**APPENDIX B: DOING**

The domains, dimensions, and strategies of the Doing side of the Paradigm are offered in this Appendix. As discussed, the National Association of Secondary School Principals’ (NASSP) Building Ranks document was used as an important guiding document to flesh out the concrete work of school leaders. Permission to use the Building Ranks content was granted by NASSP (© NASSP 2018. All Rights Reserved). Dimensions and strategies taken from Building Ranks are designated with Building Ranks™. Please visit www.nassp.org/buildingranks for additional information.

### Culture Domain

The principal’s efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

“Lead by creating a positive, hope-filled climate and culture.”

<table>
<thead>
<tr>
<th>RELATIONSHIPS - A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Being approachable, accessible, and welcoming to students, staff members, families, and community members. (Building Ranks™)</td>
</tr>
<tr>
<td>• Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members. (Building Ranks™)</td>
</tr>
<tr>
<td>• Instituting structures and strategies that foster and maintain strong relationships among staff members. (Building Ranks™)</td>
</tr>
<tr>
<td>• Directly building relationships with families and community organizations to identify their interests and assets. (Building Ranks™)</td>
</tr>
<tr>
<td>• Connecting with feeder schools and district offices. (Building Ranks™)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT CENTEREDNESS - An environment where students’ needs drive the strategic alignment of organizational decisions and resources. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Committing to—and ensuring that your staff members are committed to—meeting the needs of each student. (Building Ranks™)</td>
</tr>
<tr>
<td>• Targeting supports for each student - academically, socially, emotionally, and physically. (Building Ranks™)</td>
</tr>
<tr>
<td>• Intentionally providing opportunities for student voice and leadership. (Building Ranks™)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WELLNESS - An environment in which the well-being (physical, mental, and social-emotional) of everyone in the learning organization is intentionally fostered and nurtured. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leading the school community to focus on wellness in all its aspects—social, emotional, physical, and safety. (Building Ranks™)</td>
</tr>
<tr>
<td>• Increasing wellness programming and strategies. (Building Ranks™)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>EQUITY - The behaviors, systems, processes, resources, and environments that ensure each member of the learning organization is provided fair, just, and individualized learning and growth opportunities. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensuring that each student is known and valued. (Building Ranks™)</td>
</tr>
<tr>
<td>• Diagnosing inequitable practices and structures. (Building Ranks™)</td>
</tr>
<tr>
<td>• Inspiring staff members, students, and parents to understand and resolve issues of equity. (Building Ranks™)</td>
</tr>
<tr>
<td>• Leading members of your learning community in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning. (Building Ranks™)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRADITIONS/CELEBRATIONS - The routines and procedures that elevate organizational culture as well as recognize, celebrate and honor all students, staff, and community for their achievements and service to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Celebrating and recognizing students’ achievement and reinforcing positive behavior. (Building Ranks™)</td>
</tr>
<tr>
<td>• Building a culture of acceptance.</td>
</tr>
<tr>
<td>• Promoting and valuing individual differences.</td>
</tr>
<tr>
<td>• Ensuring a culture of tolerance of viewpoints and beliefs.</td>
</tr>
<tr>
<td>• Promoting a culture of service to others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHICS - An environment in which each person exhibits the beliefs and behaviors that uphold the universal core values that promote the learning organization’s success. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making values explicit. (Building Ranks™)</td>
</tr>
<tr>
<td>• Establishing routines and processes. (Building Ranks™)</td>
</tr>
<tr>
<td>• Leading ethically by example. (Building Ranks™)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GLOBAL MINDEDNESS - An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society. (Building Ranks™)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instilling and modeling core values that support a global society. (Building Ranks™)</td>
</tr>
<tr>
<td>• Supporting curricular connections to the global society and leveraging students’ diversity. (Building Ranks™)</td>
</tr>
</tbody>
</table>
**Systems Domain**

The principal’s efforts to assess a school’s current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems.

“Lead by replacing historically inequitable systems with gap closing student-centered systems.”

<table>
<thead>
<tr>
<th>Vision/Mission</th>
<th>Communications</th>
<th>Collaborative Leadership</th>
<th>Data Literacy</th>
<th>Strategic Management</th>
<th>Safety</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes. <em>(Building Ranks™)</em></td>
<td>The process used to foster collective understanding and engagement that creates and sustains a positive learning environment. <em>(Building Ranks™)</em></td>
<td>An environment where all members of the learning organization actively assume and support leadership for themselves and others to enhance engagement and performance. <em>(Building Ranks™)</em></td>
<td>A focus on learners where all members of the learning organization understand and actively use various forms of formal and informal data to improve the learning organization.</td>
<td>A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance. <em>(Building Ranks™)</em></td>
<td>An environment where the learning organization’s physical space and safety procedures are regularly monitored and maintained.</td>
<td>A focus on the school operations which utilize and deploy systems that effectively balance operational efficiencies and student needs.</td>
</tr>
</tbody>
</table>
| - Leading collaborative processes to define the vision and mission. *(Building Ranks™)*  
- Anchoring decisions in the vision and mission. *(Building Ranks™)*  
- Bringing the vision and mission to life. *(Building Ranks™)* | - Promoting norms and skills that enable effective communication. *(Building Ranks™)*  
- Advocating for school needs. *(Building Ranks™)*  
- Creating structures to facilitate information flow. *(Building Ranks™)*  
- Enhancing and exemplifying one’s own communication skills. *(Building Ranks™)* | - Encouraging staff members and students to step into leadership roles. *(Building Ranks™)*  
- Trusting and supporting staff members, students, and parents when they take calculated risks and initiate ideas aligned with the school’s vision, mission, and values. *(Building Ranks™)*  
- Creating structures for staff members to work together. *(Building Ranks™)* | - Creating and supporting a culture of data use for continuous organizational improvement.  
- Evaluating student performance, stakeholder perception, attendance, discipline, and other data for continuous organizational improvement.  
- Providing tools and protocols for the ongoing monitoring, analysis, and use of data for continuous organizational improvement. | - Setting priorities. *(Building Ranks™)*  
- Establishing concrete and measurable goals. *(Building Ranks™)*  
- Creating a plan and aligning resources. *(Building Ranks™)*  
- Monitoring progress and making adjustments. *(Building Ranks™)* | - Ensuring all physical environments are safe and secure.  
- Developing and implementing crisis management and emergency plans.  
- Providing appropriate, timely, and effective safety training for students and staff.  
- Ensuring data is reviewed and analyzed to track trends and patterns for modification of all safety plans. | - Ensuring an inviting and well-maintained physical environment.  
- Planning and overseeing efficient and equitable use of fiscal and educational resources.  
- Understanding and ensuring compliance with local, state, and national policies, procedures, regulations and laws.  
- Developing, implementing and monitoring logistics to maximize time, talent, and resources. |
## Learning Domain

The principal’s efforts to support the development and use of innovative practices that encourage adult and student life-long learning.

*“Lead by constantly reflecting on your own learning while simultaneously supporting the learning of students and adults.”*

### REFLECTION/GROWTH - A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning organization. *(Building Ranks™)*

- Engaging in self-reflection. *(Building Ranks™)*
- Modeling reflection through one’s explanations, language, and actions. *(Building Ranks™)*
- Encouraging self-understanding and self-driven improvement among staff members and students. *(Building Ranks™)*
- Supporting staff members and students in reflecting on practice and feedback. *(Building Ranks™)*

### RESULT-ORIENTATION - An environment in which everyone is accountable for the personal and collective growth of all members of the learning organization. *(Building Ranks™)*

- Facilitating the collaborative setting and attainment of goals for personal and collective growth of both students and staff.
- Creating a culture of high expectations of results for student learning based on data-informed decisions.
- Providing tools and protocols for the ongoing monitoring, analysis and use of data for continuous instructional improvement and student growth.

### CURRICULUM - A focus on learners where content produces a high level of personal and academic achievement. *(Building Ranks™)*

- Building awareness about expectations for student success. *(Building Ranks™)*
- Ensuring alignment to state and local learning targets.
- Incorporating culturally competent best instructional practices.

### INSTRUCTION - A focus on learners where teaching methods produce a high level of personal and academic achievement. *(Building Ranks™)*

- Ensuring strong culturally responsive instruction. *(Building Ranks™)*
- Leading improvement of collective instructional practices. *(Building Ranks™)*
- Differentiating for the needs of individual learners.
- Relying upon formative and summative assessment to make necessary adjustments to instruction.

### ASSESSMENT - A focus on learners where measures produce a high level of personal and academic achievement. *(Building Ranks™)*

- Ensuring alignment to state and local learning targets.
- Assisting staff with developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness.
- Relying upon formative and summative assessments which provide timely and relevant data about student learning.

### INNOVATION - A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo. *(Building Ranks™)*

- Creating time and space for innovation. *(Building Ranks™)*
- Managing change and uncertainty. *(Building Ranks™)*
- Encouraging the use of technology and innovative practices. *(Building Ranks™)*

### HUMAN CAPITAL MANAGEMENT - A focus on learners where the growth and development of each individual are essential to support learning and the school community. *(Building Ranks™)*

- Recruiting and hiring high-quality staff members. *(Building Ranks™)*
- Retaining staff members and developing their skills. *(Building Ranks™)*
- Assigning roles and responsibilities. *(Building Ranks™)*
- Ensuring appropriate accountability. *(Building Ranks™)*