelming checklist? Have open dialogue. Distribute responsibility. Prioritize. Take action. Assess progress. Repeat.

How can district- or state-level leadership use the Leadership Competencies?[17]

In order to construct this list of Leadership Competencies, we envisioned a learning community situated within a context where policy, funding, and regulation aligned to support the transformative nature of the work for the learners. We recognize this may be a far cry from the actual context many leaders find themselves operating within.

Thus, we encourage district administrators and state leadership also to consider ways they might support the efforts called for in both the Educator and Leadership Competencies. As a starting list of ideas, *district, school board, and state decision-makers* could use the competencies for:

- Driving visioning, goal-setting, and strategic planning processes, using both the Educator and Leadership competencies in conjunction
- Identifying training needs and/or developing a training and development program for leaders

- Conducting developmental benchmarking for individual performance review discussions
- Developing role specification/qualifications and determining interview questions for recruiting leaders
- Planning educator and staff induction, mentoring, on-boarding, and continuous growth models
- Supporting a self-review of the district/board/state's effectiveness and identifying strengths and areas for development
- Supporting accreditation efforts
- Collective bargaining
- Communicating school/district priorities to the media and community
- Helping design a gap analysis along the recruitment, preparation, and induction pipeline
- Helping inform how chiefs and board members think about **ESSA** implementation and future plans and guidance to local education agencies
- Using the competencies to define the innovation criteria in states in which there are "districts of innovation"

How can those in leader preparation and support use the Leadership Competencies?

Similar to district and state leaders, professionals in preparation and support roles all along the leadership pipeline play a significant role in whether these competencies can move beyond a few early adopters and innovators to help shape leadership for learning at scale. As a starting list of ideas, *higher education instructors, fieldwork supervisors, instructional designers, and professional developers* could use the Leadership Competencies for:

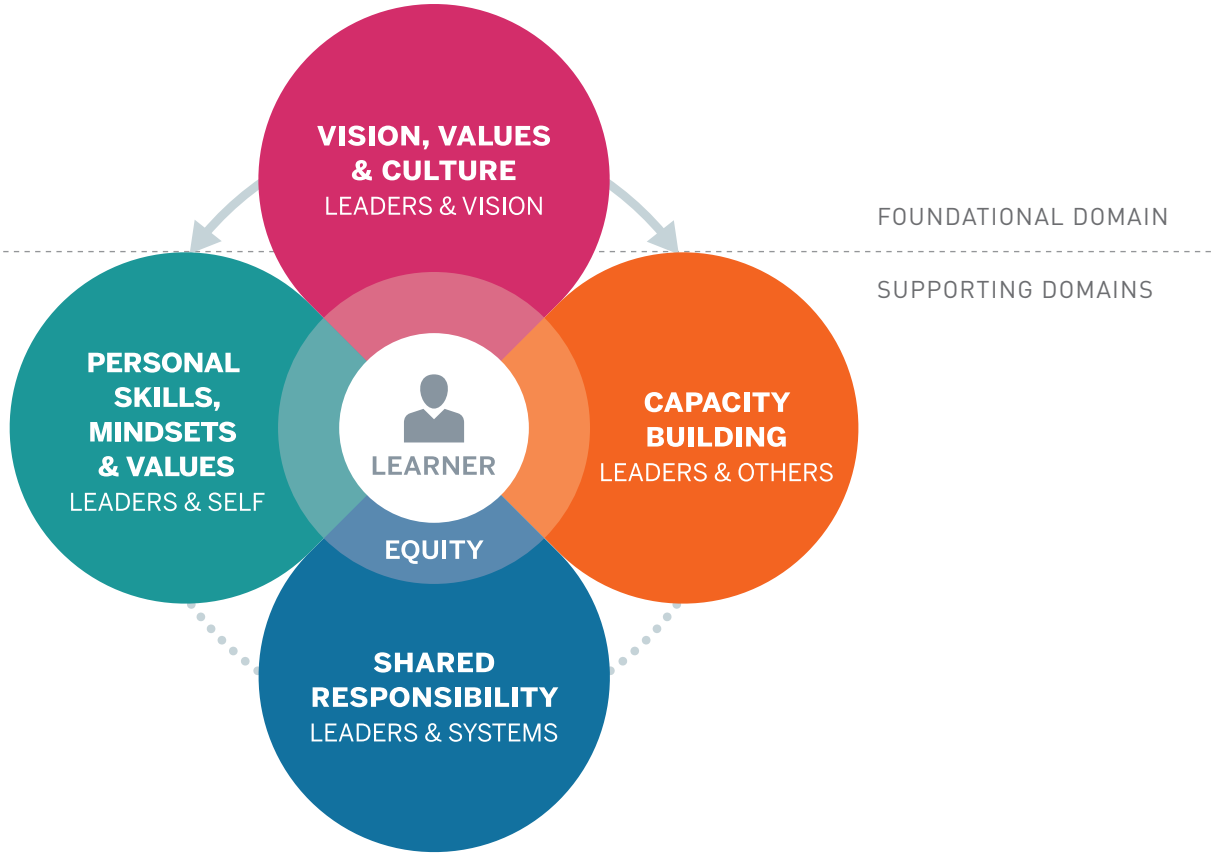
- Designing curriculum or modules for principal preparation programs, or designing a development and certification program
- Creating **micro-credentials** aligned to the competencies that include articulation agreements with leadership development programs or placement districts
- Offering locally run leadership academies and/or developing and supporting cohorts and peer networks for a community of practice approach
- Shaping the district's human resources talent activity from pipeline partnerships with universities, to leadership preparation, selection, placement, and on-boarding
- Using the competencies for self-evaluation and school inventory in their placement schools schools
- Guiding leadership supervisors. For example, the competencies could be shaped into a developmental rubric of competencies or skills to look for in a leader they are assessing

The Framework:

Leadership Competencies for Learner-Centered, Personalized Education

These competencies provide a complete and detailed vision of leadership for learning using an approach that embraces change management, improvement cycles, and transformation. They are organized with the learner at the center and issues of equity at the forefront and woven throughout.

While a static document with numbered sections forces the appearance of a progression or checklist of attributes, we envision these Leadership Competencies as an ongoing, iterative process embedded within an overall perspective in which the leader places learners at the center, as depicted in the figure below. Everything in the framework implementation centers on the graduate profile described earlier, along with a clear picture of each individual learner's strengths, interests, learning needs, beliefs, and underlying assumptions. Working out from the center, a clear focus on each student is completely surrounded by a commitment to equity—building the structures, supports, and high-quality instruction, assessment, and curriculum so that each and every student can achieve at his or her highest level.



With these two aspects at the center of the leaders' intent, leaders in learner-centered, personalized settings will strive for **competency** in four domains. The emerging evidence base and literature on leadership strongly favors leadership that starts with vision and values to guide instructional and capacity decisions.[18] Thus, in the Leadership Competencies, we strongly recommend the domain of Vision, Values, and Cultures as a foundation or starting point prior to tackling the other three domains. There is no specific order or progression through the supporting domains that encapsulate the leaders' personal skills, their ability to build others' skills to support innovative and ever-improving settings, and their ability to create and work within systems to encourage sharing of responsibility.[19] When and in what order leaders approach these supporting domains will be situational and context-driven. We recommend some ways leaders might prioritize and approach these in the Users' Guide.

FOUNDATIONAL DOMAIN:

Vision, Values, and Culture for Learner-Centered, Personalized Education | Leaders and Vision

The **Vision, Values, and Culture** domain encompasses leaders' ability to establish a learning environment where all students graduate with the knowledge, skills, and dispositions they need to succeed in college, career, and civic life. It emphasizes the importance of creating and maintaining an environment where all voices are valued and all experiences are viewed as opportunities to learn and grow.

SUPPORTING DOMAINS:

Personal Skills, Mindsets, and Values | Leaders and Self

The **Personal Skills, Mindsets, and Values** domain contains the competencies needed for leaders to personally demonstrate the vision, values, and culture represented in the first domain. These competencies describe leaders who model frequent and responsive monitoring of themselves and of the education environment in order to maintain a personalized, equitable, learner-centered school climate.

Capacity Building for Innovation and Continuous Improvement | Leaders and Others

Skills in the **Capacity Building for Innovation and Continuous Improvement** domain describe what leaders need to do to develop and perpetuate capacity across the learning community to embrace ongoing change in a learner-centered manner that improves learning. Key competencies in this domain include building capacity for all members of the learning environment and maintaining a culture of growth and improvement.

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

The **Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment** domain consists of the competencies required for leaders to create and maintain a learner-centered system of renewal and improvement, the structures to make it feasible, and to assess outcomes at all levels of the education environment.

The Framework: Leadership Competencies for Learner-Centered, Personalized Education

Applying an equity lens

CCSSO has adopted the following definition of educational equity in its recent *Leading for Equity* publication: "Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income." For the purposes of this work, the Leadership Competencies builds upon this definition to embrace the spirit of the National Equity Project's definition of educational equity[20] which, by its very nature, is learner-centered and personalized:

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. Working toward equity involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social, economic, or cultural factor.
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Applying an equity lens means evaluating both inputs and outputs for equitable distribution in a learning community.[21] On the input side, leaders need to keep a watchful eye on whether funding, educator quality, coursework, assessments, supports, and access to enriching experiences are available to all students according to their need and interest. Evaluating outputs entails looking at improvement and achievement markers, as well as graduation, disciplinary rates, and eventual postsecondary enrollment and credential completion.

We take both the input/output analysis from Aspen and CCSSO and the strengths-based principles from National Equity Project to highlight here overall equity considerations leaders must address. While these areas are broadly applicable to any education approach and not solely to a learner-centered, personalized approach, they are too important to leave unstated. The authors and reviewers intend the questions in each area to be comprehensive, but welcome recommendations for missing probes.

1. **Staffing.** Are effective policies and procedures in place to hire, maintain, and support staff diversity? Do staff receive or lead adequate training on issues of structural racism, trauma-informed counseling and instruction, the effects of poverty, and implicit bias to meet the needs of their student and community population? Do staff receive adequate development opportunity to acquire knowledge on the science of learning and development and the impact of adversity on learning? Are staff trained on how to encourage and support inclusion of all students, in particular students with special needs? Does every student have access to supportive and highly skilled teachers and, if not, are plans in place to remediate the situation swiftly? Are all staff provided appropriate opportunities to understand and compensate for their biases; and in extreme cases, can they be removed from the learning community?

2. **Resources and Opportunities.** Are resources equitably distributed so that all students can discover and cultivate their interests and progress toward achievement of high standards? Are there resources and strategies in place to facilitate inclusive opportunities for students with disabilities within and beyond school hours, including extended learning opportunities and extracurricular activities? Do all students have the ability and support to successfully participate on teams and **collaborative groups**? Are **expanded learning opportunities** supported so that all students can access them (e.g., means to buy sports equipment, instruments, or art supplies if a student can't afford them; buses for students with no transportation; online versions available if a student has to care for a family member after school)? Does every student have access to reliable internet before, during, and after school hours? Are use, training, and access to digital tools available equitably?

3. **Classroom Practices and Climate.** Do teachers establish **culturally responsive** classrooms and understand how their biases might impact their daily and long-term practices such as communications with/to students, group assignments, classroom participation, feedback, disciplinary, and grading decisions? Are teachers provided the opportunity to understand how to mitigate the impact of adversity, trauma, poverty, and stress on learning and students' readiness to learn? Are they empowered to use this information to improve classroom culture and behavior?

4. **Assessments.** Are assessments designed to capture, support, and inform each student's learning rather than each individual's language barriers or learning speed? Do educators understand how to design valid assessments and how to accommodate learning differences?

5. **Advocacy.** Do staff and leaders advocate on local, state, and national levels for policies, programs, and funding to ensure that learner-centered, personalized approaches are available and effective for all, including underserved students, special needs students, or English language learners? Are there productive partnerships with public and private sectors that promote learning community improvement, student learning, and local and global citizenry?

6. **Cultural Competency.** Are teachers provided with the support needed to lead family or community conversations about learning, cultural, and racial equity issues? Do school leaders and staff engage in respectful, meaningful, and ongoing ways with families and community members to promote and support students' learning?

The Framework: Leadership Competencies for Learner-Centered, Personalized Education

In addition to calling out these more universally applicable "equity checks," we have taken care to weave explicit attention to **equity and inclusion** concerns throughout each of the leadership domains. We note these with the icon EI

Recurrent themes

In addition to the equity lens, authors and reviewers identified five recurrent themes that are instrumental to leading in learner-centered, personalized environments. These themes are woven throughout each of the domains and provide an alternate way to sort and approach the competencies.

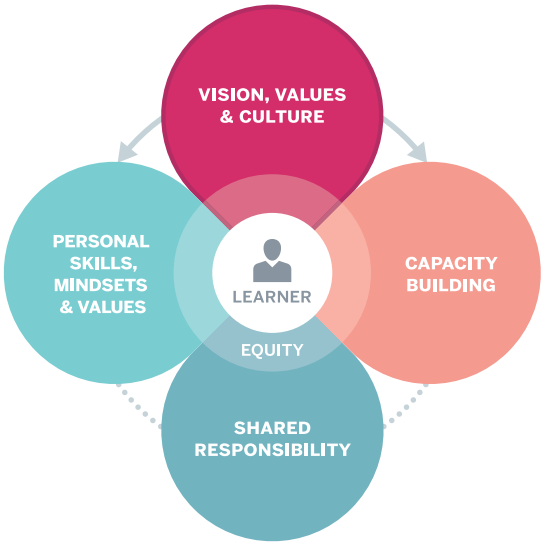
- RT **Risk-taking and innovation**
- CI **Continuous improvement**
- CM **Change management**
- LC **Learner-centered approaches**
- CA **Coherence and alignment**

We recognize that embracing the four domains, implementing them with a rigorous adherence to equity, and maintaining a clear focus on a modern profile of a graduate that keeps the learner and learning front and center is an ambitious "North Star." These competencies were designed for the innovators in conducive atmospheres, and even they will face many challenges in reaching for the stars. CCSSO, JFF, and the partners involved in this work will continue to advocate for aligned policies, funding, and accountability that makes the work more feasible, while recognizing we have far to go in many settings. Despite that distance and the complexity of the work involved, the partners (and many reviewers of the early drafts of these competencies) firmly believe that the current and next generation of educator leaders must adopt these competencies. Without making significant strides toward achieving them, we risk inadequately preparing our students for the uncertain futures they face. We will also be unable to ensure we prepare them in an equitable manner that closes, rather than exacerbates, already large opportunity and achievement gaps—and closing these gaps is something we must work toward.

FOUNDATIONAL DOMAIN:

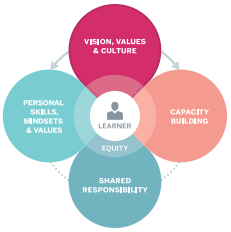
Vision, Values, and Culture for Learner-Centered, Personalized Education | Leaders and Vision

The **Vision, Values, and Culture** domain encompasses leaders' ability to establish a learning environment where all students graduate with the knowledge, skills, and dispositions they need to succeed in college, career, and civic life. It emphasizes the importance of creating and maintaining an environment where all voices are valued and all experiences are viewed as opportunities to learn and grow.



GUIDING QUESTIONS | Does the leadership team:

- Recognize that moving toward a learner-centered, personalized learning community requires deep examination of assumptions, beliefs, and practices, as well as clarity of purpose and action in the formation of a new vision?
- Ensure that learning-community stakeholders meaningfully engage in a collaborative process of building a shared vision to guide learning pathways for students to ensure they are ready for college, career, and civic life?
- Develop a learning culture in which each student, educator, and staff member feels accepted, respected, safe, challenged, and able to contribute to the learning community in meaningful ways, regardless of role (student, educator, etc.), socio-economic background, race, ethnicity, skill level, physical or learning ability, age, gender, linguistic heritage, sexual orientation, immigrant status, religion, or culture?
- Use the principles of learner-centered approaches[22] to guide processes at every level of the learning community, such as encouraging voice, leadership, and risk-taking; and tailoring content to meet capacity, passions, and needs of all?
- Model the importance of continuous improvement by engaging in a frequent community-wide process to take stock of the community's mission, vision, and culture, and employ a collaborative process to make improvements?



FOUNDATIONAL DOMAIN:

Vision, Values, and Culture for Learner-Centered, Personalized Education | Leaders and Vision

VISION, VALUES, AND CULTURE COMPETENCIES

Successful leaders in learner-centered, personalized settings will:

1 Create and share a vision to prepare students for the future via inclusive, learner-centered, personalized approaches

INDICATORS:

a. Through dialogue with all learning community stakeholders—educators, students, parents, business leaders, and other learning communities in the system—develop a shared "profile of a graduate" who is ready for college, career, and civic life.

b. Through dialogue with all learning community stakeholders–educators, students, parents, business leaders, and other learning communities in the system–develop a mission, vision, and core values that embrace the goal of college, career, and civic readiness for each student via learner-centered, personalized approaches.

c. Inspire and engage all adults and students in both the learning and broader communities to adopt and enact the vision and mission by: CM

   i. building the capacity of staff to implement effective strategies to achieve the vision (for more detail, See Domain III: Capacity Building)

   ii. collectively ensuring all decisions, resources, and structures are aligned to and support the vision (e.g., funding, use of technology, community supports, career exploration, use of time, grading policy) (for more detail, See Domain IV: Shared Responsibility and Structures)

   iii. participating in an ongoing process to co-develop, implement, and communicate strategic plans aligned with shared vision, mission, and values.

2 Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory

INDICATORS:

a. Create and sustain an environment in which each learner is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the learning community. EI LC

b. Create regular opportunities for staff to help all students reach and demonstrate their potential. EI LC

c. With staff, confront and alter **institutional biases** manifest in student marginalization, deficit-based learning, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. EI

d. Support and enhance students' social and emotional development through: EI LC

i. adopting practices shown to develop safe learning environments (e.g., community and family partnerships, trauma-informed pedagogies, restorative justice)

ii. ensuring that each student is valued through systems that foster and facilitate strong connections with other students and adults

iii. continually assessing systems and procedures to ensure the learning community environment is physically and emotionally safe and secure.

e. Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur. EI

f. Conduct and co-develop ongoing processes with staff and learners to understand how their personal experiences shape their interpretation of the world by: EI

i. developing routines and language that encourage respect and celebration of these experiences and differences

ii. identifying staff and students' strengths and assets for teaching and learning.

3 Establish and sustain a learning-focused culture of risk-taking and continuous improvement

INDICATORS:

a. Make learning the core of the mission and organizing force of the work (as opposed to teaching or grading) by: LC

i. ensuring that higher levels of learning for each and every student drive decision-making (and not standardized, inflexible, group-focused processes)

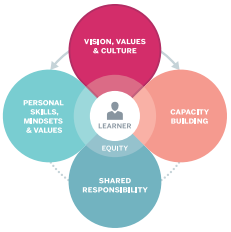
ii. problem solving with staff to remove barriers and increase learning opportunities when need arises.

b. Collaboratively monitor progress toward the mission, adjusting strategies as called for by changing expectations and opportunities for the learning community while maintaining a laser focus on high expectations for all and rigorous learning. CI

c. Establish a safe environment where seeking help and questioning—academically, mentally, and physically—is encouraged and barriers are reduced for adults and learners to do so. EI

d. Develop a culture in which uncertainty, risk, competing initiatives, and change are met with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. RT

e. Apply a growth mindset to problem solving across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of their learning. CI



FOUNDATIONAL DOMAIN:

Vision, Values, and Culture for Learner-Centered, Personalized Education | Leaders and Vision

4 Create norms that foster student voice, choice, and agency

INDICATORS:

a. Establish structures and policies that create a learning environment in which developmentally appropriate learner voice, choice, and growth mindsets matter and abound, via strategies such as: LC

   i. student-led and adult-supported, developmentally appropriate processes used to make choices, monitor progress, and set goals

   ii. establishing approaches to curriculum, instruction, and assessment that prioritize student co-design and choice

   iii. multiple options for students to demonstrate growth toward mastery of a standard or competency

   iv. students contributing to classroom or learning community decision-making processes, including **participatory-action research**, **place-based education**, **restorative circles**, and class meetings.

b. Develop, support, and celebrate educator agency as a model and means to providing **student voice** and **agency**. LC

c. Use techniques that ensure students of all learning abilities have the skills and competencies to access personalized (e.g. self-advocacy, self-determination). EI LC

d. Develop a system for monitoring student engagement as part of staff reviews.

5 Foster and maintain connections to local and global community

INDICATORS:

a. Promote the preparation of students' ability to live productively in and contribute to the diverse cultural contexts of a global society. EI

b. Infuse the learning community's environment with the cultures and languages of the students, their families, and educators. EI

c. Promote the participation among students and adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity—in leadership, teaching, and student learning processes and products—service, sustainability, social action, and digital-age collaboration. LC

d. Together with students and educators, strive to understand the pace and nature of change underway in the broader community, in terms of how it impacts the approach to education, local economy, makeup of the citizenry, and culture.

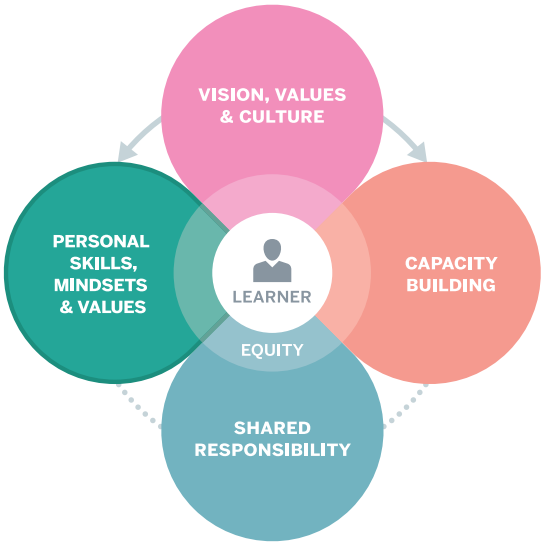
e. Support students and educators to create collaborative partnerships with peer educators, families, content experts, community members, businesses, and others outside the learning community that enhance individual and group learning. LC

f. Support educators to be explicit with students about the value of networks or communities and help them to access and experience that value, and to understand how to construct networks and communities pursuing their academic and career goals. LC

SUPPORTING DOMAIN:

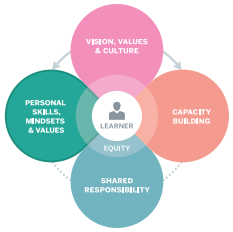
Personal Skills, Mindsets, and Values | Leaders and Self

The **Personal Skills, Mindsets, and Values** domain contains the competencies needed for leaders to personally demonstrate the vision, values, and culture represented in the first domain. These competencies describe leaders who model frequent and responsive monitoring of themselves and of the education environment in order to maintain a personalized, equitable, learner-centered school climate.



GUIDING QUESTIONS | Does the leadership team:

- Establish non-negotiables regarding equity and model the practice of approaching each member of the learning community with an assets-based approach to individual strengths, diversity, and culture?
- Demonstrate risk-taking and continuous improvement by employing transparent decision-making processes and displaying a receptivity to constructive criticism?
- Use current research, data, and observational evidence to inform decision making?
- Model being lifelong learners and help members of the learning community strive for and meet ambitious, long-term educational and professional goals?



SUPPORTING DOMAIN:

Personal Skills, Mindsets, and Values | Leaders and Self

PERSONAL SKILLS, MINDSETS, AND VALUES COMPETENCIES

Successful leaders in learner-centered, personalized settings will:

1 Have relevant content, instructional, human development, and technical knowledge and skills

INDICATORS:

a. Have a solid and observable grasp of the learning theory underpinning learner-centered, personalized approaches, including: LC

   i. appropriate curriculum, pedagogy, and level of choice for the developmental age of students

   ii. the impact that identity and emotional development, adversity, trauma, and stress can have on learning and a student's readiness to engage in learning.

b. Balance challenges with supports to optimize each educator's growth over time. CM

c. Demonstrate ability to navigate between district and state assessment, standards, and curriculum and how they interract in a personalized system. CA

d. Be trained in and emphasize the need for instructional leadership.

e. Observe and direct the use of data for continuous improvement in a personalized instruction system. CI

f. Model and promote appropriate and effective decision making and capacity when using technology as a tool to support personalized learning. CA

g. Have a solid grasp of universal design for learning (UDL) and how it applies to a whole range of elements of learner-centered, personalized approaches including curriculum design, strategic thinking, and procurement decisions. EI LC

h. Demonstrate awareness of different communication tools (e.g., face-to-face, newsletters, social media) and when to use each to help shape a narrative and deliver clear messaging.

i. Seek out and employ the latest technology to support collaboration, communication, teaching, and learning in a learner-centered, personalized context.

2 Demonstrate and effectively communicate a commitment to equity and learner-centered, personalized approaches

INDICATORS:

a. Demonstrate ability to reflect on one's place in society as it is shaped by class, race, education markers, and relative privilege, and to seek remedies for biases. EI

b. Recognize, respect, and employ an equity lens in which each student's strengths, diversity, experiences, learning differences, and culture are viewed as assets for teaching and learning. EI LC

c. Publicly model belief in the potential of every student to achieve at high levels through: EI LC

   i. regular staff and student exposure to student work that demonstrates student potential

   ii. regular staff and student exposure to examples of the staff's ability to help students reach their potential

   iii. never giving up on a student, ever

   iv. demonstrating courage to tackle fundamentally inequitable systems and historical forms of oppression that shape perspectives, practices, and privilege.

d. Build relationships with the primary adults in students' education, and accept responsibility for each student's academic success and well-being. LC

e. Reflect a genuine curiosity, the ability to develop trusting relationships, a belief in human potential, an orientation toward problem solving, and the ability to listen, empathize, and connect with others in communications and demeanor. LC

f. Clearly articulate non-negotiables, particularly regarding equity, high expectations, and building systems and processes from individual student strengths. EI

3 Demonstrate effective change management on an ongoing basis

INDICATORS:

a. Possess and/or develop skills and language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise and repeat, celebrate success). CM

b. Regularly read, scan, and share with others the research and evidence on the science of learning, development, and learner-centered, personalized approaches; modify practice and try new techniques accordingly.

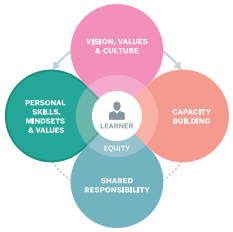
c. Possess the humility to not necessarily have all of the answers, but rather a willingness to listen and learn from others.

d. Understand the difference between times for input and co-development and times to make (sometimes tough) decisions. CM

e. Be capable of setting priorities to maintain the day-to-day functions of a learning community while still balancing the visionary and transformational aspects of leadership for learning. CA

f. Adopt a systems perspective and promote coherence among improvement efforts across programs, services, and community involvement to build an effective, aligned learning environment. CA

g. Build relationships, partnerships, and pathways, and advocate as necessary with other education settings, the broader community, business leaders, and policymakers to support both steady-state and change efforts. CM



SUPPORTING DOMAIN:

Personal Skills, Mindsets, and Values | Leaders and Self

4 Model being a risk-taker and innovator

INDICATORS:

a. Understand and make frequent use of techniques that help devise creative and innovative solutions to challenges in improving learning (e.g., **design thinking**, continuous improvement, **improvement science**, and **rapid prototyping**). RT

b. Continually read and interpret the learning environment in order to identify patterns, need for development, and leverage points for new and innovative actions.

c. Use evidence and strategic priorities as a basis for decision-making. CI

d. Manage uncertainty, risk, competing initiatives, and internal/external politics of change with courage, perseverance, and a professional demeanor, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. RT

e. Have appropriate levels of vulnerability, humility, and ability to admit mistakes.

f. Seek out and engage with educators or others within and beyond the immediate learning community to build support and learning networks with those who take innovative and risky approaches on behalf of improving civil society.

5 Exemplify being a life-long learner with a growth mindset

INDICATORS:

a. Demonstrate ability to strive toward ambitious, long-term educational and professional goals that advance leadership in a personalized setting.

b. Use formal and informal feedback to improve performance on an ongoing basis and have a plan for personal professional growth. CI

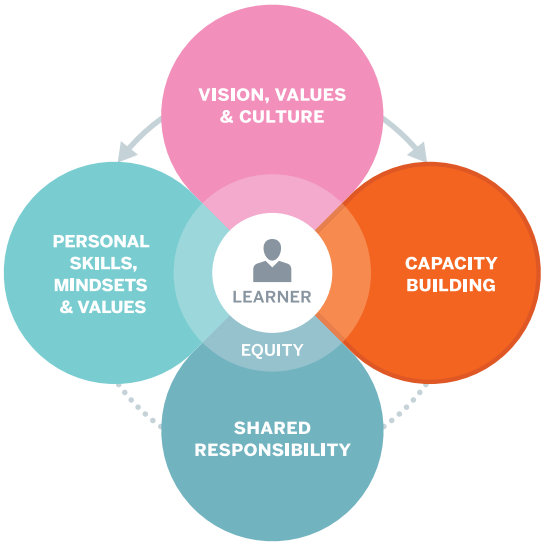
c. React to disappointment, error, and setbacks in a manner that enables learning and growth.

d. Openly reflect on and revise personal behaviors and seek to instill that mindset in others. CI

SUPPORTING DOMAIN:

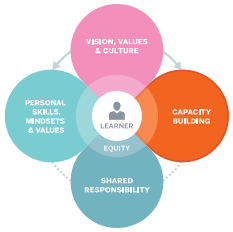
Capacity Building for Innovation and Continuous Improvement | Leaders and Others

Skills in the **Capacity Building for Innovation and Continuous Improvement** domain describe what leaders need to do to develop and perpetuate capacity across the learning community to embrace ongoing change in a learner-centered manner that improves learning. Key competencies in this domain include building capacity for all members of the learning environment and maintaining a culture of growth and improvement.



GUIDING QUESTIONS | Does the leadership team:

- Promote development of leadership skills and actions at all levels of the learning environment?
- Encourage innovation from staff and students?
- Support staff to take ownership of each student's learning progress and outcomes, and empower students as leaders of their own learning?
- Establish a culture of professional development for formal and informal observation among staff to model peer feedback and improve practice?
- Promote continuous improvement for all educators, regardless of tenure or skill level, and allow space for collaboration and professional learning in ways that mirror the personalized student-learning environment?
- Value community culture in hiring and onboarding by seeking those with growth mindset, collaboration skills, ability to respond constructively to critical feedback, commitments to equity and confronting oppression, and the belief that all students can succeed when given appropriate and equitable supports?
- Provide opportunity and support for staff to identify implicit biases that run counter to their values and beliefs, which they can work to uncover and overcome?
- Recognize the need to be flexible and to change course when the need arises?



SUPPORTING DOMAIN:

Capacity Building for Innovation and Continuous Improvement | Leaders andOthers

CAPACITY BUILDING COMPETENCIES

Successful leaders in learner-centered, personalized settings will:

1 Build and sustain an effective team

INDICATORS:

a. To the extent possible, recruit, hire, support, develop, and retain effective and caring teachers and other professional staff who exhibit willingness to be active contributors to the values and approaches of the learner-centered, personalized setting and are committed to achieving equitable outcomes. EI

b. Plan for and manage staff turnover and succession in order to maintain the risk-taking, innovative, learner-centered culture via opportunities for effective hiring, induction, and mentoring of new personnel. CA

c. Strategically employ methods to enable staff to stretch themselves and learn in the learner-centered, personalized setting, such as:

   i. assigning highly effective educators to students most in need

   ii. building from the strengths of existing staff by teaming them with new teachers

   iii. creating opportunities for teachers across disciplines to collaborate

   iv. soliciting educator input on deployment strategies.

d. Provide and develop numerous teacher-leadership pathways that enable educator voice and professional advancement without leaving the classroom (e.g., instructional coaches, curriculum coordinators, shared administration).

e. Act quickly and effectively to remove an educator from learning community if educator doesn't respond to repeated attempts to remove obstacles to teaching (e.g., persistently displays a fixed mindset, inability to improve, low expectations for students, unwillingness to prioritize equity).

2 Develop instruction that improves learning

INDICATORS:

a. Reference the Educator Competencies for a complete set of instructional approaches that are learner-centered and personalized. LC

b. Work with staff to implement learning community-wide routines to maximize instructional time, establish coherence, ensure seamless transitions, and maintain focus on achieving the learning community's vision of personalized learning. CA

c. Ensure time and support for collaboration among teachers and their ability to pursue their passions, interests, and personal development in service of improving learning and learning conditions.

d. Facilitate and connect staff to learning communities and experiences that stimulate, nurture, and support their ability to develop their own and lead others in personalized learning approaches. LC

e. Deliver actionable feedback about instruction and other professional practices via coaching approaches that: CI

   i. are **job-embedded** and use teacher leaders or partnerships with area education agencies to distribute leadership and responsibilities

   ii. employ educators' ability to self-assess

   iii. use multiple means of employing summative and formative data to understand individual educator's performance

   iv. place ultimate accountability for learning in teams and groups of educators.

f. Develop educators' ability to help students self-reflect and **self-regulate** via strategies such as goal setting and self-assessment with particular attention to building in appropriate supports for students who have not previously had sufficient or equitable opportunities to exercise voice and choice. EI

3 Support a culture of risk-taking and continuous improvement for educators[23]

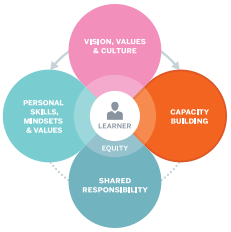
INDICATORS:

a. Develop and promote leadership among students and staff for cycles of inquiry, planning, experimentation, and innovation where the learning community strives to continually improve learning and adhere to values of a learner-centered, personalized approach. CI RT

b. Adopt an orientation toward a strengths-based, continuous improvement approach for all educators that is personalized to their learning needs. LC

c. Provide customized support that pays careful attention to each educators' background, where education, previous training, or institutional norms may prove a challenge to their ability to take risks or a transparent approach to discussing their mistakes. EI

d. Create structures and approaches that carefully acknowledge, respect, and support the vulnerability inherent in innovation and risk-taking (e.g., educator-led development sessions, open dialogue on problem solving, meaningful student input and co-creation, developmental evaluations rather than punitive ones). RT



SUPPORTING DOMAIN:

Capacity Building for Innovation and Continuous Improvement | Leaders and Others

4 Build educators' capacity for assessment for learning and strategic data use[24]

INDICATORS:

a. In addition to leadership's data monitoring, support all educators to employ multiple assessment strategies that: EI

   i. are consistent with knowledge of child learning and development, including the effective use of **formative assessment** practices and the use of **summative assessments** (e.g., **performance assessments**, **competency-based assessments**, **curriculum-embedded assessment**, computer-adaptive testing, and student self- and **peer-assessment**)

   ii. encourage and engage students in age-appropriate regular monitoring, interpretation, and interventions based on learning data

   iii. support staff's (along with students, parents, and broader community as appropriate) ownership of and accountability for monitoring overall learning community progress toward student learning goals.

b. Build and develop the capacity of educators to conduct frequent, formal and informal observations to collect and discuss evidence and provide supportive feedback of each other's practice (e.g., through collaborative teacher teams, faculty learning walks. CI

c. Build and sustain the relationships that nurture a peer feedback culture that is safe, respectful, expected, and productive. RT

d. Use tools and protocols to develop community partners' understanding of design processes, continuous improvement, and focus on learner agency. CI

5 Deliver strategic and personalized professional learning

INDICATORS:

a. Co-design and co-implement job-embedded, personalized, educator-designed and driven professional learning with faculty and staff. LC

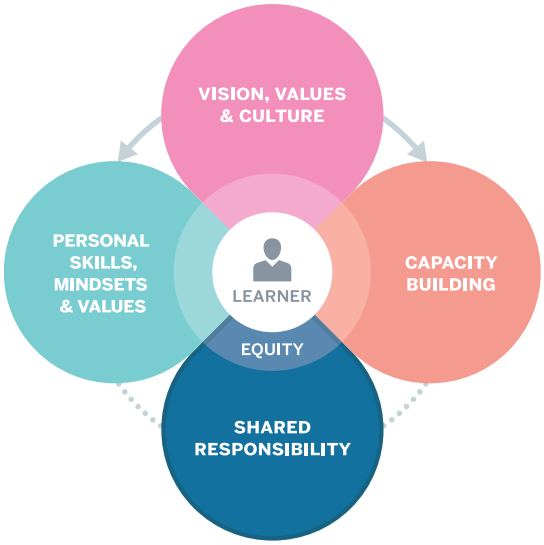
b. Model professional learning after the education community's learner-centered, personalized approaches (e.g., professional development that uses competency-based or **flipped classroom techniques**, educator-selected micro-credentials, or **Individual Professional Learning Plans**). LC

c. Develop the capacity and commitment of staff to assess the value and applicability of emerging educational trends and research findings for the learning community and its improvement.

SUPPORTING DOMAIN:

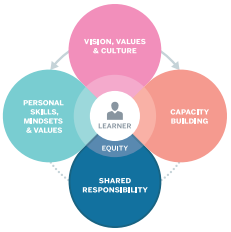
Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

The **Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment** domain consists of the competencies required for leaders to create and maintain a learner-centered system of renewal and improvement, the structures to make it feasible, and to assess outcomes at all levels of the education environment.



GUIDING QUESTIONS | Does the leadership team:

- Establish teams, ad hoc committees, innovation units, or other structures that help organize and support the cycles of continuous improvement and innovation?
- Establish and require a holistic system of assessments to obtain a complete picture of student learning, skills, gaps, strengths, weaknesses, interests, and aspirations and mirror this assessment approach with a **comprehensive school-quality review process**?
- Empower students, staff, and parents to understand how to use assessment outcomes and student data to make informed decisions, including the design of student learning opportunities and professional learning?
- Employ and regularly review appropriate, functional, and up-to-date tools and systems to enable personalized learning and assessment?
- Provide ongoing opportunities for leadership, seeking feedback, and listening to voices across the learning community (staff, students, parents), that guide decision making?
- Design collaborative educator teams to instill the understanding that the success of each student is a shared, not individual responsibility?



SUPPORTING DOMAIN:

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

SHARED RESPONSIBILITY COMPETENCIES

Successful leaders in learner-centered, personalized settings will:

1 Create structures to support and spread innovation

INDICATORS:

a. Establish teams, ad hoc committees, innovation units, or other structures that help organize and support a sense of ownership, autonomy, and alignment for the cycles of continuous improvement and innovation. CI RT

b. Understand and implement a "loose-tight" leadership structure in which certain standards, values, and principles are transparent and firm; while means and methods are left to the discretion of the education professionals. CA CM

c. Encourage faculty-initiated improvement of programs, practices, and shared determination of policy and problem solving. CI RT

d. Create routines that encourage the faculty to share professional learning and promising practices in order to spread successful innovation throughout the learning community. RT

2 Use assessment for and as learning[25]

INDICATORS:

a. Whenever possible, ensure standards and assessments connect to **real-world** experiences and college-, career-, and civic life-ready knowledge, skills, and dispositions. LC

b. Work with educators to apply quantitative and qualitative data systematically and in a timely manner to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to design and modify personalized learning paths toward meeting school, district, and state standards. EI LC

c. Employ an approach to assessment and curriculum design that reduces barriers and optimizes levels of challenge and support, to meet the needs of all learners from the start—also known as **Universal Design for Learning**. EI LC

d. Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student-led parent-teacher conferences, or **capstone projects**). LC

SUPPORTING DOMAIN:

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

3 Establish collective accountability

INDICATORS:

a. Align learning community's accountability measures with a culture of risk-taking to ensure that accountability structures, systems, and measures support rather than inhibit risk-taking and continuous improvement. CA RT

b. Among multiple stakeholders, including students, teachers, boards, community, unions, and others, foster shared understanding of and commitment to the **multiple measures** and indicators for which the learning community will be held accountable, how progress will be determined, and what will be done in response to results (sometimes called "relational accountability"). CM

c. Use a comprehensive school-quality review process to engage the learning community, including students, teachers, boards, community, unions, and others in reviewing results and implementing improvements. CM

d. Work with the learning community, including students, teachers, boards, community, unions, and others to ensure college- and career-ready standards are anchored in deeper learning competencies, including core academic knowledge, that are recognized by higher education, employers, and parents as critical to success. CA LC

e. Work with outside agencies (departments of education, NCAA Clearinghouse, etc.) to create structures and processes that integrate inside- and outside-of-school learning for seamless transition to postsecondary. CA LC

f. Seek to understand, and when necessary combat, accountability (and assessment) policies that prevent or inhibit a learner-centered, personalized environment. CA

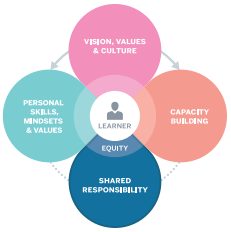
g. Build the capacity over time of educator teams to oversee complex projects, lead others, and conduct peer observations, including a rigorous, consistent educator improvement system that provides timely, **evidence-based**, and actionable feedback. CI

4 Foster systems that support personalization

INDICATORS:

a. Foster flexible schedules, calendars, use of space, and credit and grading systems that enable learner-centered, personalized approaches (e.g., **dual enrollment**, competency based, blended learning, expanded learning opportunities, **work-based learning**, internships). CA

b. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation of personalized, learner-centered approaches.



SUPPORTING DOMAIN:

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

c. Enhance ability to provide real-time assessment and learning tracking with new digital tools.

d. Seek, acquire, and manage the fiscal, physical, and other resources needed to support implementation of a learner-centered, personalized approach and creating inclusive learning environments and opportunities (e.g., curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement). CA

e. Regularly review calendar, grading, and technical systems with the learning community to assess effectiveness and equity in application and access, and improve as necessary. EI

5 Enhance continuous improvement and personalized approaches with the use of technology

INDICATORS:

a. Understand how technology can be used to support learning, teaching, and operational efficiency in alignment with the learning community's mission, goals, and core values. CA

b. Understand interoperability of data and technical standards to ensure money isn't wasted on systems that don't function together or exchange data well. CA

c. Develop an evaluative and inclusive process to determine which technologies offer the greatest potential to advance learner-centered, personalized approaches and equity, and use data to evaluate their success.

d. Communicate and collaborate with others to conduct a gap analysis of skills needed to move toward the use of technology by each learning-community member. CM

e. Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology for learning, its infusion across the curriculum, access, and connections to personalized learning goals.

f. Develop shared understanding and effective use of the potential of technologies, digital content, and social media as tools to transform learning environments and learner experiences through application such as expanded learning opportunity, analytics to better personalize learning, and to streamline processes so that scarce resources and most valued assets can be allocated to learning. CA

SUPPORTING DOMAIN:

Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment | Leaders and Systems

6 Use communication approaches that enable shared responsibility

INDICATORS:

a. Provide ongoing opportunities for leadership, seeking feedback, and listening to voices across the learning community (staff, students, parents) that guide decision making. CI

   i. Regularly seek input on ways these opportunities could be enhanced

b. Acknowledge different stakeholders and constituencies whose trust and confidence must be gained, and differentiated strategies and feedback loops to support each (students, adults in the learning community, families and immediate community, the broader public, policymakers). EI

c. Strive to translate more abstract ideas into tangible and realistic next steps in which people can locate their own role, so that complex problems and concepts do not overwhelm the community's ability to engage in problem solving and action. EI

d. Ensure educators, students, and parents understand how to use assessment data appropriately to monitor student progress, improve learning, and communicate about data and improvements through strategies such as: EI

   i. Transparency in reporting

   ii. Clear communication that any data point is just a snapshot and doesn't define the learner

   iii. Sensitivity to the needs of different audiences when sharing data and information, including explaining how data and evidence are used and how decisions are made

   iv. Student co-construction of criteria for proficiency or quality

Appendix A

Original Source Frameworks and Leadership Standards

"Blueprint for Success." *EdFuel*, 2017. Web. 20 Jul. 2017.

"A Competency Framework for Governance: The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts." *Department for Education and National College for Teaching and Leadership*. London, England: Department for Education, 2017.

"Dallas ISD Aspiring Principals Program Leadership Performance Standards Matrix." *NYC Leadership Academy.* Long Island, NY, 2017.

"Educator Competencies for Personalized, Learner-Centered Teaching." *Students at the Center Hub.* Jobs for the Future, 2015. Web. 20 Jul. 2017.

"ISTE Standards Administrators." *International Society for Education in Technology in Education.* Society for Technology in Education, 2009. Web.

The Learning Accelerator (Draft). Leadership Competencies, 2015. (unpublished)

"National Policy Board for Educational Administration." *Professional Standards for Educational Leaders 2015.* Reston, VA: NPBEA, 2015.

Principal Evaluation Rubric. *New Leaders: Principal Evaluation Handbook.* New York, NY: New Leaders, 2012.

Wilhoit, G., Pittenger, L., & Rickbaugh, J. *Leadership for Learning: What is Leadership's Role in Supporting Success for Every Student?* Lexington, KY: Center for Innovation in Education, 2016.

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Anytime/anywhere learning	Students have equitable opportunities to learn outside of the typical school day and year, and outside of the classroom or school. In short, the school's walls and schedules are viewed as permeable. (Closely related terms: blended learning, internship/externship, project-based learning, real-world learning)	"The Students at the Center Framework." http://studentsatthecenterhub.org/interactive-framework/
Benchmarks	Discrete and measurable learning objectives by which a teacher demonstrates competency.	Wolfe (2012), p. 12
Blended learning	Any formal education program in which a student learns in part through online learning, with some element of student control over time, place, path, and/or pace. Students learn at least in part in a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. High quality blended learning combines the best of face-to-face instruction with the best of what we know about how to provide learning online.	Patrick & Sturgis (2015), p. 17
Capstone projects	Also called a capstone experience, culminating project, or senior exhibition, among many other terms, a capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school, or at the end of an academic program or learning-pathway experience. While similar in some ways to a college thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance. For example, students may be asked to select a topic, profession, or social problem that interests them, conduct research on the subject, maintain a portfolio of findings or results, create a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, for example), and give an oral presentation on the project to a panel of teachers, experts, and community members who collectively evaluate its quality.	Ed Reform Glossary. http://edglossary.org/capstone-project/

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Collaborative group work	Students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported, as well as challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all students.	"Common Instructional Framework." http://www.jff.org/services/early- college-design-services/common- instructional-framework
Competency	The enduring understanding of content and skill an educator needs in a specific domain. Each competency is relevant and necessary for future learning.	Wolfe (2012), p. 12
Competency education	Students move ahead based not on the numbers of hours they spend in the classroom, but on their ability to demonstrate that they have actually learned the given material, reaching key milestones along the path to mastery of core competencies and bodies of knowledge (often represented by the phrase "learning is the constant, time is the variable"). Tasks and learning units might be individual or collective, and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Further, each student must be provided with the scaffolding and differentiated support needed to keep progressing at a pace appropriate to reaching college, career, and civic outcomes, even when unequal resources are required to achieve a more equitable result. (Closely related terms: proficiency-based learning/education, mastery-based learning/education)	"The Students at the Center Framework"; for a more detailed definition, see the CompetencyWorks Wiki: http://bit.ly/1P1w8LX
Competency-based assessment	In a competency-based assessment, the assessor makes a judgement of competency against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.	"VET Glossary." https://store.ibsa.org.au/sites/default/files/media/Glossary.pdf

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Comprehensive school-quality review process	A comprehensive school-quality review process is designed to approach the question of school quality based on evaluating the extent to which schools live up standards across multiple measures. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results). The school quality review process includes developing review teams, conducting a school selfÐreflection, analyzing varied data and results, and conducting an extensive, multi-day school site visit.	Oakland Unified School District. http://qualitycommunityschools.weebly.com/school-quality-review.html
Computer adaptive testing	Computer-adaptive tests are designed to adjust their level of difficulty—based on the responses provided—to match the knowledge and ability of a test taker. If a student gives a wrong answer, the computer follows up with an easier question; if the student answers correctly, the next question will be more difficult. Considered to be on the leading edge of assessment technology, computer-adaptive tests represent an attempt to measure the abilities of individual students more precisely, while avoiding some of the issues often associated with the "one-size-fits-all" nature of standardized tests.	Ed Glossary. http://edglossary.org/computer-adaptive-test/
Continuous improvement	Any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.	Ed Glossary. http://edglossary.org/continuous-improvement/
Cultural responsiveness	Learners are provided opportunities to engage with content through various cultural lenses and perspectives, and draw from their cultural background to build their learning.	"Personalized Learning." http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm
Curriculum embedded assessment	Curriculum-embedded performance assessment are assessment tasks that are integral parts of instructional modules or units, not isolated tasks held secure and assigned to students during fixed testing windows a few times during the academic year.	Wet Ed, Raising the Bar on Education: http://raisingthebar.wested.org/blog/helping-students-stay-path-mastery-formative-assessment-pd-resources-beal)

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Deeper learning	A set of competencies students must possess to succeed in 21st century jobs and civic life, including: 1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn 6. Develop academic mindsets (Closely related: 21st century skills: critical thinking, collaboration, communication, creativity, perseverance)	Educator Competencies glossary. https://studentsatthecenterhub.org/resources/educatorcompetencies/
Design thinking	An orientation to learning that encompasses active problem solving and marshalling one's ability to create impactful change. Design thinking focuses on needfinding, challenging assumptions, generating a range of possibilities, and learning through targeted stages of iterative prototyping. A key component of the process is fostering the ability to not only solve problems, but to define problems.	Stanford University REDLab: http://web.stanford.edu/group/redlab/cgi-bin/faq.php
Dual enrollment	The term dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs or educational institutions. The term is most prevalently used in reference to high school students taking college courses while they are still enrolled in a secondary school (i.e., a dual-enrollment student), or to the programs that allow high school students to take college-level courses (i.e., a dual-enrollment program). For this reason, the term early college is a common synonym for dual enrollment.	Ed Glossary. http://edglossary.org/dual-enrollment/
ESSA	The Every Student Succeeds Act, signed into law in December 2015. There are many modern policy implications, for example, it extends No Child Left Behind's requirement that schools test students annually, disaggregate the results, and report them to the public. It also frees states to redesign most other aspects of their accountability systems.	*Advancing Deeper Learning Under ESSA: Seven Priorities*. http://www.jff.org/publications/advancing-deeper-learning-under-essa-seven-priorities

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Evidence-based practices	A widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are evidence-based decisions, evidence-based school improvement, and evidence-based instruction. The related modifiers data-based, research-based, and scientifically based are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings.	Ed Glossary: http://edglossary.org/evidence-based/
Expanded learning opportunities	Also called extended learning time (ELT), the term expanded learning time refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. For this reason, expanding learning time could be considered a de facto reform strategy, since expanding learning time is typically needed or proposed only when students are not performing or achieving at expected levels. (One exception would be optional learning-enrichment programs, which may increase the amount of time students are learning, but that may also viewed as elective or nonrequired opportunities for students to enhance or further their education.) Extended (or expanded) school days and school weeks are also used as a strategy for increasing the amount of time students receive instruction; engage in learning opportunities in areas such as sports and arts; learn through non-traditional experiences such as apprenticeships or internships; or get academic support as part of their school days or years.	Ed Glossary: http://edglossary.org/expanded-learning-time/

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Flipped classroom	The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it.	Educause Learning Initiative: https://net.educause.edu/ir/library/pdf/eli7081.pdf
Formative assessment	Multiple means of learning (demonstration, conversation, dialogue, mini quiz) are used to plan next steps for individual students.	"Personalized Learning."; The Best Value in Formative Assessment, ASCD http://www.ascd.org/publications/ educational-leadership/dec07/ vol65/num04/The-Best-Value-in-Formative-Assessment.aspx
Growth mindset	The belief that one's most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.	"What is Mindset." http://mindsetonline.com/whatisit/about/index.html
Improvement science	Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships	Carnegie Foundation. https://www.carnegiefoundation.org/our-ideas/
Individual learning plan	Each learner follows a unique path based on his or her individual readiness, strengths, needs and interests.	"Personalized Learning."
Institutional biases	Those established laws, customs, and practices which systematically reflect and produce group-based inequities in any society. An institution may be biased whether or not the individuals maintaining those practices have biased intentions	Understanding Institutional Bias. https://www.aaaspolicyfellowships.org/sites/default/files/pdfs/7a.%20Reducing%20Bias%20-%20Thomas.pdf

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Job-embedded professional development	Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning	"Learning Forward." Darling-Hammond & McLaughlin, 1995; Hirsh, 2009. https://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf
Learner-centered	See student-centered. Sometimes used to indicate an older or professional population in the learner role.	Students at the Center FAQs and Definitions http://studentsatthecenterhub.org/wp-content/uploads/2015/04/ SATC-FAQ-Definitions-010815.pdf
Mastery, mastery-based learning	Targeted level of achievement in a standard or learning goal. 'Demonstrating mastery' is synonymous with 'demonstrating proficiency' or 'meeting the standard. Mastery-based learning allows students to progress after achieving mastery.	Maine Department of Education. http://mainelearning.net/wp- content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx
Micro-credentials	Mini-degrees or certifications in a specific topic area. These can often be earned in competency-based, online or blended, personalized learning environments.	Digital Promise. digitalpromise.org
Multiple measures	Multiple measures accountability strategies that provide multiple ways for students to demonstrate competence; incentives for engaging students in more in-depth instruction around inquiry, problem-solving, and performance; and information about student learning that can be used to improve instruction. Multiple measures should be complementary and contribute to a comprehensive picture of the quality of learning in classrooms, schools, school systems, and states	Stanford Center for Opportunity in Education: https://edpolicy.stanford.edu/sites/default/files/publications/multiple-measures-approaches-high-school-graduation.pdf and https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Participatory action research	In schools, participatory action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. Participatory action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs.	Ed Glossary: http://edglossary.org/action-research/
Peer assessment	Students give informed feedback to one another on an assignment. Effective peer assessment is related to clear standards and is supported by a constructive critique process. Peer assessment is a valuable tool because feedback from peers can be delivered with more immediacy and in greater volume than teacher feedback. Peer assessment should happen during the learning process, on works-in-progress, and be followed by opportunities for students to use the feedback they received to revise their work.	"Student-centered Assessment Guide: Peer Assessment." http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/
Performance assessment	Performance assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called "authentic assessments," since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.	Ed Glossary: http://edglossary.org/assessment/

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Personalized learning	As much as possible, instruction is customized to students' individual developmental needs, skills, and interests. In a personalized experience, students develop connections to each other, their teachers, and other adults that support their learning. Ways to build toward personalized learning include: co-designing an individual learning plan and scaffolding supports and interventions for each learner.	"The Students at the Center Framework."
Place-based education	Place-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments. Place-based learning is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. Synonyms include community-based education, and place-based learning among other terms.	Ed Glossary: http://edglossary.org/community-based-learning/
Project-based learning	PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.	"What is Project Based Learning?" http://bie.org/about/what_pbl
Rapid prototyping	Rapid prototyping involves the development of a working model of an instructional product that is used early in a project to assist in the analysis, design, development, and evaluation of an instructional innovation. Many view rapid prototyping methods as a type of formative evaluation that can effectively be used early and repeatedly throughout a project.	"The Nature of RP." http://www.uky.edu/~gmswan3/609/Jones_Richey_2000.pdf
Real-world learning	Educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.	Ed Reform Glossary. http://edglossary.org/authentic-learning/

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Restorative circle	A restorative circle is a community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants, and guided by a community member. The process ends when actions have been found that bring mutual benefit.	Restorative Circles. https://www.restorativecircles.org
Self-assessment	Students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. It is a tool that can promote learning if it is used while the learning is taking place. In order for self-assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before it is due for grading. After students self-assess and revise their work, they can turn it in for a grade.	"Student-centered Assessment Guide: Peer Assessment." http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/
Self-regulation	What students do to generate and sustain their engagement. To be self-regulated is to be goal-directed and demonstrate control over and responsibility for one's focus and effort when engaged in learning activities.	Toshalis & Nakkula (2012), p. 18; UDL Guidelines - Version 2.0: Principle III. Provide Multiple Means of Engagement
Standard	Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method.	Educator Competencies glossary. https://studentsatthecenterhub.org/resources/educatorcompetencies/
Student agency	A student's initiative and capacity to act in a way that produces meaningful change in oneself or the environment.	Toshalis & Nakkula (2012)
Student choice	Learners have significant and meaningful choices regarding their learning experiences.	"Personalized Learning."

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Student voice	Learners have significant and meaningful input into decisions that will shape their learning experiences and those of their peers either in or outside of school settings.	"Personalized Learning"; Toshalis & Nakkula (2012)
Student-centered	Integrating personalization, anytime, anywhere learning, competency education, and student ownership to foster postsecondary, career, and civic success.	"Students at the Center FAQs and Definitions" http://www.jff.org/sites/default/files/iniatiatives/files/SATC-FAQ- Definitions-010815.pdf
Student-owned	Students understand how to get "smarter" by applying effort strategically to learning tasks in various domains and content areas. They have frequent opportunities to direct and to reflect and improve on their own learning progression toward college and career ready standards with the help of formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation when necessary. Students also support and celebrate each other's progress and experience a sense of commitment and belonging to the learning group. (Closely related terms: student voice and choice, student agency)	"The Students at the Center Framework."
Summative assessment	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught. Since summative assessments are given at the conclusion of a specific instructional period, they are generally evaluative, rather than diagnostic.	Ed Glossary: http://edglossary.org/summative-assessment/

Appendix B

Glossary

TERM	DEFINITION	SOURCE
Universal design for learning	Providing content via multiple means of engagement, representation, action, and expression. UDL provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.	Pellegrino & Hilton (2012)
Work-based learning	Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term "work-based" does not mean the experience must occur at a workplace or during the standard "work day."	"The Students at the Center Framework."

Appendix C

Methodology and Reviewers

In 2015, Jobs for the Future and the Council of Chief State School Officers led a process to generate a set of Educator Competencies for Personalized, Learner-Centered Teaching. These competencies are grounded in research and synthesize and expand on 10 existing frameworks for educators. Through rich feedback from educators and thought leaders, the resulting document reflects an aspirational approach to education to ensure that all students graduate ready for college, career, and civic success.

Throughout the writing and dissemination of the Educator Competencies, the writing team heard that effective leadership would be instrumental in the implementation of the competencies. In response to that feedback, the team launched a second and aligned effort to develop the Leadership Competencies for Learner-Centered, Personalized Education.

The writing team that developed these Leadership Competencies began by defining the graduate profile necessary for students to succeed in today's economy. Grounded in the picture of a successful graduate, the team began to cross-walk, code, and analyze existing frameworks for leadership to back-map what leaders need to know and be able to do to support and empower educators to facilitate students' college, career, and civic success. We selected frameworks that represented a range from highly tested, multi-state and school site-adopted standards developed for our current mode of education, to newer and sometimes more theoretical lists designed for personalized, innovative settings. For a complete list of original educator source material, see Appendix A.

We then grouped, revised text to avoid duplications, and eliminated skills that clearly did not point toward achieving a learner-centered, personalized approach. We workshopped the first coding pass with the CCSSO Work Group members (comprised of state and district practitioners from nine states) in several virtual meetings and an in-person gathering in August 2016. We asked them to read for what was missing and where the list needed to distinguish better between the learner-centered, personalized approaches and basic good teaching. The feedback from these initial conversations helped the writing team to refine the focus of this document to reflect only those competencies that are truly transformative, forward-facing, and critical to establish a learner-centered, personalized learning environment. With this refined lens, we eliminated those competencies that solely spoke to building or basic management and bolstered those from legacy or traditional leadership models that needed to portray more forward thinking.

Appendix C

Methodology and Reviewers

The next draft of this document was further refined and revised during several in-person conference sessions (iNACOL Symposium, Innovation Lab Network Convening, Deeper Learning 2017), along with virtual focus groups with educators and leaders from Wisconsin, Oregon, and Vermont. In April 2017, the document was posted online and opened for a public comment period. Through this digital document, we collected over 450 comments from 50 respondents. The table below presents a snapshot of reviewers. This final piece reflects the incredible wealth of information and thoughtful input we gathered from these multiple rounds of vetting.

Reviewer snapshot

Education leaders, including teachers, principals, and superintendents	78
Content experts, including thought leaders and professional development providers	41
Policy representatives, including representatives from 11 state departments of education	26

Throughout the entire process, the writing team relied on continuous feedback from the other members of the steering committee and our advisory team. We are grateful for their thought-partnership and the critical role they played in reality-testing the document.

Steering committee:
Rebecca E. Wolfe, associate vice president, Students at the Center, Jobs for the Future (JFF)
Sarah Hatton, senior program manager, Students at the Center, JFF
Adriana Martinez, innovation program manager, Innovative Lab Network, Council of Chief State School Officers (CCSSO)
Carmen Coleman, teacher and leader outreach, Center for Innovation in Education (CIE)
Eve Goldberg, director of research, Nellie Mae Education Foundation (NMEF)
Ryan MacDonald, program associate, Innovation Lab Network, CCSSO

Advisory team:
Pat Fitzsimmons, Vermont Agency of Education
Travis Hamby, Trigg County Public Schools, Kentucky
Buddy Harris, Ohio Department of Education
Ryan Krohn, the Institute for Personalized Learning, Wisconsin
Bill Zima, RSU2, Maine

Appendix D

Additional References

In addition to the coding and analysis of the source frameworks, this document and the competencies draw from the following research and reports:

Blended Leadership Literature Review prepared by iNACOL for CCSSO. *iNACOL,* 2015. *(unpublished)*

Berkowicz, J. & Myers, A. "Finally, Developing Leadership Is Recognized as Improving Educational Outcomes!" *Education Week,* 2017. Web.

Bradford, W., R., Pareja, A., Hart, H., Klostermann, B., Huynh, M., Frazier-Meyers, M., and Holt, J. K. "Navigating the Shift to Intensive Principal Preparation in Illinois: An In-depth Look at Stakeholder Perspectives". *IERC Publications,* 2016.

Brooke Stafford-Brizard. "Building Blocks for Learning: A Framework for Comprehensive Student Development." Turnaround for Children, 2016.

Cator, K., Lathram, B., Schneider, C. & Vander Ark, T. "Preparing Leaders for Deeper Learning." Seattle, WA: Getting Smart, 2015.

"Characteristics of Future Ready Leadership: A Research Synthesis." Washington, DC: U.S. Department of Education. USDE, 2015.

Christ, G. "Continuos improvement: The manufacturing weapon." *Industry Week Online,* 8 May 2014. Web. 20 July 2017.

Cator, K., Lathram, B., Schneider, C. & Vander Ark, T. Preparing Leaders for Deeper Learning. Getting Smart. Seattle, WA. Getting Smart. 2015.

Day, C. & Sammons, P. "Successful School Leadership." Reading, Berkshire: Education Development Trust, 2014.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* Stanford, CA: Stanford University, Stanford Educational Leadership Institute, 2007.

"Deeper Learning." William and Flora Hewlett Foundation, 2017. Web. 20 Jul 2017.

"Establishing and leading new types of school: challenges and opportunities for leaders and leadership." *National College for School Leadership.* England: 15 January 2013. Web. 20 Jul 2017.

"Evidence on Personalized Learning." Santa Monica, CA: *RAND Corporation,* 2015. Web. 20 Jul 2017.

"FAQs, Terms, and Student-Centered Learning." *Students at the Center Hub,* 2017. Web. 20 Jul 2017.

Fullan, M. *Leading in a culture of change.* San Francisco, CA: Jossey-Bass, 2001.

Fulan, M. "The Change Leader." *Beyond Instructional Leadership,* Vol 59, Number 8, May 2002. 16-21. Web. 20 July 2017.

Grunow, A., Bryk, A., Gomez, L. and LeMahieu, P. *Learning to Improve: How America's Schools Can Get Better at Getting Better.* Cambridge, MA: Harvard Education Press, 2015.

Gustafson, B. & Casas, J. "Future ready principal framework." *Future Ready Schools,* 2017. Web.

Appendix D

Additional References

Hallinger, P. The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration, 30*(3), 35–48, 1992.

Horng, E. and Loeb, S. "New thinking about instructional leadership." *Kappan magazine,* Vol. 92, number 3: 66-69.

Jenkins, B. "What it takes to be an instructional leader." *National Association of Elementary School Principals,* January/ February 2009.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. "Review of research: How leadership influences student learning." *Ontario Institute for Studies in Education.* Ontario, Canada: Center for Applied Research and Educational Improvement, 2004.

Llopis, G. "5 Powerful things happen when a leader is transparent." *Forbes Online,* 10 Sep. 2012. Web. 20 Jul 2017.

"Leading for Equity: Opportunities for state education chiefs." *The Aspen Education & Society Program and the Council of Chief State School Officers.* Washington, DC: CCSSO, 2017.

"Leading learning communities: Standards for what principals should know and be able to do." *National Association of Elementary School Principals.* Alexandria, VA: New Thinking About Instructional Leadership, 2012.

Pellegrino, J. & Hilton, L. M. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century,* eds. 2012. Washington, DC: National Academy Press, 2012.

Pane, J. F., Steiner, E., Baird, M. and Hamilton, L. *Continued Progress: Promising evidence on personalized learning.* RAND Corporation, 2015. Web-Only. DOI: 10.7249/RR1365.2

Prince, K., Swanson, J. and King, K. *Shaping the Future of Learning: A Strategy Guide.* KnowledgeWorks, 2016. Web-Only.

"The Principal Story Learning Guide." *Learning Forward Online,* 2015. Web. 20 Jul. 2017.

"Ready for the Robots? Let's Prepare Every Student for the Future of Work." Opinion: Learning Deeply, 10 May 2017. *Education Week.* Web. 20 July 2017.

"Resources: Centered on results, assessing the impact of student-centered learning." *Nellie Mae Education Foundation,* 2017. Web.

"Student Centered Topics," *Jobs for the Future,* 2017. Web. 20 Jul. 2017.

Wolfe, R., Steinberg, A. and Hoffman, N. *Anytime, anywhere: Student-centered learning for schools and teachers.* Cambridge, MA: Harvard Education Press, 2013.

"Why equity?" *National Equity Project,* 2017. Web. 20 Jul 2017.

Zeiser, K., J. Taylor, et al. *Evidence of deeper learning outcomes. Findings from the Study of Deeper Learning: Opportunities and Outcomes.* Washington, DC: American Institutes for Research, 2014.

A selected bibliography of related topics curated by Students at the Center that further supports these competencies can be found at: http://bit.ly/SCLResources

Appendix E

Endnotes

1 See: Wilhoit, G., Pittenger, L., & Rickbaugh, J. "Leadership for Learning: What is Leadership's Role in Supporting Success for Every Student?" Lexington, KY: Center for Innovation in Education, 2016.

2 See, for example: Fulan, M. "The Change Leader." Beyond Instructional Leadership, Vol 59, Number 8, May 2002. 16-21. Web. 20 July 2017; Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. "Review of research: How leadership influences student learning." Ontario Institute for Studies in Education. Ontario, Canada: Center for Applied Research and Educational Improvement, 2004; Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* Stanford, CA: Stanford University, Stanford Educational Leadership Institute; Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration, 30*(3), 35–48.

3 Educator Competencies for Personalized, Learner-Centered Teaching." Jobs for the Future. Boston, MA: Jobs for the Future & the Council of Chief State School Officers, 2015.

4 See, for example: Llopis, G. "5 Powerful things happen when a leader is transparent." *Forbes Online;* Christ, G. "Continuos improvement: The manufacturing weapon." *Industry Week Online;* Dorie, C.

5 See, for example: Jenkins, B. "What it takes to be an instructional leader." Horng, E. and Loeb, S. "New thinking about instructional leadership" & National Association of Elementary School Principals, "Leading communities: Standards for what principals should know and be able to do.

6 Please see: "Student Centered Topics," *Jobs for the Future website* for a complete list of JFF's Students at the Center research syntheses and sources. In addition, the edited volume Anytime, Anywhere: Student Centered Learning for Schools and Teachers (Wolfe, Steinberg, & Hoffman 2013) contains numerous sources used in framing this definition.

7 See: https://studentsatthecenterhub.org/interactive-framework

8 See: FAQs, Terms, and Student-Centered Learning, *Students at the Center Hub.*

9 We determined that the competencies should be embedded within a holistic educational vision and supported by a school culture—including professional development, curricular freedom, and other structures—to ensure their success. We recognize that many obstacles beyond teachers' control must be cleared in order to realize success in most or all of the Competencies. The Competencies are designed first and foremost to inform practitioners who work in school systems that are already making innovative, learner-centered reforms.

10 One of the first goals of leaders in learner-centered, personalized settings is to co-define a vision for what each student will leave knowing. We plan to provide a resource page on the Students at the Center Hub of collected graduate profiles that exemplify a deeper learning orientation. Once completed, this page will be available at studentsatthecenterhub.org /graduate-profiles.

11 See: Hoffman, Nancy. 2015. Let's Get Real: Deeper Learning and the Power of the Workplace. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future. Levine, Peter & Kei Kawashima-Ginsberg. 2015. Civic Education and Deeper Learning. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future. Nagaoka, Jenny, Camille A. Farrington, Stacy B. Ehrlich, & Ryan D. Heath. 2015. Foundations for Young Adult Success: A Developmental Framework. Chicago, IL: University of Chicago Consortium on Chicago School Research. Zeiser, Kristina, James Taylor, Jordan Rickles, Michael S. Garet, & Michael Segeritz. 2014. Evidence of Deeper Learning Outcomes. Report #3 Findings From the Study of Deeper Learning: Opportunities and Outcomes. Washington, DC: American Institutes for Research. Pellegrino, J. & Hilton, M. 2012. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, D.C: National Research Academy. Conley, David T. 2010. College and Career Ready: Helping All Students Succeed Beyond High School. San Francisco, CA: Jossey-Bass. See also: ProfileofaGraduate.org (EdLeader 21)

12 See: Education Week, *Ready for the Robots? Let's Prepare Every Student for the Future of Work.*

13 Brooke Stafford-Brizard. 2016. Building Blocks for Learning: A Framework for Comprehensive Student Development. Turnaround for Children.

14 See, for example: Pane, J. F., Steiner, E., Baird, M. and Hamilton, L. Continued Progress: Promising evidence on personalized learning. RAND Corporation, 2015; Zeiser, K., J. Taylor, et al. Evidence of deeper learning outcomes. Findings from the Study of Deeper Learning: Opportunities and Outcomes. Washington, DC: American Institutes for Research, 2014; Pellegrino, J. & Hilton, L. M. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century, eds. 2012. Washington, DC: National Academy Press, 2012.

Appendix E

Endnotes

15 See: "Deeper Learning." William and Flora Hewlett Foundation, 2017.

16 See Methods Appendix C for the frameworks we synthesized and updated to help ground these competencies.

17 Several of these adapted from "A Competency Framework for Governance: The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts." Department for Education, England, 2017.

18 See, for example: Cator, K., Lathram, B., Schneider, C. & Vander Ark, T. "Preparing Leaders for Deeper Learning." Seattle, WA: Getting Smart, 2015; Day, C. & Sammons, P. "Successful School Leadership." Reading, Berkshire: Education Development Trust, 2014; "Characteristics of Future Ready Leadership: A Research Synthesis." U. S. Department of Education. USDE, 2015.

19 For notes on methodology and frameworks incorporated in this, see Appendix C.

20 Leading for Equity: Opportunities for state education chiefs. *The Aspen Education & Society Program and the Council of Chief State School Officers,* 2017.

21 Why equity? National Equity Project, 2017.

22 ***Learner-centered*** *approaches* refers to four specific practices that show strong evidence of success in preparing learners for college, careers, and civic life. Please see pg 6 for the full definition.

23 A broader version of this competency and its indicators focused on the learning community (as opposed to educator-focused) can be found in the Vision, Values, and Culture domain.

24 A systems-focused (as opposed to educator-focused) version of this competency and its indicators can be found in the Shared Responsibility domain.

25 An educator-focused (as opposed to systems- and structures-focused) version of this competency and its indicators can be found in the Capacity Building domain.

LEADERSHIP COMPETENCIES FOR LEARNER-CENTERED, PERSONALIZED EDUCATION

Jobs for the Future and the Council of Chief State School Officers