

Leadership Category

What does “Leadership” look like at the school and classroom levels?

- The school’s leadership system (principal, leadership team, teacher in the classroom, and parents and students) has processes in place for monitoring and communicating the school’s or classroom’s mission, goals, and action plans. Those in leadership positions work with stakeholders to help create a mission that will support a high-performing organization focused on continuous improvement.
- In a Classroom Learning System (CLS) focused on “Leadership,” a mission statement and goals, developed by the teacher with students, are posted in the classroom as part of the data center¹. The teacher has systems in place for communicating, monitoring, and charting progress on goals to the students and parents on a regular basis. In a CLS, students take ownership for their learning, developing their own mission statement and monitoring personal goals.

A Process for Meeting the Requirements of the Baldrige Leadership Category for School Improvement Planning

In order to create and sustain a high-performing organization and an environment focused on teaching and learning and on student achievement, the school’s leadership system must guide the school in developing the school’s vision, mission, values, and performance expectations including processes for communicating and monitoring the vision, mission, values, and expectations. The school’s leadership system must also be prepared to model quality principles and Core Values/Best Practices as well as having processes in place for evaluating the leadership system.

To address the requirements of the Baldrige Leadership Category, the school must engage in processes that define the content or actions of the category needed for the School Improvement Plan. These processes may be addressed through a set of process or “how” questions strategically aimed at the Baldrige requirements of the category. By answering these questions, the school improvement team will address specifically the content and actions or “what” questions to meet the needs of the school within the Leadership Category.

Process Questions (How) ²	Content Questions (What)
1. How does the leadership develop the school’s vision, mission, Core Values/Best Practices, and performance expectations, ensuring student and stakeholder involvement?	1. What are the vision, mission, Core Values/Best Practices, goals/objectives, and performance expectations of the school? What actions are being taken to ensure student and stakeholder involvement?
2. How are the school’s vision, mission, Core Values/Best Practices, goals/objectives, and performance expectations communicated to the staff, students, and parents?	2. What communication processes will the leadership put into place to address the school’s vision, mission, Core Values/Best Practices, goals/objectives, and performance expectations?

¹ A data center is the focus of a Classroom Learning System (CLS) and includes the class-developed vision/mission, and goals, that are aligned with those of the school, and data charts to monitor the progress of the class. The data center may also include the class core values, action plans, the PDSA model, and examples of quality tools (e.g., force-field analyses, consensograms, plus-deltas) used in the classroom.

² See the Principal’s Handbook for suggestions or actions as a guide for answering these questions.

3. How are the school’s vision, mission, Core Values/Best Practices, goals/ objectives, and performance expectations monitored? How is that information used for continuous improvement?	3. What monitoring processes will the leadership put into place to address the school’s vision, mission, Core Values/Best Practices, goals/objectives, and performance expectations?
4. How does the leadership create an environment to enhance Core Values/Best Practices, leadership capacity and the professional learning community/school learning system? (See Chapter II: “Building the School Culture.”)	4. What actions does the leadership take to create a school environment to enhance Core Values/Best Practices, leadership capacity, and the professional learning community? (See Chapter II: “Building the School Culture.”)
5. How does the leadership create an organizational system to support the school improvement plan’s goals/ objectives and action plans?	5. What organizational learning system is in place to facilitate the attainment of the school improvement plan’s goals/objectives and action plans?
6. How does the leadership model quality principles and processes?	6. What leadership actions demonstrate quality principles and processes?
7. How are the leadership and organizational systems evaluated for effectiveness and improvement?	7. What processes are in place for evaluating the leadership and organizational systems? (The results of the evaluation are documented in the Organizational Performance Results Category.)

Directions for completing the SIP category for “Leadership”

⇒ Outline the key strategic actions for creating, communicating, and monitoring the school’s vision, mission, values and performance expectations under the heading of “Leadership” on the linkages chart, linear chart, narrative, etc., format to be chosen by individual schools. There is also an expectation that the leadership will communicate the school improvement plan and progress to all stakeholders as well as monitor the school improvement plan and progress.

⇒ Under the heading “Process Management,” identify the key well-defined, well-designed, and well-deployed processes that will be used to manage, analyze, and monitor the identified activities. As other Baldrige categories are addressed, check for the alignment of actions and processes to work towards a truly integrated, efficient, and effective management system.