

## Criteria for Selecting

### Leadership Preparation Performance Coaching (LPPC) Candidates

GLISI recommends that the Superintendent considers the criteria indicated below in selecting nominees for the LPPC training. This list represents sample desired knowledge, skills, abilities, experiences, behaviors, and dispositions of an “ideal” Leadership Preparation Performance Coach (LPPC).

Selection Criteria	Examples
Leadership	<ul style="list-style-type: none"><li>• Can document experience in varied leadership roles (such as GLISI’s 8 Roles of School Leadership)<ul style="list-style-type: none"><li>– Data Analysis Leader</li><li>– Curriculum, Assessment &amp; Instruction Leader</li><li>– Operations Leader</li><li>– Process Improvement Leader</li><li>– Relationship Development Leader</li><li>– Performance Leader</li><li>– Learning &amp; Performance Development Leader</li><li>– Change Leader</li></ul></li><li>• Leads teams to achieve desired results</li><li>• Holds leadership certification (preferred, not required)</li><li>• Strategizes, manages, tracks and communicates performance of staff and departments in a multi-faceted organization (such as a school, district, RESA, or institution of higher education)</li></ul>
School improvement expertise/ experience	<ul style="list-style-type: none"><li>• Demonstrates success in improving student achievement</li><li>• Documents school improvement success through SMART goals, action plans, and/or results in own work or in that of others supervised, mentored, or coached</li></ul>
Proven track record of positive student performance results	<ul style="list-style-type: none"><li>• Documents improvements in student progress (standardized tests and classroom assessments) in own work or in that of others supervised, mentored, or coached</li></ul>
Passion for performance improvement	<ul style="list-style-type: none"><li>• Evidences commitment to and enthusiasm for performance improvement</li></ul>

Selection Criteria	Examples
Awareness/use of “best practices” in the work of school improvement	<ul style="list-style-type: none"> <li>• Demonstrates use of school improvement best practices, such as:               <ul style="list-style-type: none"> <li>- Data analysis</li> <li>- Data-driven decisions</li> <li>- Team-oriented</li> <li>- Research-savvy</li> <li>- Performance-based</li> <li>- Results-focused</li> <li>- Collaborative decision-making</li> <li>- Continuous learning</li> <li>- Reflective practice</li> </ul> </li> </ul>
Credibility as a coach	<ul style="list-style-type: none"> <li>• Is highly regarded by those supervised, mentored, or coached</li> <li>• Documents “repeat” coaching invitations based on success of performer coached/client satisfaction</li> </ul>
Emotional intelligence	<ul style="list-style-type: none"> <li>• Demonstrates self-awareness and self-management</li> <li>• Genuinely cares about helping others succeed</li> <li>• Is responsive to others’ needs</li> <li>• Delivers the “hard” message when necessary in a way that is both helpful and accepted by the performer</li> <li>• Helps others contribute their value to the accomplishment of organizational needs</li> </ul>
Reflective practice	<ul style="list-style-type: none"> <li>• Makes time to reflect on one’s own craft</li> <li>• Models reflective practice for others</li> </ul>
Proactive approach to problem finding and problem solving	<ul style="list-style-type: none"> <li>• Analyzes performance barriers and accelerators</li> <li>• Commits to analyzing for root causes rather than “solution jumping”</li> <li>• Develops, implements, and shares action research</li> <li>• Develops, implements, and monitors SMART goals and action plans</li> </ul>
Personal integrity	<ul style="list-style-type: none"> <li>• Is fair in dealings with all people, regardless of their position in the organization</li> <li>• Trusts and is trustworthy</li> <li>• Does the right thing for the right reasons consistently</li> </ul>

Selection Criteria	Examples
Effective interpersonal skills	<ul style="list-style-type: none"> <li>• Relates to a wide variety of people</li> <li>• Holds value in personal differences; promoting, protecting and leveraging diversity of all kinds</li> </ul>
Organizational savvy	<ul style="list-style-type: none"> <li>• Commits to honest communication and resolution when conflicts, challenges, and opportunities arise</li> <li>• Demonstrates confidence, credibility, and ability to appropriately approach players at any level, to raise issues, and to work collaboratively to solve challenges</li> <li>• Reaches beyond one's stated role/job description as appropriate to raise issues, assemble stakeholders, facilitate cause analysis, and identify and implement appropriate solutions</li> </ul>
Effective communication skills	<ul style="list-style-type: none"> <li>• Uses questions effectively</li> <li>• Listens to understand and to reflect content, feelings and ideas accurately</li> <li>• Expresses oneself concisely through verbal articulation and clear writing</li> <li>• Articulates the talents, skills, and value of others clearly</li> <li>• Uses communication that influences others in positive ways</li> </ul>
Technological skills and expertise	<ul style="list-style-type: none"> <li>• Demonstrates fluency with basic computer functions such as e-mail, Internet, word processing, spreadsheets, presentation software, web site use</li> <li>• Demonstrates awareness of current trends in technology that support and accelerate teaching and learning</li> <li>• Recognizes promising technology offerings/ practices and makes connections about how to leverage these to improve student achievement and adult learning</li> </ul>