

**Figure 2. IC Map/Practice Profile: Leadership Role in the Change Process**

A variations	B variations	C variations
<b>Component 1: Leadership</b>		
<p>The principal, often seen as an Initiator, works to see how the innovation (e.g., student-involved classroom assessment) fits with the district/school vision. The focus is on student achievement.</p>	<p>The principal, often seen as a Manager, prefers to delay implementation of an innovation (e.g., student-involved classroom assessment) until he/she has had a chance to learn more about the innovation, the expectations, and the possible effects.</p>	<p>The principal, often seen as a Responder, makes few interventions relevant to the innovation (e.g., student-involved classroom assessment) and tends to let teachers take the lead.</p>
<p>The principal articulates the long-range vision of how the school could be better.</p>	<p>The principal shares isolated ideas for improving the school.</p>	<p>The principal relies on the teachers for new ideas and initiatives.</p>
<b>Component 2: Change Process</b>		
<p>The principal advocates for the change needed to meet expectations in implementing the district initiative (e.g., student-involved classroom assessment).</p>	<p>The principal understands the change needed to meet the expectations for implementing the district initiative (e.g., student-involved classroom assessment).</p>	<p>The principal recognizes that change is needed to meet the expectations for implementing the district initiative (e.g., student-involved classroom assessment).</p>
<p>The principal articulates the vision clearly in terms of measurable goals that are compelling so that others want to help make it happen.</p>	<p>The principal describes the vision in a way that creates buy-in by staff.</p>	<p>The principal recognizes that there a vision.</p>
<p>The principal facilitates the change process in ways that result in effective use by all teachers.</p>	<p>The principal encourages the teachers to participate in the change efforts.</p>	<p>Teachers initiate involvement in the change efforts.</p>

A variations	B variations	C variations
<b>Component 3: Professional Development</b>		
<p>The principal takes the lead in identifying what/when teachers need increased knowledge and skills and provides the necessary resources (e.g., funds, people, materials, time) within and outside the school for professional growth.</p>	<p>The principal provides regular assistance and seeks/uses resources within and outside the school to develop teachers' knowledge and skills relevant to the innovation.</p>	<p>The principal relies on whatever training is available from the district/agency to develop teachers' knowledge and skills relevant to the innovation.</p>
<b>Component 4: Resources and a Supportive Environment</b>		
<p>The principal provides opportunities and the time during the school day for teachers to work, plan, and think together on a regular basis.</p>	<p>The principal allocates time based on availability and the needs identified by the teachers implementing the innovation.</p>	<p>The principal encourages teachers to use the time already allocated on the school calendar.</p>
<p>The principal anticipates the need for assistance and resources and provides support (whether or not requested) on a regular basis.</p>	<p>The principal maintains contact with teachers in an attempt to identify what type of assistance and resources might be needed.</p>	<p>The principal basically leaves the teachers alone to do their jobs unless they request assistance and support.</p>
<b>Component 5: Monitoring Implementation</b>		
<p>The principal monitors the effectiveness of implementation through formal and informal data collection and use of information from a variety of sources.</p>	<p>The principal infrequently monitors the effectiveness of implementation with more informal assessments of the impact on student achievement.</p>	<p>The principal does little or no monitoring with formal or informal assessments of the implementation of district initiative.</p>
<p>The principal uses data to make decisions and design strategies for continuous improvement.</p>	<p>The principal collects data but doesn't rely on the data to make decisions.</p>	<p>The principal is aware of data but does little with it.</p>