

APPENDIX A

THE 21 LEADERSHIP RESPONSIBILITIES DEFINED

(Marzano, et al., 2005, p. 71)

RESPONSIBILITY	DEFINITION
Monitoring/Evaluating	Establishing an effective monitoring system to provide feedback on the effectiveness of the school's curriculum, instruction, and assessment practices and their effect on student achievement.
Culture	Building and maintaining a culture in which a common language is employed, ideas are shared, and staff members operate within the norms of cooperation.
Ideals/Beliefs	Operating from a well-articulated and visible set of ideals and beliefs regarding schooling, teaching, and learning.
Knowledge of Curriculum, Instruction, and Assessment	Seeking out and keeping abreast of research and theory on effective practices in curriculum, instruction, and assessment.
Involvement in Curriculum, Instruction, and Assessment	Actively helping teachers with issues regarding curriculum, instruction, and assessment in their classrooms.
Focus	Establishing concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school, and keeping these prominent in the day-to-day life of the school.
Order	Establishing procedures and routines that give staff and students a sense of order and predictability.
Affirmation	Recognizing and celebrating the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate.
Intellectual Stimulation	Fostering knowledge of research and theory on best practices among the staff through reading and discussion.
Communication	Establishing and fostering clear lines of communication to and from the staff as well as within the staff.

Input	Establishing and fostering procedures that ensure that staff members have input into key decisions and policies
Relationships	Attending to and fostering personal relationships with staff
Optimizer	Providing an optimistic view of what the school is doing and what the school can accomplish in the future.
Flexibility	Inviting and honoring the expression of a variety of opinions regarding the running of the school and adapting one's leadership style to the demands of the current situation.
Resources	Ensuring that the staff members have the necessary resources, support, and professional development to effectively execute the teaching and learning process.
Contingent Rewards	Expecting and recognizing superior performance from the staff.
Situational Awareness	Being keenly aware of the mechanisms and dynamics that define the day-to-day functioning of the school and using that awareness to forecast potential problems.
Outreach	Being an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements.
Visibility	Being highly visible to teachers, students, and parents through frequent visits to classrooms.
Discipline	Protecting staff members from undue interruptions and controversies that might distract them from the teaching and learning process.
Change Agent	Being willing to challenge school practices that have been in place for a long time and promoting the value of working at the edge of one's competence.