CONNECTING THE DOTS: 
Linking K-12 Systems Leadership Development to Organizational Outcomes 

The Broad Center Dimensions of Leadership 360-Degree Assessment

OCTOBER 2020
To deliver on the promise of excellent and equitable public school systems in a constantly changing context, leaders must always be learners. No matter where someone is in their leadership career, they can learn how to be a more effective leader for the students, staff and communities they serve.

We believe that direct feedback from colleagues at all levels is necessary to inform and improve professional development for education leaders.
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ABOUT THE BROAD CENTER

Across entire cities and states — not just at individual schools — we need more than great teachers and principals. It also takes extraordinary people serving in the management and leadership roles in school systems to ensure that every school, every classroom and every child gets what they need to be successful.

At The Broad Center, we identify, develop and support outstanding professionals who are inspired to work inside the system, in partnership with students, families and communities to help them open the doors to opportunity and bring their vision for educational excellence to life. Through our highly selective professional development programs, The Broad Academy and The Broad Residency in Urban Education, we are growing a diverse network of hundreds of leaders and managers in school systems across the nation — people who have the skills, knowledge and dedication necessary to ensure every student’s needs are met so that every family’s dream for their child can be achieved. As a nonprofit, nonpartisan organization, our work will be done when every family in every community can trust that their child will graduate ready for college, careers and life after high school.

In 2021, The Broad Center will become The Broad Center at the Yale School of Management to sustain and build on our commitment to the idea that school systems can and must be engines of excellence and equity for all of the students and families they serve. The Broad Center at Yale SOM will exist, in perpetuity, as a catalyst for improving K-12 public education in large urban public school systems in the United States through leadership development, impactful research, and policy engagement.

Learn more at www.broadcenter.org.
ABOUT RTI INTERNATIONAL

RTI International is an independent, nonprofit research institute dedicated to improving the human condition. Our vision is to address the world’s most critical problems with science-based solutions in pursuit of a better future.

Combining scientific rigor and technical proficiency, we deliver reliable data, thorough analysis, innovative methods, novel technologies and sustainable programs that help clients inform public policy and ground practice in evidence.

Our experts hold degrees in more than 250 scientific, technical and professional disciplines across the social and laboratory sciences, engineering and international development fields. Our staff of nearly 6,000 works in more than 75 countries—tackling hundreds of projects each year to address complex social and scientific challenges on behalf of governments, businesses, foundations, universities and other clients and partners.

Learn more at www.rti.org.
The Broad Center is a national nonprofit focused on developing and supporting talented leaders working in central offices of public urban school systems to transform these systems into engines of excellence and equity that provide high-quality educational opportunities to all students.

In this research brief, we are sharing some of the foundational elements of our leadership development work over the past two decades – our Dimensions of Leadership continuum and aligned 360-degree feedback assessment suite – which help us to better identify, prepare and support education leaders as they seek to positively impact the public K-12 school systems and communities they serve.

Our Dimensions of Leadership (DOL) framework is a continuum of evidence-based competencies and traits required to successfully lead transformation in school systems. There are three levels within the DOL framework – Rising Leaders, Breakthrough Leaders and Transformative Leaders – which refer to the different stages and scope of leadership as one’s career progresses in public school systems. We use the DOL framework in our recruitment processes to identify candidates and select participants for our two leadership development programs, in our program development to inform curriculum and planning and in our alumni services to inform career supports and other activities.

As part of our leadership programs, we also provide 360-degree feedback assessment tools aligned to the DOL framework. The 360 is a feedback tool to help identify strengths, development areas and blind spots; it is designed for developmental purposes and is not used as an evaluation tool for individuals. Participants receive a report detailing how their managers, direct reports, peers and other stakeholders evaluate them on specific competencies, traits and departmental or organizational
outcomes, in addition to their own self-assessment. The most effective approach to leveraging 360 feedback is to debrief the report with a trained coach or manager. The debrief can help individuals recognize their strengths, development areas, blind spots, identify two or three areas to further develop or lean into to increase their impact in their roles and build an action plan to make that happen.

While we have historically used existing 360 tools grounded in more general leadership competencies, we did not find a tool specifically tailored for the work done in school system central offices that had a focus on equity and linked to key system-level outcomes. Because of this, we worked for over a decade to continuously refine our evidence-based DOL framework and aligned 360 assessment questions to best reflect the competencies we have found to be necessary for public K-12 central office leaders to have a positive impact in school systems.

This has included years of research, literature review, data collection and iteration. Most recently, we partnered with RTI International, an independent nonprofit research institute dedicated to improving the human condition, to improve the alignment of our most recent iteration of the DOL framework to our 360 assessment questions and validate the 360 tools used for all three stages of our continuum. **We found that our DOL 360 suite produces reliable assessments of our DOL competencies at all career stages and that the competencies positively correlate to key measures of success and school system outcomes.**

This brief details our approach to developing and evolving our leadership framework and fully aligned suite of 360 assessments for professional development within K-12 systems, along with associated learnings, research and data analysis. Ultimately, by using these frameworks and tools, we can better assess the growth and impact of education leaders and their contributions in developing excellent and equitable school systems.

By sharing our methods, frameworks and tools, we hope to equip other organizations with information and resources to inform their own evidence-based approach to professional leadership development. If you are interested in using any of The Broad Center frameworks or tools described in this brief for your organization, please email operations@broadcenter.org for additional guides and information to accompany this research.
INTRODUCTION

For generations, Americans have called public education “the great equalizer.” But in too many places, our school systems are not living up to that promise. We know this by the opportunity gaps that continue to persist for students of color and students living in poverty despite evidence that all students can learn and achieve. The Broad Center believes that there is an entire ecosystem that impacts K-12 education and helps or hinders its improvement. This includes but is not limited to our systems of government, housing, healthcare, economics, justice and more. Although the context is complex, strong leadership and management can help school systems produce real results for families and communities.

Our contribution to the complexities of these challenges is through a leadership lens. Our two programs, The Broad Academy and The Broad Residency in Urban Education, identify equity-focused leaders with strong management, navigation, strategy, vision, sustained impact and communication skills who are inspired to work inside the system, in partnership with students, families and communities to help them open the doors to opportunity and bring their visions for educational excellence to life.

Through our programs, we work with leaders in public K-12 school systems to strengthen those leadership skills and to lead with a focus on equity and excellence. They are exposed to other leaders and school systems at various stages of implementing strategies and solutions to address equity gaps and other challenges for students. We then focus on identifying and providing them with the right supports and connections so they can help their systems work well for all of the students and families they serve.

While we know that teachers and principals make a significant difference for student outcomes, The Broad Center’s focus is on central office leadership to improve the policies, processes, operations, academics, talent and other elements of running a system of equitable schools. Equitable and effective central office leadership enables teachers and principals to do their best work in educating all children regardless of zip code, economic background, native language, race, ethnicity, identity and special needs. We help participants in the Academy and Residency build their knowledge around barriers to and strategies for equity and excellence. This support continues beyond our programs, as alumni have ongoing access to career supports as well as collaboration and learning opportunities.

Most districts prioritize resources for professional development to school-based staff given their direct impact on the student experience. In part, this demand was amplified in 2010 when the Common Core State Standards were released, prompting a need for training and support on the new standards and corresponding instruction and assessment methods. Since then, 41 states, the District of Columbia, 4 territories and the Department of Defense Education Activity (DoDEA) have adopted the Common Core standards. There has been an incremental increase in teacher professional development expenditures over the past five years (see Figure 1). However, the demand for professional development has been met with financial constraints and, with limited resources for professional learning, central office staff are typically the last to be prioritized for development and support.
We believe professional development and learning for central office staff are critical to address structural inequities and the complexities of providing a high-quality education for all students. We provide content and skill-building experiences to help leaders both understand the problems and identify solutions to achieving equity and excellence for urban school systems. The Broad Center relies significantly on providing feedback as a key element of professional development as many leaders do not have access to robust feedback, especially as they move into more senior roles. During and after our leadership programs, there are a number of mechanisms for Broad Fellows, Residents and alumni to receive feedback on their leadership, systems-level knowledge and thinking and overall organizational contributions, including but not limited to assignments, shadow visits, consultancies, advising or coaching and 360-degree assessments aligned to the competencies and traits that we believe will lead to transformational change.

We are continuously assessing the value of these professional development supports as they relate to increasing the impact and efficacy of the leaders and school systems we support. We developed our leadership framework and 360 assessment tools with this in mind. The research and analysis presented in this brief will demonstrate how our tools link to the school system-level outcomes we seek.

![Figure 1: Market Size Forecast of K-12 Professional Development in the United States from 2015 to 2020](image)

**Source:** Statistica 2019
HOW DO WE LINK LEADERSHIP DEVELOPMENT TO ORGANIZATIONAL CHANGE?

Our theory of action guides how we connect leadership development to transformational systems-level change and improved outcomes for students. As shown in Figure 2, each component of our theory of action represents outcomes we hope to see on the path to achieve our mission to transform school systems into engines of equity and excellence so all students can graduate ready for college, careers and life.

The direct impact outcomes for The Broad Center related to our leadership development work include:

• **Building and sustaining a high-performing organization:** We continuously develop and improve ourselves, our work and the frameworks and tools we use to support our staff, programs and leaders.

• **Identifying and developing school system leaders:** We successfully use our resources, frameworks and tools to recruit and prepare talented and diverse leaders who, as a result of our programming and supports, demonstrate growth on leadership competencies and continued commitment to K-12.

• **Leveraging our network to provide school systems supports and create strategic partnerships:** We extend our leadership development and tools beyond our immediate network to senior teams and other leaders to increase system-level effectiveness. We engage other organizations and facilitate partnerships that augment our expertise and provide additional resources to the systems we serve.

Indirectly, the outcomes we hope to see on the way to fulfilling our mission and making our vision a reality include:

• Our leaders enacting meaningful and positive change in school systems

• School systems led by our leaders showing improvements in excellence and equity

• School systems led by our leaders delivering improved student outcomes

“I think the opportunity to receive feedback from colleagues was important for me. My organization did not have a formal feedback process so their input was very helpful for me to realize how I show up and helped shine a light on some of my blind spots.”
**FIGURE 2 | THE BROAD CENTER THEORY OF ACTION:**

- **We identify and develop school system leaders.**
- **We leverage our network to provide school system supports and create strategic partnerships.**
- **Our leaders enact meaningful and positive change in school systems.**
- **School systems led by our leaders show improvements in excellence and equity.**
- **School systems led by our leaders deliver improved student outcomes.**
- **Large urban school systems are engines of equity and excellence; every student can graduate ready for college, careers and life.**
- **We build and sustain a high-performing organization.**
To achieve these outcomes, we developed the following two research- and practitioner-informed frameworks which serve as the foundation for our work, programming and leadership supports:

**Dimensions of Leadership (DOL):** This framework identifies key leadership competencies and traits necessary to transform systems across a continuum of K-12 career stages (see the next section for more details and Appendix A for the complete framework). We use this framework as a basis for recruitment and leadership development programming and to assess the direct impact outcomes we’ve outlined to support leadership growth within school systems.

**School System Excellence and Equity Framework (SSEEF):** This framework outlines the key school system priority areas (see Figure 3 below) and outcomes to transform systems and drive toward more equitable outcomes for our students and communities (see Appendix B for the complete framework). We use this framework as a basis for our K-12 systems-level programming and to inform how we assess the indirect outcomes related to the work our network members lead.

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**FIGURE 3 | SSEEF SYSTEM-LEVEL PRIORITY AREAS**

- **EMPOWER AND ENGAGE YOUR COMMUNITY**
  Partner with families and the community to make the best decisions for students.

- **EXECUTE STRONG OPERATIONS TO SUPPORT SCHOOLS AND STAFF**
  Ensure all system-level operations work in service of the academic mission.

- **DELIVER HIGH-QUALITY LEARNING OPPORTUNITIES**
  Provide every student with a learning environment that empowers them to reach their full potential.

- **ATTRACT, DEVELOP AND RETAIN EXCEPTIONAL TALENT**
  Develop and implement a comprehensive talent strategy with focus on performance and diversity, equity and inclusion.

- **COMMIT TO A CULTURE OF INCLUSIVITY, CONTINUOUS GROWTH AND RESULTS**
  Execute a strategy centered on a shared vision and values.

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**SCHOOL SYSTEM EXCELLENCE & EQUITY**
How exactly do we use these in conjunction with one another? The competencies and traits required to transform systems and organizations has been well researched for decades. In order to prepare leaders to change what may be the result of decades and layers of systems not designed to serve all students, we recognize that leaders must be equipped to lead and sustain organizational change. Leaders drive the vision, goals and priorities for the entire organization. Leaders are also responsible for defining the specific strategies and scope of work that ultimately leads to organizational change. Therefore, it is crucial that leadership and professional development rooted in equity is intentionally linked to this transformation work (see Figure 4 below), versus generic leadership skills. Hence, the development of the Dimensions of Leadership (DOL) framework.

To inform and evolve our DOL leadership competency framework over time, we have also identified the strategic priority areas and outcomes we believe to be integral in successfully transforming an organization or system to produce radically different and significantly better results for all students – our School System Excellence and Equity Framework (SSEEF).

In addition to collecting impact survey data of self-reported progress against the SSEEF, we include high-level elements of the framework’s priority areas in the our 360-degree assessments to assess departmental or organizational contribution (see Appendix C for a complete list of outcome questions in our 360 tool). Doing so has also allowed us to validate that the competencies and traits in our DOL framework are actually correlated to contribution toward these SSEEF outcomes.
HOW DO OUR PROGRAM OUTCOMES LADDER UP TO OUR MISSION?

Each of The Broad Center’s programs has specific outcomes for leaders that contribute to advancing toward our vision, as outlined in our theory of action. In addition, we support alumni and partners in continuing to grow and develop leadership, management and talent strategies that further address the complexity of system improvement.

THE BROAD ACADEMY

Created in 2002, The Broad Academy (TBA) is a two-year advanced fellowship for aspiring and current system leaders who are dedicated to creating the conditions that equitably address student needs while supporting and inspiring the people working in the system to do their best work.

By the end of the program, Broad Fellows:

Are courageous in leading systemic change that responds to community needs and drives dramatic gains in student outcomes, working productively with both allies and perceived adversaries to foster collective ownership and belief in the work.

Define and champion an equity agenda that constructively dismantles structures, norms and habits that perpetuate systemic racism and inequities among the children they serve.

Lead with vision and humility, maximizing and empowering the talent on their teams and successfully navigating complex political environments.

Forge lasting relationships with a network of trusted leaders of varying backgrounds, experiences and beliefs who possess shared values and deep connection and commitment to each other far beyond their time in the program.

Maintain leadership stability within their systems as a critical component of producing and sustaining lasting results for students.

THE BROAD RESIDENCY IN URBAN EDUCATION

Created in 2003, The Broad Residency in Urban Education (TBR) is an intensive two-year management development program for talented early- and mid-career professionals. During the program, Residents work in full-time roles in urban school districts, public charter school networks and state education agencies — allowing them to leverage their professional expertise and experience for immediate impact while developing their knowledge base and leadership. Upon completing the program, Residents earn a Master of Education in Educational Leadership degree.

By the end of the program, Residents:

Have a strong command of critical issues surrounding the K-12 education landscape, major efforts and theories of change that drive systemic improvement in urban public school systems.

Demonstrate leadership and management skills critical to executing high-impact change and growth initiatives in K-12 urban public school systems.

Actively learn from their experiences in the K-12 workplace and leverage concepts and principles from instructional sessions and supports to address the needs of the field.

The professional learning outcomes for both the Academy and Residency are assessed using a combination of our Dimensions of Leadership and School System Excellence and Equity frameworks. The Broad Center has been dedicated to refining these frameworks based on data, research and practitioner input. Our ultimate goal is to prepare leaders to address the systemic inequities within schools and are committed to improving the professional learning based on outcomes.
DIMENSIONS OF LEADERSHIP (DOL)

To guide the development of the leaders we support as they progress through their careers in K–12 public education, we rely on our evidence-based DOL continuum. The DOL framework includes three levels of competencies as participants progress from Rising Leaders who may be new to educational management roles and looking to make an impact, to seasoned Breakthrough Leaders who are looking to increase their ability to lead change, to Transformative Leaders who are championing system-wide change. (Figure 5). We have identified and refined these competencies and traits over time by reviewing research, data analyses across our cohorts, anecdotal drivers of impact and input from our vast network of leaders and practitioners.

**RISING LEADER**
- Newer leaders in K-12 education
- Mostly individual contributors and team leaders
- Typically Director to pre-Chief Level

**BREAKTHROUGH LEADER**
- More seasoned leaders in K-12 education
- Team and department leaders
- Typically pre-Chief to Chief Level

**TRANSFORMATIVE LEADER**
- Senior leaders in K-12 education
- Department and organizational leaders
- Chief to CEO/Superintendent Level
Across all levels, the framework focuses on the following critical factors for success in education management and central office roles: Excellence, Equity and K–12 Knowledge and Commitment, along with a set of leadership traits (Empathy, Flexibility, Courage, Humility, Resilience, Self-Awareness and Development Orientation). For each level, the framework also details the following skills-based leadership competencies: Vision, Strategy, Management, Communication, Navigation and Sustained Impact. A summary of each component of the Dimensions of Leadership is provided in Figure 6.

Each of the competencies shows up in different ways at each stage of leadership as the scope of responsibility evolves over time.

- For Rising leadership, the focus of the framework is strategy, management (self, project and talent management), communication and navigation. Elements of vision and sustained impact are embedded as more advanced skills related to strategy.
- Breakthrough leadership competencies are similar to those for Rising leaders, but include a larger focus on vision and sustained impact, particularly at the department level, but with an organization-wide lens.
- The Transformative leadership competencies are an extension of the Breakthrough competencies, with a larger focus on change and talent management, external communication and political navigation, and an intense focus on the vision and strategy needed to drive and sustain systems-level change.

At all levels, leading through an equity lens toward more excellent outcomes is at the core of the framework. How we assess the impact of our leaders relates to how much progress their systems are making toward closing equity gaps and improving the quality of the management and operations of schools.

In addition to using this framework to identify and develop leaders, we also enlist our network members' input on which competencies are most critical to the work they are leading in school systems, so we can design programming and professional development opportunities to better support them. The entire Dimensions of Leadership framework, including all competencies and sub-competencies for each stage, are outlined in Appendix A.

**Figure 6 | Dimensions of Leadership Summary**

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<tr>
<th>Component</th>
<th>Summary</th>
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<tr>
<td>Excellence</td>
<td>Sets high expectations and possesses a belief that all students can succeed and achieve at high levels when they are effectively taught to high levels.</td>
</tr>
<tr>
<td>Equity</td>
<td>Acknowledges systems and structures that drive inequity in education and actively works to dismantle inequity in the K–12 landscape. Is committed to equity-focused decision-making within the school system and communities served.</td>
</tr>
<tr>
<td>K–12 Knowledge and Commitment</td>
<td>Demonstrates and applies knowledge of how urban school systems work and can be dramatically improved. Demonstrates a long-term desire and dedication to working in K-12 education.</td>
</tr>
<tr>
<td>Vision</td>
<td>Continually communicates and reinforces the system’s mission and values.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Takes action designed to advance the strategic goals of the organization for the benefit of all children.</td>
</tr>
<tr>
<td>Management</td>
<td>Practices inclusive leadership in managing talent, projects and self in pursuit of high-quality, on-time results.</td>
</tr>
<tr>
<td>Communication</td>
<td>Skillfully engages, interacts and exchanges information. Possesses attitudes, behavior, and skills that make it possible to connect, communicate, and build relationships.</td>
</tr>
<tr>
<td>Navigation</td>
<td>Engages with individuals, teams and departments to meet goals, understand culture, gain credibility and build strong partnerships.</td>
</tr>
<tr>
<td>Sustained Impact</td>
<td>Ensures that important work can be continued beyond the tenure of key staff.</td>
</tr>
<tr>
<td>Leadership Traits</td>
<td>Shows empathy, courage, flexibility, courage, humility, resilience, self-awareness and a development orientation.</td>
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Rising Leadership and The Broad Residency
The foundations of the Rising Leader portion of the Dimensions of Leadership originated with the launch of The Broad Residency in 2003 to identify leadership competencies required to successfully lead and manage in urban public school systems. The process to develop and evolve this framework over time began with a comprehensive literature review of leadership competency assessments followed by independent research, including interviews and focus groups of Residency alumni and supervisors, and evaluation of the desired outcomes of success for Residents and leaders at this stage. This research led to the creation of a custom 360 assessment tool first used in 2010 to measure both competencies and outcomes, intended for the professional development of Residents and alumni. The framework and assessment has been refined multiple times over the past decade as we have learned more from leaders and their on-the-ground experiences, continuously refreshed our research and analyzed previous 360 results to understand which skills best correlate to our program’s desired outcomes and our mission over time. The Broad Center’s 2015 publication Emerging Leaders in Public Education: A Data-Informed Approach to Identifying Success Indicators further details the early stage process and supporting analyses and this paper will outline continuous improvements we have made in recent years.

Transformative Leadership and The Broad Academy
The basis for the Transformative Leader framework was developed for The Broad Academy to outline core competencies necessary for system-level leaders in public K-12 education to achieve system-wide, transformational change. It was also grounded in institutional research on leadership development, other leadership frameworks from both inside and outside of K-12 as well as from interviews and observations of successful leaders. In 2017, TBC partnered with an independent consulting and research firm to validate the Transformative Leader framework. The process included an updated literature and research review, institutional data analysis, surveys and interviews. Based on the validation study’s findings and recommendations, TBC updated and streamlined the framework and its research base.

Bridging the Gap with Breakthrough Leadership
In addition to supporting Rising and Transformative Leaders through our two core programs, The Broad Center supports over 800 alumni at all stages of their K-12 careers through our Alumni and Network Impact team. In recent years, we have also increased supports to Residency supervisors and senior teams at many partner organizations through the work of our Partner Strategy team. To successfully support leaders at so many different levels, we saw a need to bridge the gap between the Rising Leader competencies at one end of the continuum and the Transformative Leadership competencies at the other end of the continuum. This resulted in the development of a third framework for those Breakthrough Leaders who are in or approaching more senior-level leadership or cabinet roles in their organizations. At the same time, we made an intentional effort to better align the language of our Rising and Transformative Leader competencies to ensure coherence across all three frameworks. The competencies for Breakthrough Leaders include a mix of the most critical success factors for Rising and Transformative leaders but focus on what is most needed to successfully lead change at the department-level while having a systems-level lens.

The evolution of our Dimensions of Leadership over the past 18 years has allowed us to step back and ensure that K-12 education leaders see a through line in professional development supports as they grow in their careers. It also ensures that we are continuously evolving and validating that the core competencies are those that are needed to drive change and progress toward the school system outcomes we believe will lead to excellence and equity for students and families across the country.

1 Lasseter, Satterfield & Dieterle, 2017
Whether in the private or public sector, the opportunity to receive 360-degree feedback is a valuable one for leaders at all levels. However, as one advances in their leadership, it becomes increasingly challenging to get candid, unbiased feedback that can facilitate growth. Yet seeing yourself as others see you as a leader can be an important inflection point for change and growth.

360-degree feedback is a professional development process that allows an individual along with supervisors, direct reports and colleagues to provide anonymous, guided feedback. 360 encourages participants to build self-awareness, identify strengths and growth areas and create an action plan to take their leadership to the next level. Participants receive opportunities for understanding their blind spots, areas where they excel and areas for improvement and further development to increase their organizational impact.

In a typical administration, participants will receive a comprehensive report detailing how each of the before mentioned rater types evaluate them on specific competencies, sub-competencies, traits or other key outcomes to help guide professional development. The report will also include qualitative (open-ended) feedback on strengths, areas for development and other pertinent information.

The most effective way to leverage 360 feedback is for participants to debrief their reports with a coach or manager who has been trained to synthesize this type of feedback and deliver guidance to help individuals recognize their strengths, development areas, blind spots and general contributions to various aspects of their organizations. The debrief is focused on understanding the report, identifying two or three areas that the individual leader would like to further develop or lean into and building an action plan to work on those areas and increase their impact in their roles.

“When 360 was paired with coaching and debriefing it was 10x more valuable.”
HOW DO WE INCORPORATE 360 IN OUR LEADERSHIP DEVELOPMENT SUPPORTS?

As part of The Broad Center’s leadership development supports, we assess leadership competencies for our Fellows, Residents and alumni using our customized 360-degree assessment process aligned to the DOL framework. We offer the 360 at least twice during our programs in order to measure growth over time and offer additional opportunities for alumni to participate in a 360 process periodically as they progress in their careers. At times we may also administer “180-degree” assessments – the same assessment tool used between participants and supervisors only – to get initial feedback early in a new role or if overburdening colleagues is a concern. Figure 7 shows an example of how 360 feedback and other leadership and professional development supports are incorporated into our Broad Residency program.

The Broad Center’s 360 assessment process is designed for professional learning and not as an evaluative tool. We have over a decade of aggregated 360 analysis from Resident cohorts which has enabled us to confirm the leadership competencies that contribute to high impact and performance for Residents. It is our most valid and consistent tool to provide feedback and support for every participant. We leverage the 360 for development for each participant and for measuring their leadership growth across the program cycle, which we have seen consistently over past decade. We also use the aggregated data and insights to refine our recruitment and selection processes, the supports we provide to our alumni and the tool itself.

**FIGURE 7 | EXAMPLE 360 CADENCE AND PD SUPPORTS WITHIN BROAD RESIDENCY PROGRAM**

**PROGRAM AND SUPPORTS**

- **Year 1**
  - 8 Professional Development Sessions
  - Peer Advisory Teams
  - Broad Advisor

- **Year 2**
  - 360

- 180

- 360

- Executive Coach

- Annual Plan

- Network
Our deep history of 360 administration in the Residency program and the benefits it provided led us to extend this support to The Broad Academy program as well as alumni of both the Academy and Residency programs. Because our 360 feedback tool was developed with the Residents in mind, we initially used off the shelf leadership 360s for the more senior leaders in our network, but eventually realized the value we and our network would get from a complete alignment of our leadership continuum and the 360 tools used to measure competencies in order to drive our intended goals and outcomes.

Our confidence in the value of this tool has been reinforced by our network. We regularly ask our alumni and network members working in K-12 to provide feedback on our services. The highest rated of all supports and services provided is the 360 assessment, where nearly 90% of our network has found the feedback valuable for their work (see Figure 8).

“The 360 has been one of the most valuable parts of The Broad Residency - especially early on in the process.”

### Figure 8 | Value of 360 Assessments Relative to Other TBC Supports

**How Valuable are TBC Alumni Career Supports?**

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 Feedback</td>
<td>86%</td>
<td>255</td>
</tr>
<tr>
<td>Executive Coaching</td>
<td>82%</td>
<td>294</td>
</tr>
<tr>
<td>Career Move Support / Consultation</td>
<td>74%</td>
<td>214</td>
</tr>
<tr>
<td>Hiring Support for Internal Open Roles</td>
<td>52%</td>
<td>121</td>
</tr>
</tbody>
</table>
Because we identified a gap in leadership and professional development opportunities for central office leaders and a lack of assessments tailored specifically to the competencies, essential traits and knowledge areas needed for central office K-12 leadership, we saw an opportunity to expand upon the 360 assessment we developed for the Rising Leaders in The Broad Residency to support longer-term leadership growth. To account for the many years of professional growth required between their early leadership experiences and their potential roles as system leaders or senior policy leaders, we partnered with RTI International to develop a full suite of 360 assessments aligned to the DOL continuum at all levels – Rising, Breakthrough and Transformative leadership – that would allow us to support the measurement of advanced leadership skills for further professional development.

The result of this work is The Broad Center’s custom Dimensions of Leadership 360 assessment suite (DOL 360), which provides an opportunity for those who know someone’s work the best to provide them with ratings on our DOL competencies and subcompetencies, K-12 knowledge, essential traits and their focus on equity. We also use the tool for raters to assess participants on key outcomes, relating to departmental or organizational contribution in key school system priority areas, such as those outlined above in our SSEEF framework.

The assessment suite is specifically tailored toward developing stronger leaders in K-12 school system central office roles. There are question sets that address relevant development criteria on the full spectrum of central office position levels, from rising managers to transformative superintendents and everywhere in between.
The primary scale used to assess participants is outlined in Figure 10 below. Results are summarized through mean scores, along with the high and low for each question. See Appendix C for more information about the DOL 360 suite, including all outcome and summary questions. If you are interested in using any of The Broad Center frameworks or tools described in this brief for your organization, please email operations@broadcenter.org for additional guides and information to accompany this research.

In our typical report template, scores are provided by question item (sub-competency-level), question category (competency averages, for example) and disaggregated for each type of rater (averages are shown where sample size permits for non-supervisor rater groups, to preserve anonymity; supervisor scores are typically transparent to the participant). Useful report features that we’ve used also include a radar chart displaying relative scores for all dimensions of leadership, top ten lists for question items that received the highest and lowest feedback ratings, and blind spot and hidden strengths lists that highlight question items where there are substantial differences between self-reported scores and rater scores. A full compilation of all open-ended question responses is also incredibly helpful to combine the quantitative data with more anecdotal, qualitative feedback and examples.

But a 360 report is merely a starting point. How one leverages this information is perhaps the most important portion of the 360 assessment process. The following guidelines outline how a participant can make the most of their 360 experience.

---

**FIGURE 10 | PRIMARY DOL 360 RATING SCALE**

<table>
<thead>
<tr>
<th>NUMERIC VALUE</th>
<th>RATING DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Observed</td>
</tr>
<tr>
<td>1</td>
<td>Needs Development: Has not yet developed this skill. Development in this area could improve overall performance.</td>
</tr>
<tr>
<td>2</td>
<td>Building: Occasionally demonstrates this behavior. Beginning to acquire the skill.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates Strength: Leverages strength in this area to meet performance expectations.</td>
</tr>
<tr>
<td>4</td>
<td>Exceptional: Consistently demonstrates this behavior in a way that exceeds performance expectations.</td>
</tr>
<tr>
<td>5</td>
<td>Role Model: One of the best (top five percent) that I have seen in this area.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR SUCCESSFUL 360 FEEDBACK

Selecting Raters
- The recommended number of raters is 8 to 15 people, which should include your supervisor, direct reports, peers and others who can speak to your work and who will take providing you feedback seriously.
- Invite raters who you know professionally. People that you haven’t worked with are less likely to give you useful feedback aligned with the competencies of your 360 tool.
- Don’t invite raters that you haven’t worked with in the last six months. It may be harder for them to provide useful feedback or recall specific examples.
- If possible, include people from several different levels and departments of your organization who know your work well.
- Try to include both your “champions” and your “critics.” Getting a variety of opinions and perspectives into your 360 will make for better feedback.

Specific Rater Groups
- **Supervisor/Manager** – Include your current direct supervisor or manager. If your supervisor recently changed and you don’t think your new supervisor has enough information then use your immediate past supervisor. If you are a Superintendent, CEO or Executive Director, include your board chair and board members.
- **Direct Reports** – Include anyone directly reporting to you. You can also choose to include reports of your direct reports if you interact with them often enough.
- **Peers/Colleagues** – This includes anyone in your organization who isn’t your manager and doesn’t report up to you. This can span multiple levels and departments, focusing on people who are familiar with you and your work. For central office leaders this may also include principals or school-based staff.
- **Others** – Add any others from outside your organization that know you professionally and would be able to provide you with useful feedback. Some possible sources: mentors/mentees, consultants or people in partner organizations who you work closely with.

Requesting Feedback
- To increase responses, reach out to each rater to ask them if they are willing to provide feedback and why it is important to you. Don’t just send them an auto-generated link to a survey.

Following up with Raters
- Follow-up with your raters to thank them for providing feedback and share any steps you plan to take to act on the feedback you received.

Reviewing a 360 Report
- Before you review your feedback, remember that you asked for this feedback, your raters spent time providing it and it is intended to help you improve.
- Look for themes and discrepancies across the scores, comments and rater groups.
- Identify areas of strength and areas for improvement.
  » Do not solely focus on higher scores or positive comments and dismiss the need to make any changes in your skills and actions.
  » Do not fixate on lower scores or negative comments and ignore the data on what you do well. It is important to know what you are already doing that is effective and appreciated by others so that you can continue and amplify those skills and actions.
• You may disagree with some of the feedback you receive. You do not have to accept or act on every comment. It is still helpful to know how others perceive you.

• The feedback from most raters will be anonymous. Do not spend time trying to figure out who wrote what. Review the feedback and incorporate it as relevant into your action plan.

Debriefing a 360 Report
• Discuss/debrief your feedback report with a coach, manager or trusted colleague.

• Debriefing is most effective when someone has received training for debriefing 360 reports. It is important that the 360 assessment is used as a development tool and not an evaluative tool.

• Debriefing should take place within four weeks of the final report so that the feedback remains timely and relevant.

Debrief Guidelines
• Prepare. Both you and your debriefer need to review the 360 report and highlight any data, comments or other areas that you may have questions about.

• Schedule. Allocate at least 45 minutes to debrief the 360 report with an executive coach or manager who has been trained in debriefing the 360 assessment.

• Debrief. Remember the feedback is for your development, by illuminating blind spots and highlighting strengths. It is important that you dig into it with a learning mindset. Identify one to three goals before the end of the debrief meeting. It is okay to have both developmental goals and goals that allow you to lean into strengths.

• Accountability. Finally, after you’ve had time to process and plan, discussing your own results with your manager and direct reports can foster accountability and help demonstrate that you value continuous improvement.

“I coach senior leaders in improving their impact in whatever role they are in. The Broad Center 360 assessments have been a great tool to collect feedback on leadership competencies and traits which are aligned to increasing impact. I have been able to work with leaders to breakthrough roadblocks that have prevented them from achieving their total impact.”
Our approach to developing evidence-based leadership frameworks and assessments has relied on a cycle of research, observation, data analysis and continuous improvement as outlined in Figure 11. Over the past 15 years, we have collaborated with researchers, consultants and experts in the field and relied on expertise across our organization and network to ensure our bases for leadership development are evidence-based and tied to the key outcomes we believe are needed to drive toward educational excellence and equity.

**Review Literature**

- Reviewed landscape of leadership frameworks and assessments
- Reviewed school system excellence and equity initiatives and associated core skills

**Draft Competency Framework & Tools**

- Partnered with evaluation experts
- Used collective experience in the field to draft outcomes, develop leadership frameworks and create 360-degree assessment tool

**Conduct Research**

- Collected data on skills and outcomes through 360-degree assessments
- Conducted interviews and focus groups with education leaders and their supervisors

**Revise & Institutionalize Framework & Tools**

- Enhanced the frameworks and aligned language
- Developed a cohesive Dimensions of Leadership continuum for leaders in various career stages and aligned tools

**Continuously Refine Program Components & Tools**

- Engage in ongoing research and analysis of how competency data aligns with outcomes
- Conduct iterative refinement of program components and tools aligned to the framework

*Ongoing study of competencies needed in education leadership has kept the framework relevant.*
The following research findings emerged from our partnership with RTI International and have both validated and informed our work.

The research examining effective leadership practices that contribute to high levels of student achievement has evolved over the decades, first mainly focusing on school-level leadership (Leithwood & Montgomery, 1982; Tyack & Hansot, 1982) to more recently focusing on leaders of school systems, such as superintendents (Waters & Marzano, 2007). Decades of research indicate that leadership at both levels matters. One meta-analysis found that leaders are the second most important in school factor contributing to student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004), the first being effective teachers. School leaders can improve student achievement when they attend to the organizational climate of a school and directly support efforts to improve teaching and learning (Marks & Printy, 2003). In recent years, research has examined leaders’ system-level practices that support improvements in student learning such as establishing a vision and managing resources effectively (Hornung & Yoder, 2014). Waters and Marzano’s (2007) meta-analysis of 27 studies found a statistically significant relationship between the associated practices that characterize effective superintendents or district leaders and student achievement. Research on effective practices at the school and district level serve as the foundation of educational leadership standards created for school and district leaders (National Policy Board for Educational Administration [NPBEA], 2015, 2018).

Although research indicates that effective educational leaders are an important component of the success of educational systems and student outcomes, the educational leadership literature often fails to make distinctions between leadership practices at different levels of the central office for which The Broad Center prepares leaders. It also does not make distinctions between school or district leaders and leaders of other K–12 organizations, such as state departments of education or charter management organizations. However, the qualities of effective educational leaders are similar to qualities of effective managers and executives more broadly. Therefore, findings from industrial-organizational psychology research are often relevant to the educational setting. In fact, educational leadership researchers apply theories from industrial-organizational psychology to describe effective leadership practices (Leithwood & Jantzi, 2007). A broad summary of leadership themes from these research fields is provided below and these themes have guided the validation and evolution of our leadership and school system frameworks, curriculum and supports.

Creating and sustaining a mission and vision that guides organizational action. Many studies have noted the importance of superintendents and district leaders creating a shared mission and vision through a collaborative process that engages numerous stakeholders, including family and community members (NPBEA, 2018). Waters and Marzano (2007) suggest that these goals should be long term and focus on improving student achievement. Beyond creating the mission and vision, both the educational leadership and industrial-psychology research highlight the importance of leaders motivating and inspiring people and groups to believe in the mission and vision and to implement initiatives in service of those goals (Bass, 1999; Marks & Printy, 2003). Honig and colleagues (2010) found that superintendents inspired and motivated district leaders when they connected district leaders’ day-to-day work to the system-wide vision of improving student learning. Researchers also emphasize that this vision should convey a sense of urgency to be motivational (Hornung & Yoder, 2014) and that the goals move beyond “maintaining the status quo” (Waters & Marzano, 2007, p. 15). Additionally, leadership theories from industrial-organizational psychology highlight the importance of leaders stimulating individuals’ creativity and urgency such that these individuals question assumptions and break through the norm (Bass, 1999).

Monitoring and evaluating implementation of goals. Research details the importance of leaders monitoring the implementation of goals by using data and evidence to inform decision-making (Hornung & Yoder, 2014; NPBEA, 2018), evaluate personnel, manage and deploy necessary resources to accomplish goals (Hornung & Yoder, 2014; Waters & Marzano, 2007), and know how to respond to challenges by effectively coordinating the variety of systems at play (Waters & Marzano, 2007). The industrial-organizational leadership research further identifies other behaviors related to monitoring and completing projects effectively, such as prioritizing, planning ahead to mitigate risks, and completing work on time (Leslie & Peterson, 2011). In both sets of research, effective leaders maintain their focus on the goals and use them to drive decision-making (Waters & Marzano, 2007; Leslie & Peterson, 2011).
Working collaboratively and developing shared leadership. Research suggests that leaders should create a trusting transparent culture in which everyone, including family and community members, has joint responsibility to enact organizational goals (Hornung & Yoder, 2014; NPBEA, 2018). Leaders create a culture of organizational commitment by holding everyone to high expectations, fostering collaboration, modeling these behaviors (Leithwood & Jantzi, 2006), and celebrating the success of others (Waters & Marzano, 2007). Providing support to individuals and groups to engage in the work is also critical. Effective leaders attend to the capacity of their organizations by providing tailored professional development and coaching that meets individual needs (Leithwood & Jantzi, 2007; NPBEA, 2018; Waters & Marzano, 2007). Researchers also highlight the importance of district leaders working effectively across the system, from school board to school principals, and finding balance between autonomy and control at the district and school levels (NPBEA, 2018; Waters & Marzano, 2007).

Communicating effectively. Communication is embedded across various dimensions in the effective district leadership standards and research, (e.g., NPBEA, 2018, Standard 5, “Foster regular, two-way communication with community members, partners, and other constituencies”). Hornung and Yoder (2014) name effective communication as a critical dimension of effective district leadership. Industrial-organizational psychology research on executive leaders also places high importance on leaders’ clear and effective communication skills. Broadly, these fields highlight the importance of leaders using inspiring, persuasive language to motivate others (Bass, 1999) and clear communication in all modes and venues (Leslie & Peterson, 2011). Leaders’ ability to connect emotionally with people through language is often seen as a critical element of effective communication in this literature (Barrett, 2008).

Knowing how to improve teaching and learning. Leaders must understand effective teaching and what is needed at the school level to support it, such as the adoption of high-quality culturally relevant curricula and assessments that meet students’ needs (Waters & Marzano, 2007). Also important is the provision of high-quality professional development to teachers and leaders across the system (NPBEA, 2018). Research highlights the importance of leaders’ knowledge of the intricate systems that influence their mission, for example, keeping abreast of various policies at the state and federal level and how those policies may impact district-wide improvement (Waters & Marzano, 2007).

Possessing specific leadership traits. In addition to the skills required of an effective leader, both the educational leadership and industrial-organizational psychology literature suggest that effective leaders have various dispositions or traits (Judge, Bono, Ilies, & Gerhadt, 2002). Effective leaders foster a culture in which these traits are valued (NPBEA, 2018). Traits are inherent to the individual and cannot be developed, which is different than skills or behaviors. The study of the relationship between traits and leadership have gone back nearly a century (Cowley, 1931). Many researchers have explored the relationship between leadership effectiveness and the five-factor structure of personality: Extraversion, Neuroticism (whose opposite is Emotional Stability), Openness to Experience, Agreeableness, and Conscientiousness (Judge, Bono, Ilies, & Gerhadt, 2002). Effective leaders are more likely to be optimistic and upbeat, friendly and empathetic, and persistent or resilient; can cope in stressful situations; and are open to new ideas. Researchers have also explored the importance of leaders’ social and emotional intelligence (Goleman & Boyatzis, 2008), which can consist of being perceptive and empathetic, showing flexibility, and being open to continuous learning (Sitkin & Sim, 1992).

Focusing on equity. More recently, educational leadership standards for principals and district leaders have explicitly included a dimension focused on equity (NPBEA, 2015, 2018). Practitioners and researchers recognize that in order to dismantle inequities, leaders must recognize and actively avoid the factors that contribute to inequity. These equity standards are anchored in research on social justice and culturally relevant leadership (e.g., Capper, Theoharis, & Sebastian, 2006). Leaders must allocate resources equitably so that all students have access to what they need to learn and be successful. Leaders must recognize student strengths instead of deficits, “confront and alter” institutional biases that perpetuate low-expectations and deficit-based schooling, and act with and promote cultural responsiveness in all aspects of the organization, especially in the classroom (NPBEA, 2015, 2018). In their research-based critique of the lack of focus on equity in the previous standards, Galloway and Ishimaru (2015) propose that leaders create a vision for their systems that includes equity, recognizes that all students can learn, and encourages leaders to engage in their own continuous self-reflection about their biases, power and privilege and the impact of those biases on their leadership decisions.
DEVELOPING AND VALIDATING A SUITE OF 360 ASSESSMENTS

Partnering with a renowned research organization like RTI to develop our suite of 360 assessments allowed us to independently validate that our tool was aligned to our DOL framework, grounded in research and reliable from a psychometric standpoint, in that it met the qualitative and statistical criteria to accurately assess each dimension of our leadership framework. The assessment development included the following steps:

01. Evaluation of the existing 360 assessment created for Rising Leaders who are current participants or recent alumni of The Broad Residency program.
   » Qualitative Analysis: The 360 assessment items were compared qualitatively to the DOL framework to evaluate the alignment of the assessment to leadership competencies identified in the framework.
   » Quantitative Analysis: A rigorous quantitative analysis was also conducted on past data to (a) evaluate whether items contributed to their assigned competency as expected (e.g., high factor loadings in statistical language) and (b) to evaluate the statistical reliability of the assessment at the competency level and overall.
   » Results: Both the qualitative and quantitative analysis indicated that the original DOL 360 was a good measure of Rising Leader competencies. A few minor revisions were incorporated to improve clarity or alignment with the Breakthrough and Transformative Leader competencies in the updated DOL framework.

02. Adapt Rising Leader assessment to be applicable for senior-level roles: Using the leadership framework, we adapted items for all competencies from the Rising Leader assessment to develop new 360 assessments for Breakthrough and Transformative Leaders.
   » Academic Literature Review: RTI found that the social justice and equity leadership literature does not differentiate actions by leadership level and encouraged us to include just one set of common equity-related sub-competencies and assessment items across all leadership levels.
   » Secondary Research Review: RTI made research-informed recommendations where appropriate but relied heavily on the expertise of TBC, other stakeholders and a mix of other assessments in the field of K-12 and executive-level leadership more broadly. (See Appendix D for a complete list of sources used as a research base for assessment items.)

QUESTIONS USED TO REVIEW ALL ASSESSMENT ITEMS

- Does the item or task measure what it intends to measure?
- Does the item align to the TBC framework?
- Does the item align to research on educational leadership?
- Does the item provide enough information for individuals to respond to the item?
- Does the item have concise and readable text?
- Does the item avoid unnecessary wordiness?
- Are response options plausible, reasonable and parallel, and relate to the stem in the same way?
- Does the item measure multiple dimensions that cannot be disentangled in analysis?
Qualitative Analysis: We then worked iteratively with RTI to ensure that the final set of 360 assessment items aligned with the final revised DOL framework.

03. Pilot of new assessment tools for all three leadership levels: Our next step was to conduct a pilot of our new 360 suite with a sample of our program participants and alumni.

Quantitative Analysis: The pilot data were used to evaluate the new assessments in terms of how well questions contributed to their assigned competency (e.g., high factor loadings in statistical terms), the reliability of each of the competencies and the assessment as a whole and concurrent validity evidence using outcome measures collected from raters during the 360-degree assessment process.

Results: All three DOL 360 assessments (Rising, Breakthrough and Transformative) were functioning well, with only one problematic item which was removed and improved reliability of the competency.

04. Tool adjustments to improve user experience: Small tweaks were made to the tools to remove items to (a) shorten the assessment to improve user experience, and (b) further improve quantitative reliability. A set of empirical and conceptual criteria was developed to select items for elimination.

Results: The shortened assessments maintained high reliability and validity. Results of these analyses indicated that shortening the assessments by up to eight items had little impact on the psychometric properties of the assessments and would reduce the time burden for raters to complete the assessment.

Appendix E and Appendix F include the statistical reliability measures outlined above as evidence for the results from the final suite of 360 tools.
IS OUR 360 ASSESSMENT A VALID TOOL FOR K-12 LEADERSHIP DEVELOPMENT?

Two primary uses of the 360 scores include providing developmental feedback to K-12 education leaders as a professional development tool and as a way to gauge the effectiveness of The Broad Center’s leadership development programming and supports (by examining aggregate growth in competencies of participants over time). Results of the DOL 360 scores are not meant for high-stakes decisions, for example, retention or promotion decisions. However, it is still critical that we evaluate the validity of score interpretations made based on DOL 360 results. The Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014) describe validity evidence in five categories: test content, response processes, internal structure, relations to other variables and consequences of testing.

Our rigorous process for developing the DOL continuum, along with the process for developing and aligning the DOL 360 items with the framework, provide evidence that the DOL 360 has the appropriate test content to support valid score interpretations. The DOL 360 items are on a five-point ordinal scale (see Appendix C). The spread of rating responses across the five categories provides some evidence that raters can distinguish between the categories when providing their ratings. Measures of internal consistency were high within each competency and very high for the full assessment for each of the three DOL 360 leadership levels (Appendix E and F).

We continually collect validity evidence related to the consequences of testing through communication with our leaders. RTI confirmed that our qualitative data over the years has shown that the 360-degree assessments has consistently helped participants identify actionable steps to leverage their strengths and continue developing areas of improvement.

Examples include:

- Clearer vision setting
- Developing more cross-functional workstreams and taskforces
- Updating check-in cadences with teams and managers to ensure more visibility and opportunities to share thoughts and feedback

For program participants who have taken multiple administrations of the assessment, we have also seen consistent growth across all competencies over time. While we do not fully know the attribution of our programs and supports on this growth, the consistent data over the years support the hypothesis that receiving 360 feedback and associated supports from programs like ours, along with dedicated supervisors, advisors and coaches can help people meaningfully grow in their leadership.
DO OUR 360 LEADERSHIP QUALITIES POSITIVELY CORRELATE TO SCHOOL SYSTEM OUTCOMES?

To circle back to the goal of this work, which is to ensure that our professional leadership development supports are ultimately linked to key system-level outcomes, the last step of RTI’s 360 assessment validation was to provide evidence that competency scores were in fact correlated with the outcome measures collected during the DOL 360 but were not considered part of the assessment.

These items are considered outcome measures and provide “concurrent” validity evidence, or validity evidence from variables collected at the same time as the DOL 360 ratings. The outcome measures at each leadership level vary slightly depending on one’s scope of responsibility, but they each represent an important indicator of contribution to school systems, and several are aligned to the key research-based priority areas outlined in our School System Excellence and Equity Framework (see Appendix C for a full list of outcome questions by leadership level).

RTI examined frequency distributions for each outcome item, correlations between competency ratings and outcome questions and regression models which further summarize the relationship between competencies to outcomes to show how well the combined information from DOL 360 predicts each of our key outcome questions. These correlations are provided in Appendix G, and regression coefficients along with the percentage of variance explained by each model (R²) are provided in Appendix H. In almost every case, more than half of the variability in outcomes can be explained by DOL scores. The positive correlations between the DOL 360 competencies and the outcome items, along with the relatively high percentage of outcome item variance explained by the DOL 360 competencies, provides concurrent validity evidence that DOL 360 is measuring important facets of leadership skills, as intended.

In short, the results from RTI’s rigorous analysis of our 360 assessment suite give us the confidence that the competencies and sub-competencies assessed are not only reliable and valid, but also good predictors of important outcomes for K-12 school system-level leaders.

As a result of this research, The Broad Center now has a set of three research-based 360 assessments that provide professional leadership development supports to education leaders at the three career stages in its Dimensions of Leadership continuum—Rising, Breakthrough and Transformative leadership. The measures in these 360 tools are well aligned to the DOL framework and will provide reliable measures of leadership competencies. This, in turn, will help deliver important formative professional feedback to the K-12 education leaders we support and help us make enhancements to our programming and leadership supports.
CONTINUING TO EVOLVE THE DOL 360 ASSESSMENT

Providing validity evidence for an assessment is an ongoing process. Though RTI confirmed the most recent analysis of the data indicated that all items included in the final versions of the assessments are performing well, they maintain it is important to continue to consider additional sources of validity evidence that could be collected over time. Recommendations include:

- Consider additional evidence from informal interactions with program participants and alumni.
- If at some point participants expressed confusion about particular items or competencies, follow-up cognitive labs or think-alouds with stakeholders might be needed.
- Consider how ratings are being used to determine if there are ways to help our participants use the results more effectively.
- Continue to evaluate the DOL 360 data over time to track trends.
- Finally, if refinements to the Dimensions of Leadership framework are made in the future, it will be important to consider whether changes to the assessment items are also needed to maintain alignment.

“360 Feedback
- Love the 360. It’s always great to reflect and get the honest feedback of everyone I work with.”
CONCLUSION

Education systems, by the nature of their purpose, must be learning organizations and require continuous examination and evolution to improve results for students. The work and context are constantly changing as demographics shift, student populations increase or decrease, natural and manmade disasters occur and the skill and educational needs to thrive in our society evolve. Leadership is an important lever in addressing the most critical issues facing school systems, and leaders must also engage in continuous examination and evolution to improve results for the systems they lead. When leaders are at their best, students thrive and excel.

The Broad Center’s mission is to transform American public education into an engine of excellence and equity by identifying, preparing and supporting leaders in urban school systems. To achieve this mission, we have identified leadership competencies and traits that are correlated to achieving the transformational outcomes of an equitable and excellent system. Our evidence-based Dimensions of Leadership continuum, for Rising, Breakthrough, and Transformative Leaders, and aligned suite of 360-degree feedback assessments have proven to be critical in the development of central office leaders as they work to transform public K-12 school systems.

Feedback is one of the most valuable professional development tools, and reliable 360 assessments, if used correctly, have the power to provide comprehensive feedback for development purposes. The 360 process provides a structured process for leaders to receive feedback to identify strengths, areas of growth and blind spots so leaders can focus and prioritize areas for development with their managers and/or coaches to increase their impact in their organizations.

We acknowledge that this is just one approach to gathering feedback to support leaders. Leaders also need to gather feedback from our students, families, teachers, principals and communities to improve the experiences for these stakeholders and outcomes for students.

We hope by sharing our approach, frameworks and tools via this research brief, other organizations can either develop their own professional development processes that link to key organizational outcomes or leverage and evolve our tools to support the growth of their education leaders. If you are interested in using any of The Broad Center frameworks or tools described in this brief for your organization, please email operations@broadcenter.org for additional guides and information to accompany this research.
“The 360 process helped me to be incredibly intentional about my leadership growth and development. The confidential survey illuminated the ways in which colleagues, direct reports and those senior to me perceived my words, actions and decisions.”
APPENDIX A

THE BROAD CENTER DIMENSIONS OF LEADERSHIP (DOL) CONTINUUM

EXCELLENCE
Public education is the foundation of a just and thriving society. Excellent public education unlocks opportunity and economic freedom, and it empowers our youth to reach their full potential. To ensure we prepare every child for a future of limitless possibilities, leaders must transform school systems to enable young people from every background and community to graduate high school with the tools necessary for them to realize their dreams — in college, in careers and in life. We know that when they are taught to high levels, all youth can achieve at high levels. Education leaders have the responsibility to organize public school systems to expect nothing less and provide the supports that give every student that chance.

equity
Excellent public education is rooted in equity. Equity is essential to ensure the needs of every student are met. It is therefore integrated in all aspects of our programming and our leadership framework. To help every child reach their full potential, leaders:

• Acknowledge the history behind the systems and structures that drive inequities and how they manifest in education today, and actively work to dismantle them
• Challenge powerful stakeholders and hold themselves accountable to ensure that the students and communities who need the most get the resources they need to succeed and thrive
• Commit to equity-focused decision making throughout the school systems and communities they serve

K-12 KNOWLEDGE AND COMMITMENT
Education leaders will demonstrate and apply knowledge of how urban school systems work and can be dramatically improved. They will demonstrate a long-term desire and dedication to working in K-12 education. Knowledge of K-12 includes an understanding of:

• Context and history of urban education
• Effective teaching practices and student learning
• Non-academic functional areas
• System-wide levers for change
• Local and national perspectives on K-12 issues
• External application of acquired K-12 knowledge

RISING LEADER COMPETENCIES
We believe that rising education leaders must demonstrate strength in the following competencies to enable school systems to become engines of excellence and equity.

STRATEGY
• Acts with the big picture in mind
• Translates vision into specific, practical actions
• Analyzes strategies for leading change and foresees implications and unintended consequences
• Synthesizes large quantities of data with an actionable and relevant summary
• Understands the implications of decisions across the system (e.g., between central office initiatives and outcomes for schools, teachers, families, and children)
• Connects individual and departmental work to overall organizational strategy
• Is opportunistic and takes well-informed, calculated risks
• Builds a platform for driving and sustaining change and growth
• Proposes achievable solutions that go beyond current organizational boundaries and encourages accelerated systemic improvement
• Maintains a drive to go beyond the status quo to improve results

**MANAGEMENT**

*Self-Management*
• Exhibits self-discipline and other skills for being a great individual contributor, that is, one who produces high quality results on time
• Is a self-starter and problem-solver
• Demonstrates comfort in taking guidance, having an appropriate level of self-confidence, and knowing when to check back and ask for help
• Demonstrates a sheer willingness to work hard, even at modest tasks
• Is able to work through times of crisis or change
• Manages time effectively

*Project Management*
• Prioritizes, plans, and scopes work
• Secures and manages resources that support team success and team member development
• Identifies and creatively resolves resource constraints and conflicts
• Balances needs of projects and processes against needs of people and relationships
• Plans and facilitates meetings

*Talent Management*
• Builds diverse teams and leverages others’ expertise for success
• Demonstrates effective people management
• Develops, adapts, and flexes one’s leadership style to meet the needs of individual team members
• Gives and receives feedback
• Fosters a culture of diversity, equity, and inclusiveness throughout the team

**COMMUNICATION**
• Connects emotionally across a range of audiences
• Demonstrates interest in and openness to hearing from others; actively listens
• Communicates with clarity of thought
• Demonstrates awareness and understanding of audience perspectives
• Is clear and persuasive in speech and writing
• Proactively communicates
• Conveys messages that resonate with many different individuals and entities

**NAVIGATION**
• Actively learns about organizational structure and hierarchy and clearly identifies important individuals and organizational units necessary to engage in order to accomplish goals
• Skillfully engages stakeholders and uses influence and persuasion to represent shared interests
• Clarifies desired intended outcomes before engaging in work intended to create change
• Diagnoses, understands and empathizes with perspectives of other stakeholders in preparation for interactions intended to influence thinking or behavior
• Leverages both organizational structure and informal lines of power to accomplish goals
• Understands the needs and perspectives of internal and external stakeholders and finds common ground among different perspectives
• Uses knowledge and understanding of work styles and preferences to build and sustain effective working relationships with supervisors and co-workers
• Facilitates collaborative decision-making with internal stakeholders to support the organization’s goals
• Creates a sense of urgency and gains buy-in
BREAKTHROUGH LEADER COMPETENCIES

We believe that breakthrough education leaders must demonstrate strength in the following competencies to enable school systems to become engines of excellence and equity.

VISION
- Reinforces the overall system-level mission and values
- Creates and communicates strong, clear images of success that guide the department’s goals and objectives
- Stimulates new ideas and innovations that push the boundaries for what others think is possible

STRATEGY
- Translates the vision into short-term and long-term plans aligned with organizational goals and objectives
- Analyzes strategies for leading change, considers broader system-wide implications and adapts to unintended consequences
- Understands the broader system-wide implications of each decision
- Anticipates continual changes and obstacles in the environment, and develops contingency plans and responsive alternatives
- Encourages well-informed, calculated risk taking

MANAGEMENT
Self-Management
- Exhibits self-discipline and other skills for being a great manager and individual contributor, that is, one who produces high quality results on time
- Is a complex problem solver who can lead cross-system coordination
- Demonstrates confidence in both giving and taking guidance; knowing when to trust your team or check-in with your system leader and ask for help
- Demonstrates a sheer willingness to work hard, even at modest tasks in support of your team
- Manages time effectively

Project Management
- Prioritizes and get things done with urgency
- Pushes forward priority improvements while attending to crises that may arise
- Secures and manages resources that support team success and team member development
- Identifies and creatively resolves resource constraints and conflicts

Talent Management
- Builds an environment to attract, retain and develop diverse and exceptional talent throughout the system
- Focuses on effective management and places people in roles that challenge them to achieve beyond their expectations
- Promotes a transparent atmosphere and encourages collaborative learning, honest feedback, diverse thinking and problem solving
- Coaches and mentors individuals to build mission-driven, cohesive and committed teams
- Develops, adapts, and flexes one’s leadership style to meet the needs of individual team members
- Fosters a culture of diversity, equity and inclusion throughout the department
- Develops and maintains high performance standards aligned to goals and the vision
- Holds individuals and departments accountable to performance standards and provides support, intervention and recognition as appropriate
- Enables others (and self) to work through times of crisis or change

COMMUNICATION
- Connects emotionally across a range of audiences
- Demonstrates interest in and openness to hearing from others; actively listens
- Demonstrates awareness and understanding of audience perspectives
- Seeks to collaborate, build consensus and mobilize others to share ownership of and responsibility for the work
• Explains complex information in an accessible manner, balancing the use of information and emotion to reach a range of audiences
• Communicates with authority, credibility and calm in times of crisis
• Generates optimism around future possibilities and success to advance the organization
• Motivates others to transcend their expectations through meaningful and challenging work

NAVIGATION
• Understands and leverages local and national issues that impact the organization
• Skillfully engages stakeholders (including elected officials, community members, organizations, students and families) to represent the shared interests of the community as a whole
• Diagnoses, understands and empathizes with perspectives of other stakeholders in preparation for interactions intended to influence thinking or behavior
• Builds and effectively leverages political capital and partnerships with key allies, families and community members to support and advance their efforts
• Recognizes the assets that exist in the communities served and seeks to authentically understand their needs
• Uses knowledge of work styles and preferences to enhance effective working relationships with peers, supervisor and board
• Facilitates collaborative decision making with internal and external stakeholders to support the organization's goals
• Builds a sense of urgency and gains buy-in

SUSTAINED IMPACT
• Embeds impactful change in the department’s culture, strategy and practices to align with the organization
• Encourages key influencers to support and maintain efforts
• Garners the necessary resources to successfully implement and sustain key strategies
• Implements the work in ways to ensure efforts endure beyond the tenure of any one individual

TRANSFORMATIVE LEADER COMPETENCIES
We believe that transformative education leaders must demonstrate strength in the following competencies to enable school systems to become engines of excellence and equity.

VISION
• Creates and communicates strong, clear images of success that guides the organization’s goals, objectives, mission and values
• Stimulates new ideas and innovations that push the boundaries for what others think is possible

STRATEGY
• Translates the vision into short-term and long-term plans aligned with organizational goals and objectives
• Analyzes strategies for leading change, considers broader system-wide implications and adapts to unintended consequences
• Synthesizes large quantities of data with an actionable and relevant summary
• Understands the broader system-wide implications of each decision
• Anticipates continual changes and obstacles in the environment, and develops contingency plans and responsive alternatives
• Encourages well-informed, calculated risk taking

MANAGEMENT
Project Management
• Secures and manages resources that support team success and team member development
• Prioritizes and get things done with urgency
• Pushes forward priority improvements while attending to crises that may arise
Talent Management
- Builds an environment to attract, retain and develop diverse and exceptional talent throughout the system
- Focuses on effective management and places people in roles that challenge them to achieve beyond their expectations
- Promotes a transparent atmosphere and encourages collaborative learning, honest feedback, diverse thinking and problem solving
- Coaches and mentors individuals to build mission-driven, cohesive and committed teams
- Develops, adapts, and flexes one’s leadership style to meet the needs of individual team members
- Fosters a culture of diversity, equity and inclusion throughout the organization
- Develops and maintains high performance standards aligned to goals and the vision
- Holds individuals and departments accountable to performance standards and provides support, intervention and recognition as appropriate
- Enables others (and self) to work through times of crisis or change

COMMUNICATION
- Connects emotionally across a range of audiences
- Seeks to collaborate, build consensus and mobilize others to share ownership of and responsibility for the work
- Explains complex information in an accessible manner, balancing the use of information and emotion to reach a range of audiences
- Communicates with authority, credibility and calm in times of crisis
- Generates optimism around future possibilities and success to advance the organization
- Motivates others to transcend their expectations through meaningful and challenging work

NAVIGATION
- Understands and leverages local and national issues that impact the organization
- Skillfully engages stakeholders (including elected officials, community members, organizations, students and families) to represent the shared interests of the community as a whole
- Diagnoses, understands and empathizes with perspectives of other stakeholders in preparation for interactions intended to influence thinking or behavior
- Builds and effectively leverages political capital and partnerships with key allies, families and community members to support and advance their efforts
- Recognizes the assets that exist in the communities served and seeks to authentically understand their needs
- Works effectively with cabinet and board
- Facilitates collaborative decision making with internal and external stakeholders to support the organization’s goals
- Builds a sense of urgency and gains buy-in

SUSTAINED IMPACT
- Embeds impactful change in the organization’s culture, strategy and practices
- Encourages key influencers to support and maintain efforts
- Garners the necessary resources to successfully implement and sustain key strategies
- Implements the work in ways to ensure efforts endure beyond the tenure of any one individual
LEADERSHIP TRAITS
We believe the following traits are essential to successful leadership in K-12 education:

EMPATHY
• Understands and shares the feelings of others
• Willing to put themselves in someone else’s shoes

FLEXIBILITY
• Works effectively in an environment of shifting priorities, ambiguity, and/or political instability

COURAGE
• Behaves and acts in ways that hold true to their core values and beliefs
• Stands up for what they believe is morally and ethically right, even in the face of pressure from powerful stakeholders and political forces

HUMILITY
• Holds a modest view of their own importance
• Recognizes and values the gifts and assets that others bring in relation to their own
• Understands the limitations of their own knowledge, experience and perspective

RESILIENCE
• Responds positively in the face of setbacks
• Confident in their own ability to rise to challenges

SELF-AWARENESS
• Identifies and reflects upon their own strengths and weaknesses
• Able to accurately assess how they are perceived by others
• Aware of how their behaviors and actions impact others
• Understands their own identity, power, privilege, and access, as well as the impact on work and decision making

DEVELOPMENT ORIENTATION
• Regularly solicits feedback from colleagues and stakeholders at all levels and identifies opportunities to grow as leaders, change behaviors, and develop skills to improve
• Pursues lifelong learning
APPENDIX B

THE BROAD CENTER SCHOOL SYSTEM EXCELLENCE AND EQUITY FRAMEWORK (SSEEF)

EXCELLENCE
We believe every child deserves a future of limitless possibilities. To get there, we need high-performing school systems to open the doors of opportunity so every school, every classroom and every student gets what they need to be successful. In service of that mission, The Broad Center focuses on research-based strategies we believe to be integral in successfully transforming an organization or system to produce radically different and significantly better results for all students.

EQUITY
Equity is essential to ensure the needs of every student are met. It is therefore integrated in all aspects of our program and this framework. To help every child reach their full potential, school systems:

- Acknowledge the history behind the systems and structures that drive inequities and how they manifest in education today, and actively work to dismantle them
- Hold themselves accountable to ensure that the students and communities who need the most get the resources they need to succeed and thrive
- Commit to equity-focused decision making throughout the school system and communities served

SYSTEM-LEVEL PRIORITY AREAS
The system-level goals outlined in this framework are organized into the following system-level priority areas:

DELIVER HIGH-QUALITY LEARNING OPPORTUNITIES
Provide every student with a learning environment that empowers them to reach their full potential.

ATTRACT, DEVELOP AND RETAIN EXCEPTIONAL TALENT
Develop and implement a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion.

COMMIT TO A CULTURE OF INCLUSIVITY, CONTINUOUS GROWTH AND RESULTS
Execute a strategy centered on a shared vision and values.

EXECUTE STRONG OPERATIONS TO SUPPORT SCHOOLS AND STAFF
Ensure all system-level operations work in service of the academic mission.

EMPOWER AND ENGAGE YOUR COMMUNITY
Partner with families and the community to make the best decisions for students.
DELIVER HIGH-QUALITY LEARNING OPPORTUNITIES
Provide every student with a learning environment that empowers them to reach their full potential.

- Set high standards and expectations for every student
- Provide rigorous, standards-based, engaging, curriculum and instruction that prepares every student for a productive life
- Ensure every student is encouraged, heard, and supported at school
- Use several indicators of student learning throughout the year to drive towards goals and inform curriculum and instructional decisions
- Identify gaps between student groups and change strategies to eliminate them
- Support principals to be the instructional leader within their schools
- Ensure that all teachers demonstrate instruction and classroom management practices that are differentiated, culturally competent and meet the needs of diverse learners
- Establish classroom management practices that incorporate deliberate efforts for positive school climate and use prevention strategies to promote positive student behavior
- Ensure every family can find, access and enroll their child in a high-quality public school that fits their individual needs
- Continuously evaluate the learning approaches used across the school system to meet the individual needs of students, including scaling successful strategies, trying new models and revamping ineffective approaches
- Take action to replicate successful schools and intervene in low-performing schools

ATTRACT, DEVELOP AND RETAIN EXCEPTIONAL TALENT
Develop and implement a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion.

- Employ a range of recruitment practices and cultivate talent sources, both internal and external, to develop a broad and diverse pipeline of high-quality candidates
- Collect relevant data to measure progress toward talent goals, identify equity issues and evolve talent strategies
- Onboard and welcome new staff into the professional community and get them up-to-speed quickly
- Build an environment that encourages collaborative learning
- Develop and maintain clear performance expectations aligned to the school system’s goals and vision for teachers, principals and central-office staff
- Ensure all supervisors continuously identify direct reports’ strengths and development areas using data, observation and ongoing feedback loops
- Establish systems to recognize high performance and address low performance
- Deliver professional development that is based on individual needs, aligned to role-specific competencies and evaluations, and is revisited regularly
- Offer differentiated career pathways for teachers to maximize their impact
- Staff all schools with a focus on equity and student need, connecting the best teachers and administrators with students who need them most

COMMITS TO A CULTURE OF INCLUSIVITY, CONTINUOUS GROWTH AND RESULTS
Execute a strategy centered on a shared vision and values

- Establish a culture of respect for all students
- Ensure a diverse and inclusive environment for all adults
- Articulate a clear vision, mission and set of goals for the organization or your team
- Develop and execute a strategic plan aligned to your theory of action and goals
- Foster shared ownership of results across all levels of the organization
- Be transparent about the rationale for all major decisions affecting the system
- Reinforce a growth mindset for all staff, including regular evaluation and openness to learning, improving, and trying something new
- Adjust activities and resource allocation, based on progress monitoring and feedback
- Measure employee satisfaction and use feedback to inform improvements
- Develop processes for organization-wide knowledge sharing to ensure all schools can benefit and learn from one another
- Exchange knowledge with partner organizations and other school systems for mutual benefit and learning
EXECUTE STRONG OPERATIONS TO SUPPORT SCHOOLS AND STAFF
Ensure all system-level operations work in service of the academic mission

- Ensure strategic financial management and budgeting practices to execute on the vision
- Allocate more funds and resources to higher-need students and schools
- Provide high-quality and safe school facilities for all students
- Ensure every student can get to the school of their choice safely, efficiently and on time
- Provide meals to support student achievement and promote healthy choices
- Establish comprehensive information technology systems that support the work of all staff and schools
- Develop systems to collect the appropriate data to track progress on all organizational activities

EMPOWER AND ENGAGE YOUR COMMUNITY
Partner with families and the community to make the best decisions for students

- Recognize families and communities as partners
- Engage the community to support students, the school system and public education
- Listen to and learn from — both formally and informally — families, students and the community about what they need from their public schools
- Measure student and family satisfaction regularly and use that feedback to make improvements
- Act on community input to better support their needs
- Equip every family with the knowledge they need to make and act on the best enrollment and learning decisions for their students
- Tailor communications strategies to support family engagement and understanding for every major decision affecting schools and students
- Understand the role of advocacy and support and participate as necessary to meet system goals
REFERENCES


APPENDIX C

DOL 360-DEGREE ASSESSMENT SCALES AND OUTCOMES QUESTIONS

A 360-degree assessment is a tool for gathering feedback from several people who work directly with an individual to provide multiple perspectives on that person’s performance. The Broad Center’s 360 assessments gather feedback from each participant’s supervisor, colleagues and direct reports at various stages during our leadership programs or their careers. On average, each participant’s assessment includes feedback from fourteen raters. An overall score is generated for each of the skills-based competencies of the Dimensions of Leadership framework. That overall score is the average of scores on all sub-competencies. Each response is rated on a five-point scale as shown below. In addition to questions directly associated with the framework’s sub-competencies and traits, the assessment includes the below outcome-related questions to evaluate the participant on various measures of impact as well as provide qualitative feedback and examples of the participant’s success and impact in the organization. See below for more information about the DOL 360 suite for each level of leadership in our DOL continuum: Rising, Breakthrough and Transformative Leadership.

DOL 360 ASSESSMENT SUITE: NUMBER OF ASSESSMENT ITEMS BY CATEGORY

<table>
<thead>
<tr>
<th>Competencies and Sub-competencies</th>
<th>Rising (R)</th>
<th>Breakthrough (B)</th>
<th>Transformative (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Strategy</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Management</td>
<td>9</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Communication</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Navigation</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Sustained Impact</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>K-12 Knowledge</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Essential Traits</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Equity</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Outcome and Summary Questions</td>
<td>13</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Department Contribution</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Organization Contribution</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Open-Ended Questions</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Department Culture</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
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</table>

RATING SCALE FOR COMPETENCIES, TRAITS AND OUTCOMES

<table>
<thead>
<tr>
<th>Numeric Value</th>
<th>Rating Description</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>Not Observed</td>
</tr>
<tr>
<td>1</td>
<td>Needs Development</td>
</tr>
<tr>
<td>2</td>
<td>Building</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates Strength</td>
</tr>
<tr>
<td>4</td>
<td>Exceptional</td>
</tr>
<tr>
<td>5</td>
<td>Role Model</td>
</tr>
</tbody>
</table>
OUTCOME-RELATED QUESTIONS

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>R</th>
<th>B</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td><strong>Department Contribution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s contribution to increasing their department’s</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>intentional orientation towards accountability for results and continuous</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>improvement?</td>
<td></td>
<td></td>
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<tr>
<td>How would you rate this person’s contribution to increasing their department’s</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>use of data to inform decisions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s contribution to increasing their department’s</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>focus on impacting teachers, students, and schools?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization Contribution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to the organization so far?</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>How would you rate this person’s overall contribution to providing every student</td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>with a learning environment that empowers them to reach their full potential?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How would you rate this person’s overall contribution to developing and</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implementing a comprehensive talent strategy with a focus on performance and</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>diversity, equity, and inclusion?</td>
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<td></td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to creating a culture and</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>executing a strategy centered on a shared vision and values?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to ensuring all system-</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>level operations work is in service of the academic mission?</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>How would you rate this person’s overall contribution to partnering with families</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and the community to make the best decisions for students?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to leading a high-</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>functioning organization in terms of its capacity to reform change and improve?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to having a significant</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>positive impact on student outcomes?</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>How likely would you be to pick this person to work for you, with you on a team,</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>or to choose this person as your boss (as appropriate, depending on your</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>relationship to this person)?*</td>
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</tbody>
</table>

* Scale: 1=I would not choose to work with this person, 2=If required, I would be OK working with this person, 3=I would likely choose to work with this person, 4=I would seek this person out for my team, 5=This is the best work partner I can imagine

OPEN-ENDED QUESTIONS

Which of this person’s skills have helped them to contribute most significantly to your organization? Please describe 2-3 skills and explain how each has helped him/her to contribute.

Which of this person’s skills could be improved to help him/her to contribute even more to your organization? Please describe 2-3 skills and explain how each skill would help him/her to contribute more.

The goal of The Broad Center is to support leaders who dedicate their careers to expanding educational opportunity for all students. If you were to give this person one piece of advice as they seek to grow in their leadership role, what would it be?

DEPARTMENT OR ORGANIZATION CULTURE QUESTIONS**

This person’s/My department/organization’s key results are measured and communicated regularly to staff in my department and other relevant departments.

This person’s/My department/organization is actively doing things to improve the focus on students, teachers and schools.

There is a climate of trust in this person’s/My department/organization or work unit.

This person’s/My department/organization defines a strategy and plans for projects.

This person’s/My department/organization perseveres in implementing projects even as challenges have arisen.

**Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Alternative language is used in tool for self (“my”) vs. non-self (“this person’s”)

46 | Linking K-12 System Leadership Development to Organizational Outcomes: The Broad Center Dimensions of Leadership 360-Degree Assessment
## APPENDIX D

### ANNOTATED BIBLIOGRAPHY OF DIMENSIONS OF LEADERSHIP 360 ASSESSMENT ITEM SOURCES

<table>
<thead>
<tr>
<th>Source</th>
<th>Content</th>
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<tbody>
<tr>
<td>National Policy Board for Educational Administration. (2015).</td>
<td>Grounded in current research with input from educational leaders, it offers principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve equitable outcomes.</td>
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<tr>
<td><strong>Professional standards for educational leaders 2015</strong>. Reston, VA:</td>
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<tr>
<td>Author.</td>
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<tr>
<td>Portin, B. S., Feldman, S., &amp; Knapp, M. S. (2006). Purposes, uses,</td>
<td>Explores the connection between learning-focused leadership and leadership assessment as it contributes to coherent leadership assessment systems. The report clarifies the purposes and uses to which leadership assessment is put and notes the implications for leadership assessment practices throughout educational systems.</td>
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<tr>
<td>and practices of leadership assessment in education. Seattle, WA:</td>
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<tr>
<td>Center for the Study of Teaching and Policy, University of Washington.</td>
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<tr>
<td>practices among educational administrators: ISLLC standards and</td>
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<td>dispositions. AASA Journal of Scholarship &amp; Practice, 3(3), 33–45.</td>
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<td>Hoy, W. K., Smith, P. A., &amp; Sweetland, S. R. (2003). The development</td>
<td>Organizational Climate Index: Measures four aspects of school organizational climate: the relationship between the school and the community (institutional vulnerability); the relationship between the principal and teachers (collegial leadership); the relationships between teachers (professional teacher behavior); and teacher, parental and principal press for achievement (achievement press).</td>
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<td>of the Organizational Climate Index for high schools: Its measure and</td>
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<td>data-driven decision making: An analysis of information use environments.</td>
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<td>17, 2014, from <a href="https://pdfs.semanticscholar.org/d46b/d8f8421cc442777a2baa2588ba7317d158d.pdf">https://pdfs.semanticscholar.org/d46b/d8f8421cc442777a2baa2588ba7317d158d.pdf</a></td>
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<tr>
<td>Memphis, TN: Center for Research in Educational Policy.</td>
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<tr>
<td>Consortium on Chicago School Research at the University of Chicago.</td>
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<tr>
<td>Daly, A. J., &amp; Chrispeels, J. H. (2008). A question of trust: Predictive</td>
<td>Survey asks teachers and administrators to rate their leadership and trust behaviors as well as the district office's leadership and trust behaviors. District office administrators are asked to rate their leadership and trust behaviors along with those of the average site administrator. The survey measures 11 domains of leadership (culture, order, research-based practices, curriculum and instruction, recognition, involvement, advocacy, empowerment, change, adaptive awareness, and adaptive approaches) and 8 domains of trust (benevolence, respect, communication, openness, integrity, reliability, competence, and risk).</td>
</tr>
<tr>
<td>conditions for adaptive and technical leadership in educational contexts.</td>
<td>Leadership and Policy in Schools 7, 30–63.</td>
</tr>
<tr>
<td>Source</td>
<td>Content</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Jason, M. H. (2001). Principals’ self-perceptions of influence and the meaning they ascribe to their leadership roles. <em>Research for Educational Reform</em>, 6(2), 34–49.</td>
<td>Survey developed to measure self-perceptions of elementary school principals regarding the influence and meaning they derive from their instructional leadership roles. It asks principals to assess their influence as an instructional leader in five areas: school culture, promoting a climate conducive to teaching and learning, enhancing professional development of staff, developing and implementing instructional programs and obtaining parental involvement and support. It also asks them to assess how much meaning they derived from their instructional leadership actions. The survey was developed specifically for a study in a large urban school district.</td>
</tr>
</tbody>
</table>
## APPENDIX E

### FACTOR LOADING RANGES OF FINAL 360-DEGREE ASSESSMENT ITEMS BY DIMENSION

<table>
<thead>
<tr>
<th>Leadership Level</th>
<th>Competency</th>
<th>Number of Items</th>
<th>Minimum Factor Loading</th>
<th>Maximum Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rising</strong></td>
<td>Strategy</td>
<td>8</td>
<td>0.695</td>
<td>0.814</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>12</td>
<td>0.613 / 0.706</td>
<td>0.834 / 0.832</td>
</tr>
<tr>
<td></td>
<td>(2 items loaded on 2nd factor – project management)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>8</td>
<td>0.700</td>
<td>0.811</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>0.755</td>
<td>0.849</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>6</td>
<td>0.893</td>
<td>0.685</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>7</td>
<td>0.828</td>
<td>0.681</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>0.896</td>
<td>0.751</td>
</tr>
<tr>
<td><strong>Breakthrough</strong></td>
<td>Vision</td>
<td>4</td>
<td>0.781</td>
<td>0.922</td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td>8</td>
<td>0.772</td>
<td>0.848</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>15</td>
<td>0.626 / 0.740</td>
<td>0.811 / 0.816</td>
</tr>
<tr>
<td></td>
<td>(2 items loaded on 2nd factor – project management)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>7</td>
<td>0.762</td>
<td>0.848</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>0.718</td>
<td>0.859</td>
</tr>
<tr>
<td></td>
<td>Sustained Impact</td>
<td>4</td>
<td>0.786</td>
<td>0.854</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>6</td>
<td>0.758</td>
<td>0.848</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>7</td>
<td>0.679</td>
<td>0.880</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>0.775</td>
<td>0.874</td>
</tr>
<tr>
<td><strong>Transformative</strong></td>
<td>Vision</td>
<td>4</td>
<td>0.671</td>
<td>0.938</td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td>8</td>
<td>0.659</td>
<td>0.819</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>9</td>
<td>0.706</td>
<td>0.827</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>6</td>
<td>0.676</td>
<td>0.855</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>0.608</td>
<td>0.824</td>
</tr>
<tr>
<td></td>
<td>Sustained Impact</td>
<td>4</td>
<td>0.755</td>
<td>0.812</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>5</td>
<td>0.612</td>
<td>0.849</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>5</td>
<td>0.631</td>
<td>0.806</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>0.723</td>
<td>0.868</td>
</tr>
</tbody>
</table>

**Total** 52
## APPENDIX F

### RELIABILITY MEASURES OF FINAL 360-DEGREE ASSESSMENT CATEGORIES

<table>
<thead>
<tr>
<th>Leadership Level</th>
<th>Competency</th>
<th>Number of Items</th>
<th>Average Rating (Standard Deviation)*</th>
<th>Internal Consistency Reliability**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising</td>
<td>Strategy</td>
<td>8</td>
<td>3.53 (0.96)</td>
<td>0.878</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>12</td>
<td>3.67 (0.97)</td>
<td>0.825</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>8</td>
<td>3.67 (0.98)</td>
<td>0.838</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>3.59 (0.94)</td>
<td>0.846</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>6</td>
<td>3.71 (0.97)</td>
<td>0.804</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>7</td>
<td>3.80 (0.94)</td>
<td>0.846</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>4.03 (0.87)</td>
<td>0.911</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>52</td>
<td><strong>3.69 (0.96)</strong></td>
<td><strong>0.960</strong></td>
</tr>
<tr>
<td>Breakthrough</td>
<td>Vision</td>
<td>4</td>
<td>3.70 (0.98)</td>
<td>0.827</td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td>8</td>
<td>3.70 (0.97)</td>
<td>0.843</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>15</td>
<td>3.74 (0.99)</td>
<td>0.914</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>7</td>
<td>3.71 (1.03)</td>
<td>0.897</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>3.63 (1.03)</td>
<td>0.860</td>
</tr>
<tr>
<td></td>
<td>Sustained Impact</td>
<td>4</td>
<td>3.64 (1.02)</td>
<td>0.772</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>6</td>
<td>3.86 (0.93)</td>
<td>0.844</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>7</td>
<td>3.78 (1.04)</td>
<td>0.837</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>4.08 (0.92)</td>
<td>0.908</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>62</td>
<td><strong>3.75 (1.00)</strong></td>
<td><strong>0.969</strong></td>
</tr>
<tr>
<td>Transformative</td>
<td>Vision</td>
<td>4</td>
<td>3.90 (0.97)</td>
<td>0.748</td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td>8</td>
<td>3.64 (0.99)</td>
<td>0.891</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>9</td>
<td>3.70 (1.00)</td>
<td>0.892</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>6</td>
<td>4.03 (0.94)</td>
<td>0.870</td>
</tr>
<tr>
<td></td>
<td>Navigation</td>
<td>6</td>
<td>3.78 (0.95)</td>
<td>0.837</td>
</tr>
<tr>
<td></td>
<td>Sustained Impact</td>
<td>4</td>
<td>3.60 (1.02)</td>
<td>0.824</td>
</tr>
<tr>
<td></td>
<td>K–12 Knowledge and Commitment</td>
<td>5</td>
<td>4.03 (0.90)</td>
<td>0.758</td>
</tr>
<tr>
<td></td>
<td>Traits</td>
<td>5</td>
<td>4.01 (0.94)</td>
<td>0.792</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5</td>
<td>4.28 (0.87)</td>
<td>0.881</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>52</td>
<td><strong>3.86 (0.98)</strong></td>
<td><strong>0.963</strong></td>
</tr>
</tbody>
</table>

* Values based on self-ratings only to avoid inflating estimates based on multiple ratings per person.

** Ratings range from 1–5

### APPENDIX G

**CORRELATION OF COMPETENCY RATINGS TO OUTCOMES**

**RISING LEADER CORRELATIONS BETWEEN AVERAGE COMPETENCY RATINGS AND OUTCOME RATINGS (PILOT)**

<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Competency</th>
<th>S</th>
<th>M</th>
<th>C</th>
<th>N</th>
<th>K</th>
<th>T</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>O3 How would you rate this person's contribution to increasing their department's intentional orientation towards accountability for results and continuous improvement?</td>
<td></td>
<td>0.751</td>
<td>0.705</td>
<td>0.567</td>
<td>0.688</td>
<td>0.608</td>
<td>0.584</td>
<td>0.443</td>
</tr>
<tr>
<td>O1 How would you rate this person's contribution to increasing their department's use of data to inform decisions?</td>
<td></td>
<td>0.676</td>
<td>0.624</td>
<td>0.465</td>
<td>0.616</td>
<td>0.584</td>
<td>0.470</td>
<td>0.341</td>
</tr>
<tr>
<td>O2 How would you rate this person's contribution to increasing their department's focus on impacting teachers, students and schools?</td>
<td></td>
<td>0.633</td>
<td>0.619</td>
<td>0.563</td>
<td>0.647</td>
<td>0.694</td>
<td>0.597</td>
<td>0.556</td>
</tr>
<tr>
<td>O12 How would you rate this person's overall contribution to the organization so far?</td>
<td></td>
<td>0.723</td>
<td>0.667</td>
<td>0.586</td>
<td>0.716</td>
<td>0.575</td>
<td>0.604</td>
<td>0.421</td>
</tr>
<tr>
<td>O11 How likely would you be to pick this person to work for you, with you on a team, or to choose this person as your boss (as appropriate, depending on your relationship to this person)?</td>
<td></td>
<td>0.440</td>
<td>0.465</td>
<td>0.447</td>
<td>0.415</td>
<td>0.333</td>
<td>0.495</td>
<td>0.233</td>
</tr>
</tbody>
</table>

Note: S = Strategy; M = Management; C = Communication; N = Navigation; K = K–12 Knowledge and Commitment; T = Traits; E = Equity.
BREAKTHROUGH LEADER CORRELATIONS BETWEEN AVERAGE COMPETENCY RATINGS AND OUTCOME RATINGS (PILOT)

<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Competency</th>
<th>V</th>
<th>S</th>
<th>M</th>
<th>C</th>
<th>N</th>
<th>I</th>
<th>K</th>
<th>T</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1 How would you rate this person’s overall contributions to increasing their department’s use of data to inform decisions?</td>
<td>0.615</td>
<td>0.654</td>
<td>0.643</td>
<td>0.581</td>
<td>0.615</td>
<td>0.619</td>
<td>0.641</td>
<td>0.552</td>
<td>0.555</td>
<td></td>
</tr>
<tr>
<td>O2 How would you rate this person’s contribution to increasing their department’s focus on impacting teachers, students and schools?</td>
<td>0.650</td>
<td>0.671</td>
<td>0.680</td>
<td>0.676</td>
<td>0.656</td>
<td>0.695</td>
<td>0.717</td>
<td>0.682</td>
<td>0.680</td>
<td></td>
</tr>
<tr>
<td>O3 How would you rate this person’s contribution to increasing their department’s intentional orientation towards accountability for results and continuous improvement?</td>
<td>0.666</td>
<td>0.677</td>
<td>0.706</td>
<td>0.622</td>
<td>0.655</td>
<td>0.655</td>
<td>0.668</td>
<td>0.626</td>
<td>0.620</td>
<td></td>
</tr>
<tr>
<td>O4 How would you rate this person’s overall contribution to providing every student with a learning environment that empowers them to reach their full potential?</td>
<td>0.657</td>
<td>0.673</td>
<td>0.672</td>
<td>0.667</td>
<td>0.666</td>
<td>0.693</td>
<td>0.737</td>
<td>0.666</td>
<td>0.729</td>
<td></td>
</tr>
<tr>
<td>O5 How would you rate this person’s overall contribution to developing and implementing a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion?</td>
<td>0.676</td>
<td>0.682</td>
<td>0.677</td>
<td>0.665</td>
<td>0.655</td>
<td>0.683</td>
<td>0.668</td>
<td>0.670</td>
<td>0.686</td>
<td></td>
</tr>
<tr>
<td>O6 How would you rate this person’s overall contribution to creating a culture and executing a strategy centered on a shared vision and values?</td>
<td>0.686</td>
<td>0.715</td>
<td>0.731</td>
<td>0.733</td>
<td>0.713</td>
<td>0.720</td>
<td>0.714</td>
<td>0.734</td>
<td>0.695</td>
<td></td>
</tr>
<tr>
<td>O7 How would you rate this person’s overall contribution to ensuring all system-level operations work in service of the academic mission?</td>
<td>0.666</td>
<td>0.704</td>
<td>0.712</td>
<td>0.653</td>
<td>0.713</td>
<td>0.714</td>
<td>0.738</td>
<td>0.661</td>
<td>0.624</td>
<td></td>
</tr>
<tr>
<td>O8 How would you rate this person’s overall contribution to partnering with families and the community to make the best decisions for students?</td>
<td>0.599</td>
<td>0.595</td>
<td>0.598</td>
<td>0.633</td>
<td>0.672</td>
<td>0.642</td>
<td>0.621</td>
<td>0.618</td>
<td>0.641</td>
<td></td>
</tr>
<tr>
<td>O9 How would you rate this person’s overall contribution to leading a high-functioning organization in terms of its capacity to reform, change and improve?</td>
<td>0.703</td>
<td>0.734</td>
<td>0.759</td>
<td>0.687</td>
<td>0.727</td>
<td>0.722</td>
<td>0.696</td>
<td>0.693</td>
<td>0.644</td>
<td></td>
</tr>
<tr>
<td>O10 How would you rate this person’s overall contribution to having a significant, positive impact on student outcomes?</td>
<td>0.710</td>
<td>0.712</td>
<td>0.733</td>
<td>0.710</td>
<td>0.689</td>
<td>0.723</td>
<td>0.750</td>
<td>0.665</td>
<td>0.685</td>
<td></td>
</tr>
<tr>
<td>O11 How likely would you be to pick this person to work for you, with you on a team, or to choose this person as your boss (as appropriate, depending on your relationship to this person)?</td>
<td>0.595</td>
<td>0.630</td>
<td>0.605</td>
<td>0.641</td>
<td>0.540</td>
<td>0.583</td>
<td>0.462</td>
<td>0.632</td>
<td>0.458</td>
<td></td>
</tr>
</tbody>
</table>

Note: V = Vision; S = Strategy; M = Management; C = Communication; N = Navigation; I = Sustained Impact; K = K–12 Knowledge and Commitment; T = Traits; E = Equity.
<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Competency</th>
<th>V</th>
<th>S</th>
<th>M</th>
<th>C</th>
<th>N</th>
<th>I</th>
<th>K</th>
<th>T</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this person’s overall contribution to providing every student with a learning environment that empowers them to reach their full potential?</td>
<td>O4</td>
<td>0.598</td>
<td>0.557</td>
<td>0.596</td>
<td>0.518</td>
<td>0.510</td>
<td>0.614</td>
<td>0.653</td>
<td>0.580</td>
<td>0.604</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to developing and implementing a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion?</td>
<td>O5</td>
<td>0.616</td>
<td>0.616</td>
<td>0.694</td>
<td>0.497</td>
<td>0.556</td>
<td>0.640</td>
<td>0.570</td>
<td>0.578</td>
<td>0.609</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to creating a culture and executing a strategy centered on a shared vision and values?</td>
<td>O6</td>
<td>0.675</td>
<td>0.645</td>
<td>0.678</td>
<td>0.540</td>
<td>0.569</td>
<td>0.638</td>
<td>0.549</td>
<td>0.625</td>
<td>0.462</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to ensuring all system-level operations work is in service of the academic mission?</td>
<td>O7</td>
<td>0.625</td>
<td>0.657</td>
<td>0.650</td>
<td>0.434</td>
<td>0.541</td>
<td>0.595</td>
<td>0.622</td>
<td>0.570</td>
<td>0.507</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to partnering with families and the community to make the best decisions for students?</td>
<td>O8</td>
<td>0.486</td>
<td>0.504</td>
<td>0.516</td>
<td>0.470</td>
<td>0.545</td>
<td>0.529</td>
<td>0.515</td>
<td>0.539</td>
<td>0.573</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to leading a high-functioning organization in terms of its capacity to reform, change and improve?</td>
<td>O9</td>
<td>0.693</td>
<td>0.682</td>
<td>0.730</td>
<td>0.576</td>
<td>0.591</td>
<td>0.680</td>
<td>0.577</td>
<td>0.626</td>
<td>0.545</td>
</tr>
<tr>
<td>How would you rate this person’s overall contribution to having a significant, positive impact on student outcomes?</td>
<td>O10</td>
<td>0.634</td>
<td>0.581</td>
<td>0.649</td>
<td>0.565</td>
<td>0.503</td>
<td>0.625</td>
<td>0.621</td>
<td>0.576</td>
<td>0.574</td>
</tr>
</tbody>
</table>

Note: V = Vision; S = Strategy; M = Management; C = Communication; N = Navigation; I = Sustained Impact; K = K–12 Knowledge and Commitment; T = Traits; E = Equity.
## APPENDIX H

### PREDICTIVE MODELS AGAINST OUTCOMES

### RISING LEADER PREDICTIONS OF OUTCOME SCORES USING AVERAGE COMPETENCY RATINGS (PILOT)

<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Linear Model</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>O3 How would you rate this person’s contribution to increasing their</td>
<td>[ Y = 0.285 + 0.485S + 0.258M + 0.166K - 0.146C + 0.222N ]</td>
<td>0.596</td>
</tr>
<tr>
<td>department’s intentional orientation towards accountability for results and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>continuous improvement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O1 How would you rate this person’s contribution to increasing their</td>
<td>[ Y = 0.269 + 0.548S + 0.377K - 0.353C + 0.292M + 0.225N - 0.115E ]</td>
<td>0.515</td>
</tr>
<tr>
<td>department’s use of data to inform decisions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O2 How would you rate this person’s contribution to increasing their</td>
<td>[ Y = -0.103 + 0.424K + 0.178M + 0.216N + 0.184E + 0.186S - 0.149C ]</td>
<td>0.565</td>
</tr>
<tr>
<td>department’s focus on impacting teachers, students, and schools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O12 How would you rate this person’s overall contribution to the organization so far?</td>
<td>[ Y = 0.742 + 0.413S + 0.355N + 0.143T - 0.110C + 0.077K ]</td>
<td>0.576</td>
</tr>
<tr>
<td>O11 How likely would you be to pick this person to work for you, with you</td>
<td>[ Y = 2.176 + 0.304T + 0.188S - 0.145E + 0.146C ]</td>
<td>0.228</td>
</tr>
<tr>
<td>on a team, or to choose this person as your boss (as appropriate, depending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on your relationship to this person)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: S = Strategy; M = Management; C = Communication; N = Navigation; K = K-12 Knowledge and Commitment; T = Traits; E = Equity.

### TRANSFORMATIVE LEADER CORRELATIONS BETWEEN AVERAGE COMPETENCY RATINGS AND OUTCOME RATINGS (PILOT)

<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Linear Model</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>O4 How would you rate this person’s overall contribution to providing every</td>
<td>[ Y = 0.205 + 0.367K + 0.274I + 0.288V + 0.168V - 0.134N ]</td>
<td>0.548</td>
</tr>
<tr>
<td>student with a learning environment that empowers them to reach their full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>potential?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O5 How would you rate this person’s overall contribution to developing and</td>
<td>[ Y = -0.403 + 0.471M + 0.381E + 0.204I - 0.104C + 0.106V ]</td>
<td>0.562</td>
</tr>
<tr>
<td>implementing a comprehensive talent strategy with a focus on performance and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diversity, equity and inclusion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O6 How would you rate this person’s overall contribution to creating a</td>
<td>[ Y = 0.174 + 0.324V + 0.190I + 0.222M + 0.157T + 0.088K ]</td>
<td>0.540</td>
</tr>
<tr>
<td>culture and executing a strategy centered on a shared vision and values?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O7 How would you rate this person’s overall contribution to ensuring all</td>
<td>[ Y = 0.131 + 0.223S + 0.327K + 0.256M - 0.200C + 0.180V + 0.119I + 0.077E ]</td>
<td>0.532</td>
</tr>
<tr>
<td>system-level operations work is in service of the academic mission?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O8 How would you rate this person’s overall contribution to partnering with</td>
<td>[ Y = -0.446 + 0.424E + 0.189I + 0.211N + 0.105K + 0.109T ]</td>
<td>0.424</td>
</tr>
<tr>
<td>families and the community to make the best decisions for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O9 How would you rate this person’s overall contribution to leading a</td>
<td>[ Y = -0.125 + 0.422M + 0.281V + 0.215I + 0.145E ]</td>
<td>0.602</td>
</tr>
<tr>
<td>high-functioning organization in terms of its capacity to reform, change and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O10 How would you rate this person’s overall contribution to having a significant,</td>
<td>[ Y = 0.056 + 0.205M + 0.308K + 0.239V + 0.232I + 0.194E - 0.190N + 0.137C - 0.133S \</td>
<td>0.563</td>
</tr>
<tr>
<td>positive impact on student outcomes?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: V = Vision; S = Strategy; M = Management; C = Communication; N = Navigation; I = Sustained Impact; K = K-12 Knowledge and Commitment; T = Traits; E = Equity.
## Breakthrough Leader Predictions of Outcome Scores Using Average Competency Ratings (Pilot)

<table>
<thead>
<tr>
<th>Outcome Item</th>
<th>Linear Model</th>
<th>$R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1 How would you rate this person’s overall contributions to increasing their department’s use of data to inform decisions?</td>
<td>$Y = 0.908 + 0.266S + 0.263K + 0.126V + 0.107I - 0.164T + 0.126E + 0.118M$</td>
<td>0.495</td>
</tr>
<tr>
<td>O2 How would you rate this person’s contribution to increasing their department’s focus on impacting teachers, students and schools?</td>
<td>$Y = 0.528 + 0.276K + 0.250E + 0.197I + 0.108C + 0.086V$</td>
<td>0.612</td>
</tr>
<tr>
<td>O3 How would you rate this person’s contribution to increasing their department’s intentional orientation towards accountability for results and continuous improvement?</td>
<td>$Y = 0.439 + 0.340M + 0.212K + 0.185V + 0.359E + 0.147N - 0.102C$</td>
<td>0.571</td>
</tr>
<tr>
<td>O4 How would you rate this person’s overall contribution to providing every student with a learning environment that empowers them to reach their full potential?</td>
<td>$Y = 0.091 + 0.328K + 0.373E + 0.152I + 0.120V$</td>
<td>0.653</td>
</tr>
<tr>
<td>O5 How would you rate this person’s overall contribution to developing and implementing a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion?</td>
<td>$Y = -0.224 + 0.370E + 0.185I + 0.206V + 0.146K + 0.116T$</td>
<td>0.607</td>
</tr>
<tr>
<td>O6 How would you rate this person’s overall contribution to creating a culture and executing a strategy centered on a shared vision and values?</td>
<td>$Y = -0.112 + 0.153T + 0.176K + 0.122I + 0.212E + 0.121N + 0.132M + 0.108C$</td>
<td>0.669</td>
</tr>
<tr>
<td>O7 How would you rate this person’s overall contribution to ensuring all system-level operations work is in service of the academic mission?</td>
<td>$Y = 0.292 + 0.403K + 0.200N + 0.143M + 0.114I + 0.099V$</td>
<td>0.631</td>
</tr>
<tr>
<td>O8 How would you rate this person’s overall contribution to partnering with families and the community to make the best decisions for students?</td>
<td>$Y = -0.047 + 0.369N + 0.388E + 0.110C + 0.118I$</td>
<td>0.532</td>
</tr>
<tr>
<td>O9 How would you rate this person’s overall contribution to leading a high-functioning organization in terms of its capacity to reform, change and improve?</td>
<td>$Y = 0.097 + 0.341M + 0.211N + 0.130K + 0.147V + 0.086I + 0.083I$</td>
<td>0.652</td>
</tr>
<tr>
<td>O10 How would you rate this person’s overall contribution to having a significant, positive impact on student outcomes?</td>
<td>$Y = 0.020 + 0.314K + 0.221V + 0.237E + 0.119I + 0.124M - 0.174T + 0.164C$</td>
<td>0.678</td>
</tr>
<tr>
<td>O11 How likely would you be to pick this person to work for you, with you on a team, or to choose this person as your boss (as appropriate, depending on your relationship to this person)?</td>
<td>$Y = 1.286 + 0.294T + 0.297S + 0.240C - 0.236K + 0.122I$</td>
<td>0.471</td>
</tr>
</tbody>
</table>

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**APPENDIX I

REFERENCES**


ACKNOWLEDGMENTS

Many individuals were instrumental in the development of this publication. Several current and former Broad Center team members played key roles in the data gathering, analysis, writing and evolution of this research and undertaking, including Chaka Booker, Becca Bracy Knight, Logan Contreras, Krupa Desai, Andrea Foggy-Paxton, Archana Patel, Rakhee Patel, Angela Thompson, Hoa Truong and Phuong Vuong. David Silver, Sonya Powers, Nitya Venkateswaran and members of the team at RTI International also were instrumental in the research, data analysis and writing of the technical aspects of this report. Ed Dieterle, Austin Lasseter, Tim Satterfield and members of the Summit Consulting team contributed to the in-depth research guiding the Transformative Leadership portion of the framework.

We are especially grateful to the Broad Residents, Academy Fellows and all alumni who have participated in 360-degree assessments and provided feedback over the years, their coaches and mentors who have helped with their leadership development and contributed to our knowledgebase for this research, as well as their supervisors and colleagues, whose feedback and support of Broad Center network members has contributed both to increasing their individual leadership development and the impact they have on school systems and the students, families and communities they serve.