

# SYSTEMS INTELLIGENCE

## Definition:

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

Competencies	Attributes	
<b>Mission, Vision, and Strategic Planning</b> 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.	<b>1A Analytic</b> Uses knowledge, reasoning and inquiry to analyze situations and develop constructive plans for improvement.	<b>1C Articulate</b> Clearly conveys the mission, vision and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.
	<b>1B Strategic</b> Develops plans and appropriate mechanisms to achieve the school's vision and goals.	<b>1D Visionary</b> Builds a group vision as a guide for making all school decisions.
<b>Operations and Management</b> Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management.	<b>2A Responsible</b> Demonstrates the ownership and takes the responsibility necessary for achieving desired results.	<b>2C Responsive</b> Responds to situations appropriately and constructively through effective listening, communication and actions.
	<b>2B Transformative</b> Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.	<b>2D Methodical</b> Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate.
<b>Teaching and Learning</b> Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	<b>3A Diagnostic</b> Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.	<b>3C Knowledgeable</b> 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.
	<b>3B Pedagogically Supportive</b> 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.	<b>3D Evaluative</b> Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes.
<b>Cultural Responsiveness</b> Promotes cooperation, collaboration, and connectedness among a community of learners while responding to diversity, need, and capacity.	<b>4A Visible</b> 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.	<b>4C Advocative</b> 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.
	<b>4B Affiliative</b> 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.	<b>4D Global</b> 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.