**SYSTEMS INTELLIGENCE**

**Definition:**
Individual understanding of the inter-workings and leadership of complex systems within an organization.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission, Vision, and Strategic Planning</strong></td>
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</tbody>
</table>
| Defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision. | **1A Analytic**
Uses knowledge, reasoning and inquiry to analyze situations and develop constructive plans for improvement.  
**1B Strategic**
Develops plans and appropriate mechanisms to achieve the school's vision and goals.  
**1C Articulate**
Clearly conveys the mission, vision and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.  
**1D Visionary**
Builds a group vision as a guide for making all school decisions. |
| **Operations and Management**         |
| Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management. | **2A Responsible**
Demonstrates the ownership and takes the responsibility necessary for achieving desired results.  
**2B Transformative**
Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.  
**2C Responsive**
Responds to situations appropriately and constructively through effective listening, communication and actions.  
**2D Methodical**
Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate. |
| **Teaching and Learning**             |
| Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. | **3A Diagnostic**
Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.  
**3B Pedagogically Supportive**
Provides differentiated support for teachers; creates time for staff to discuss change and its implications; models a “we’re all in this together” attitude; and fosters shared vision and shared purposes.  
**3C Knowledgeable**
Develops teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.  
**3D Evaluative**
Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes. |
| **Cultural Responsiveness**           |
| Promotes cooperation, collaboration, and connectedness among a community of learners while responding to diversity, need, and capacity. | **4A Visible**
Actively practices the role of community leader, including high visibility in the community and advocacy for community causes, leading to trust and rapport between school and community.  
**4B Affiliative**
Values people and their feelings; seeks to accomplish tasks and goals without sacrificing the needs of students and staff; emphasizes harmony and builds team resonance.  
**4C Advocative**
Develops implicit relational knowledge of the educational system through keen attention to human interest and need; actively advocates for students, teachers, and school with local, state, and federal policy makers.  
**4D Global**
Recognizes the collective value of diverse social networks and the capacities that arise from these networks to accomplish goals together; views the school in the context of the broader society. |