

# LEADERSHIP COMPETENCY FRAMEWORK

**Domain 1 | Vision and Strategy**

*The school leader fosters the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision and performance management strategy that is shared and supported by the school community.*

**Performances**

- 1.1 **Creating and implementing a vision** | Create and implement a shared vision for school purpose centered on rigorous academics, effective instruction, and an empowering school culture.
- 1.2 **Aligning to the vision** | Align school policies, resources, structures, decision-making processes, and other leadership actions with the vision.
- 1.3 **Articulating connection to the vision** | Articulate how implementing the programs, plans, and practices help the school achieve its vision.
- 1.4 **Identifying and removing barriers** | Identify and remove impediments that threaten achieving the vision.
- 1.5 **Championing the vision** | Champion the vision to all stakeholders through formal communications, interpersonal relationships, and artifacts within the school environment.
- 1.6 **Developing support** | Develop broad support within the community to advocate for the school and its vision.
- 1.7 **Planning improvement** | Develop, implement, and continuously revise a performance management and school improvement plan with clearly articulated goals, strategies, and actions aligned to a clearly articulated need.
- 1.8 **Setting and monitoring goals** | Lead school staff to set various levels of student achievement, curriculum, instruction and assessment goals—from grade-level to individual student ; establish and implement a process to monitor and respond to the implementation of these goals
- 1.9 **Affirmation of progress** | Recognize and celebrate legitimate successes of individuals and the whole school, also recognize and acknowledge failures.

**Fellowship**

Leaders will begin to develop their vision and articulate a connection between their vision, mission, and a proposed theory of change within their chosen community. They will study examples of high performing schools, common drivers of excellence, and school design elements; and they will use a logic model as a communication and planning tool.

(1.1, 1.2, 1.3)

**Plan Development**

Leaders will build on their vision and preliminary plans started in the fellowship, developing comprehensive academic and business plans that articulate goals, strategies, and actions aligned to community needs and best practices. As part of their plans, leaders must address potential impediments that threaten achieving their vision.

(1.1, 1.2, 1.3, 1.4, 1.7)

**Capacity Building**

Leaders will focus their energy in championing their vision and gaining support as they engage in stakeholder meetings. They will begin regularly communicating and celebrating progress through monthly newsletters. They will also problem solve as they experience barriers to progress.

(1.4, 1.5, 1.6, 1.9)

**Start-Up**

Leaders will continue to champion their vision and gain support through stakeholder meetings, partnership building, and regular updates on challenges and progress made. As they prepare for the start of the school year, leaders will work with their governing board to set specific goals for academic achievement and business operations.

(1.4, 1.5, 1.6, 1.8, 1.9)

**Domain 2 | Academics**

*The school leader fosters the success of all students by facilitating and supporting the development, implementation, monitoring, and revising of curriculum, instruction, and assessment that are aligned to high standards for student achievement.*

**Performances**

- 2.1 **Setting expectations for learning** | Create learning expectations for all students based on state and college and career readiness standards.
- 2.2 **Developing curriculum** | Establish a process for designing, implementing, evaluating, and refining a school-wide curriculum that identifies what students will know and be able to do across a developmental continuum.
- 2.3 **Designing instruction** | Establish a process for designing, revising, monitoring, and evaluating instruction that utilizes research based practices to ensure effective delivery of the curriculum and ensure multiple opportunities to learn for all students.
- 2.4 **Supporting instruction** | Support instruction by creating a robust system for professional development, coaching, and feedback that incorporates the use of evidence from classroom observations/monitoring, achievement data and other relevant evaluations of instructional practice that results in increased student learning.
- 2.5 **Implementing assessment** | Develop and implement a balanced assessment system that includes high quality formative and summative assessments that align with the school curriculum and state standards.
- 2.6 **Emphasizing accountability** | Hold teachers and staff accountable by regularly monitoring and analyzing the learning targets and the results of classroom assessments, student achievement data, and other indicators of practice to assess the implementation, alignment, rigor, and relevance of curriculum, instruction, and assessment.
- 2.7 **Responding to student needs** | Develop processes to identify, and clarify student needs and barriers to learning—including but not limited to English language learners, gifted and talented, and special education; create and implement a tiered intervention system.
- 2.8 **Ensuring adequate resources** | Invest in and ensure that teachers have access to high-quality instructional materials and resources aligned to state standards, school curriculum, and instructional methods that enhance student learning.
- 2.9 **Designing a school schedule** | Create a schedule that supports the teaching and learning process; provide for opportunities within the school day to meet identified needs of students and teachers as well as priorities and goals of the school.
- 2.10 **Providing co- and extra-curriculars** | Design, implement, evaluate, and refine co-curricular and extra-curricular programs that are integrated into the tiered response system which address the enrichment and extension needs of students.

**Fellowship**

Leaders will refine their educational philosophy and study the common drivers of a highly effective academic program. They will develop their understanding of the academic program as an integrated system of curriculum development, facilitated learning (instruction), assessment, and professional development.

(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9)

**Plan Development**

Leaders will fully articulate their educational philosophy and develop a framework and action plan for curriculum development, instruction, assessment and professional development that ensures the needs of all students in their community are met. They must also describe strategies for monitoring and improving effectiveness over time.

(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9)

**Capacity Building**

Leaders will prepare to implement their academic program by developing curriculum materials (e.g. curriculum maps, unit plans) and gathering adequate resources. They will also build capacity in instructional observation and coaching, as needed.

(2.2, 2.4, 2.8)

**Start-Up**

Leaders will progress in implementing their academic program by further developing curriculum materials and securing all necessary instructional resources. As they begin hiring and orienting staff, they will articulate expectations for learning and prepare teachers to deliver excellent instruction. Leaders will also make necessary revisions to the academic program as they learn about enrolled students, and they will begin to research and confirm any co- and extra-curricular programming.

(2.1, 2.2, 2.4, 2.7, 2.8, 2.10)

**Domain 3 | Data Driven Decision Making**

*The school leader fosters the success of all students by facilitating and supporting data collection and analysis to understand student achievement, assess teaching practices, and make informed decisions about teaching and learning.*

**Performances**

- 3.1 **Fostering a data culture** | Establish and articulate a clear, consistent vision for data use across the school and develop organizational structures (e.g. data inquiry teams) and faculty norms consistent with that vision.
- 3.2 **Analyzing collaboratively** | Empower teachers to collaboratively analyze data and make critical data-based decisions by utilizing faculty meetings, collaborative team meetings, and professional development activities to focus on student progress outcomes.
- 3.3 **Using multiple data sources** | Gather and analyze data from multiple measures to evaluate the effectiveness of curriculum, instruction, and interventions/enrichments.
- 3.4 **Conversing about data** | Engage students and staff in regular data-based conversations to set goals, track progress, analyze errors for patterns, describe level of performance, and reflect upon progress toward learning targets; ensure these data conversations lead to actionable changes in adult and student behaviors
- 3.5 **Communicating data** | Communicate evidence of student learning, implementation of curriculum and instruction and performance management outcomes to multiple internal and external stakeholders using data walls, dashboards, and other mechanisms to provide evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 3.6 **Ensuring equity** | Disaggregate and study achievement patterns of subgroups to monitor and address achievement gaps; utilize these data to develop appropriate interventions/enrichments or make adjustments to curriculum, instruction and assessment for all subgroups
- 3.7 **Using research and data to drive improvement** | Analyze current research and theory on effective practices in curriculum, instruction and assessment along with academic achievement data and evaluations of instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

**Fellowship**

Leaders will learn about effective practices in professional learning communities and the use of data to identify and address specific learning needs. Through this study and by experiencing the practice in action at high performing schools, they will gain an understanding of the importance and practice of fostering a data culture as a key driver of excellence.

(3.1, 3.7)

**Plan Development**

Leaders will develop an academic program and staffing plan that articulates a focus on collaborative, data-driven decision making. The plan will begin to operationalize how data is collected, communicated, and used to ensure equity and high levels of achievement for all students.

(3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

**Capacity Building**

Leaders will increase their capacity to implement a data-driven culture by gaining skills in analyzing collaboratively and conversing about data.

(3.1, 3.2, 3.4)

**Start-Up**

Leaders will begin to foster the desired data culture as they engage in training with board members and newly hired staff.

(3.1)

**Domain 4 | School Culture** *The school leader fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school culture for all stakeholders based on common beliefs and expectations.*

**Performances**

- 4.1 **Creating and implementing clear expectations** | Create, communicate, and consistently implement clear school wide expectations for the behavior and performance of students, staff, parents, and other stakeholders that are founded in a commitment to learning and constant academic growth.
- 4.2 **Fostering a professional learning environment** | Build and maintain a culture in which common language is employed, ideas are shared and staff members operate within the norms of cooperation and collaboration in order to design, implement, monitor, and revise the academic program that fosters continuous learning and improvement for the entire school community.
- 4.3 **Implementing values and character** | Create and implement school-wide values and/or character expectations that define the culture and align with the school vision.
- 4.4 **Providing a positive, welcoming environment** | Maintain a positive, welcoming learning environment consistent with the culture that values every stakeholder as an important member of the school community and consistently promotes high expectations and mutual respect.
- 4.5 **Instituting behavior management** | Develop and implement a tiered response to behavior management that utilizes best practices that are effective within the school community and communicate behavioral expectations to students, teachers, and parents.
- 4.6 **Developing traditions** | Develop traditions through the use of rituals, routines, symbols, ceremonies, and stories that define the culture and emphasize the vision and values of the school.
- 4.7 **Establishing processes** | Establish policies and procedures that reinforce a positive culture, emphasize the vision and values of the school, and maximize efficiency with a keen focus on student learning.
- 4.8 **Inspiring trust and risk-taking** | Model and inspire a collaborative environment of trust and a risk-taking that invites and honors the expression of a variety of opinions that results in positive school culture by building strong relationships and treating people fairly, equitably, and with dignity and respect.
- 4.9 **Celebrating success** | Recognize and celebrate student, staff, and stakeholder contributions and accomplishments.
- 4.10 **Assessing school culture and climate** | Assess the school culture and climate on a regular basis and make adjustments accordingly.

**Fellowship**

Leaders will gain an understanding of the importance of school culture and how to intentionally develop it. They will begin to see examples of and brainstorm ideas for all elements that contribute to a school' culture (i.e. behavior management, traditions, processes, celebrations, etc.) as they assess the school culture during school visits. They will also articulate a vision for their own school's culture that includes a focus on clear expectations, collaboration among staff, and school wide values.

(4.1, 4.2, 4.3 ,4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10)

**Plan Development**

Leaders will develop a comprehensive school plan that demonstrates high expectations for achievement and establishes practices and structures that support a professional learning environment and the school's core values.

(4.1, 4.2, 4.3)

**Capacity Building**

Leaders will gain exposure to strong school cultures, practice assessing school culture and climate, and see examples of how cultures are developed as they continue visiting more schools. They will also begin establishing policies, procedures, and traditions for their school.

(4.10)

**Start-Up**

Leaders will begin executing their plans for culture development as they recruit and orient new students and staff members, proactively establishing the desired culture through intentional messaging, modeling behavior, and explicit training.

(4.1, 4.2, 4.3, 4.4, 4.6, 4.7)

**Domain 5 | Human Assets**

*The school leader fosters the success of all students by hiring, supporting, evaluating, and retaining quality instructional and support personnel to support the attainment of the school vision and goals.*

**Performances**

- 5.1 **Recruiting talent** | Design and implement a strategic recruitment plan designed to attract top teaching talent.
- 5.2 **Implementing selection process** | Design and actively participate in the selection process and assign highly effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.
- 5.3 **Instituting induction** | Support formal employee induction process and informal procedures to support and assist all new personnel.
- 5.4 **Recognizing achievements** | Recognize and support the achievements of highly effective teachers and staff and provide them opportunities for increased responsibility.
- 5.5 **Encouraging constant growth** | Document deficiencies and proficiencies, provide timely formal and informal feedback on strengths and weaknesses, and provide support, resources, and remediation for teachers and staff through a comprehensive professional development plan to improve job performance.
- 5.6 **Evaluating performance** | Develop and implement the teacher and staff performance management and accountability systems using a variety of supervisory and evaluation models.
- 5.7 **Retaining talent** | Develop and implement an intentional plan to retain top teaching talent.
- 5.8 **Making staffing decisions** | Make appropriate decisions relative to personnel retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 5.9 **Optimizing human assets** | Optimize human assets by building on the strengths of teachers and staff and addressing barriers to performance.

**Fellowship**

Leaders will gain an understanding of the importance of their staffing decisions and how to optimize their staff through intentional recognition and growth opportunities.

(5.4, 5.5, 5.9)

**Plan Development**

Leaders will develop a comprehensive plan for hiring, supporting, evaluating, and retaining quality instructional and support personnel to support the attainment of the school vision and goals.

(5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.6, 5.7, 5.8, 5.9)

**Capacity Building**

Leaders will add details to their staff recruitment and hiring process, while gaining understanding of best practices from other school leaders and compliance requirements. They will also begin to design their staff induction program and receive training in adult management.

(5.1, 5.2, 5.3)

**Start-Up**

Leaders will make staff hires, finalize evaluation frameworks, and implement an induction that sets a strong foundation for staff to be highly effective and mission aligned once school opens.

(5.1, 5.2, 5.3, 5.6, 5.8, 5.9)

**Domain 6 | Organizational Management**

*The school leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Performances**

- 6.1 **Abiding by laws and regulations** | Demonstrate, communicate, and operate with a working knowledge and understanding of state and federal public education rules, regulations, and laws.
- 6.2 **Structuring management** | Establish a management structure including leadership roles, responsibilities, expectations, and support structures for school leadership and school mission.
- 6.3 **Assisting governance** | Assist in effective governance by recruiting a strategic board, providing effective board training, and reporting performance to the board.
- 6.4 **Instituting operational systems** | Design, manage and monitor the operational systems and procedures to achieve the vision and goals of the school and maximize opportunities for successful learning; create processes and procedures for adjustments as necessary.
- 6.5 **Managing facilities** | Secure an adequate physical facility and ensure that the school plant, equipment, and support systems operate safely, efficiently, and effectively and support the process of teaching and learning.
- 6.6 **Allocating resources** | Identify and acquire necessary financial, human, and material resources to support the implementation of the school mission and goals, including the management of outside contractors and service providers.
- 6.7 **Managing finances** | Plan and prepare a fiscally responsible and efficient budget that supports the school's mission and goals and ensures public resources and funds are used appropriately and wisely.
- 6.8 **Fundraising** | Develop a fundraising plan, establish relationships with key funders, submit proposals for start-up funding (as applicable), and cultivate a donor base.
- 6.9 **Implementing a safety plan** | Develop and implement a safety and risk management plan that manages crisis situations in an effective and timely manner.
- 6.10 **Maintaining school records** | Establish systems for school records ensuring privacy and confidentiality for students and personnel.
- 6.11 **Monitoring and adjusting** | Identify potential organizational, operational, or resource-related problems and deal with them in a timely, consistent, and effective manner.
- 6.12 **Recruiting and retaining students** | Develop and implement an equitable student recruitment, enrollment, induction, and retention plan and materials.

**Fellowship**

Leaders will gain an understanding of the importance of well run operations and systems as a key component of school design. Leaders will also gain a basic understanding of school finance within the state context, including major drivers of revenue and expenses.

(6.4, 6.7)

**Plan Development**

Leaders will develop a comprehensive business plan that outlines staffing structures, marketing activities, facility needs, and at least a three-year budget.

(6.2, 6.3, 6.5, 6.6, 6.7, 6.12)

**Capacity Building**

Leaders will build their capacity in managing the business and operations of the school by completing a Finance and Business Academy that provides detailed training in financial management, state and federal compliance requirements, and other essential operational topics. Leaders will also work with professional to secure an adequate facility.

(6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.12)

**Start-Up**

Leaders will begin to execute their business plans, secure their facility, develop health and safety plans, and set up office management systems to ensure smooth operations and compliance with state and federal requirements.

(6.1, 6.3, 6.4, 6.5, 6.6,, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12)

**Domain 7 | Communication and Community Relations**

*The school leader fosters the success of all students by communicating and collaborating effectively with community members and other stakeholders.*

**Performances**

- 7.1 **Understanding community** | Understand and incorporate the social, cultural, leadership, and political dynamics of the school community into design of the school and all decisions.
- 7.2 **Involving the community** | Develop a comprehensive program of family and community relations that builds and sustains positive and collaborative relationships with students, families, caregivers, community leaders, business, religious, political, and service agencies.
- 7.3 **Ensuring stakeholder input** | Plan for and solicit staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.
- 7.4 **Establishing partnerships** | Establish partnerships with area educational organizations, youth and family services, institutions of higher education, businesses, and community groups to strengthen programs and support school goals.
- 7.5 **Communicating to stakeholders** | Speak and write in an explicit and professional manner to students, parents, staff, and other stakeholders, communicating progress to goals, trends, issues, and potential changes in a timely manner through multiple channels and sources; establish and foster clear lines of communication between stakeholders
- 7.6 **Utilizing community resources** | Collaborate and network with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community that will support the implementation of the school vision and goals.
- 7.7 **Building media relations** | Develop and maintain relations with the media.
- 7.8 **Advocating for students** | Advocate for students and act to influence local, district, and state decisions affecting student learning by assessing, planning for, responding to, and interacting with the larger political, social, economic, legal, and cultural context.

**Fellowship**

Leaders will engage in conversation with various leaders and student families about their local and broader communities and discuss meaningful ways to ensure the community’s input is heard and its unique needs relevant to the school context are met. They will gain an understanding of the important role community dynamics and effective communication plays in school design.

(7.1, 7.2, 7.3, 7.8)

**Plan Development**

Leaders will develop a detailed community analysis of their target population, including a description of the community needs, how needs will be met and how communication will be fostered with families and other stakeholders.

(7.1, 7.4, 7.5)

**Capacity Building**

Leaders will continue to learn about the assets and opportunities within their school’s community as they engage with families and potential partners. They will fully develop a comprehensive plan for family and community relations and begin monthly formal communication with stakeholders.

(7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7)

**Start-Up**

Leaders will execute their community engagement plan and foster strong relationships with families and community stakeholders. They will begin engaging with the media and learn how to be advocates for their students in the larger community context.

(7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8)

**Domain 8 | Professionalism and Ethics**

*The school leader fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Performances**

- 8.1 **Maintaining appearance and attitude** | Maintain a professional appearance and provide an optimistic view of what the school is doing and what the school can accomplish in the future.
- 8.2 **Operating ethically** | Demonstrate personal and professional integrity and ethics in all dealings.
- 8.3 **Modeling expectations** | Model behavior expectations to students, staff, and other stakeholder by actively fostering relational trust, including respect, competence, personal regard for others, and integrity with staff and community.
- 8.4 **Inspiring to action** | Operate from a well-articulated and visible set of ideals and beliefs regarding schooling, teaching and learning that inspires others to higher levels of performance.
- 8.5 **Operating consistently and transparently** | Operate consistently and transparently by establishing an open process for decision making and responding to challenges, by listening and modeling openness to ideas, by applying rules and procedures fairly, wisely, and considerately, and by opening the school and decisions made to appropriate public scrutiny.
- 8.6 **Maintaining visibility** | Maintain visibility, accessibility, and approachability to students, parents, staff, and other stakeholders by regularly visiting classrooms and dedicating time to listen to concerns.
- 8.7 **Managing Conflict** | Analyze and manage conflict in a prompt manner that results in resolution.
- 8.8 **Encouraging collaboration** | Provide leadership in sharing ideas and information with staff and work in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school.
- 8.9 **Maintaining confidentiality** | Protect the rights and confidentiality of students and staff.
- 8.10 **Growing professionally** | Maintain a high level of technical and professional knowledge and remain current with research related to educational issues, trends, and practices by assuming responsibility for own professional development.

**Fellowship**

Leaders will be expected to model a professional appearance and behavior as well as collaborate with other fellows. They will also be expected to approach each learning opportunity with a sense of humility that fosters professional growth.

(8.1, 8.2, 8.4, 8.8, 8.10)

**Plan Development**

Leaders will continue to collaborate with others and maintain ethical behavior and professionalism as they interact with various stakeholders. The same level of conduct will be incorporated into their school plans. They will also practice and demonstrate their ability to inspire to action by recruiting board members.

(8.1, 8.2, 8.4, 8.8, 8.10)

**Capacity Building**

Leaders will model expected behaviors and learn how to manage conflict as school leaders. They will also practice and demonstrate their ability to inspire to action by continuing to recruiting board members and gain community partners.

(8.7)

**Start-Up**

Leaders will practice leadership competencies as they engage with stakeholders. They will specifically gain understanding of the appropriate levels of visibility and confidentiality. Leaders will also gain appreciation of the leadership competencies as they relate to fundraising.

(8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10)

**Domain 9 | Diversity and Cultural Competence**

*The school leader fosters the success of all students by creating a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels.*

**Performances**

- 9.1 **Championing cultural responsiveness** | Establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.
- 9.2 **Accepting differences** | Understand and accept that worldviews are not universal but are shaped by each person’s individual, societal, and cultural experiences.
- 9.3 **Affirming diversity** | Recognize that all students bring resources to learning and show affirming attitudes toward students of diverse backgrounds by integrating learning opportunities that come from a diverse community.
- 9.4 **Building awareness** | Build the school’s and community’s collective awareness and capacity for cultural responsiveness by initiating direct conversations about culture and diversity.
- 9.5 **Building capacity to support** | Build the capacity of staff to support diverse student needs and diverse groups of students.
- 9.6 **Knowing students** | Ensure teachers and staff know students well and use what they know about their students to support their learning.
- 9.7 **Valuing native language** | Value and promote native language use, instruction, literacy, and development in and outside of school.
- 9.8 **Monitoring cultural competence** | Create an environment that encourages adults and students to monitor themselves and hold each other accountable for language, attitudes, and behavior that is offensive or uninformed around racial or cultural differences.
- 9.9 **Acknowledging challenges** | Acknowledge with students, staff, families, and the community that incorporating cultural responsiveness and creating a diverse environment is a difficult and ongoing process.

**Fellowship**

Leaders will develop a mindset that respects diversity within their professional and student communities. They will gain understanding of the cultural challenges present in their communities and how to be culturally responsive.

(9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9)

**Plan Development**

Leaders will embed structures and practices into their school plans that affirm the diversity of students, champion cultural responsiveness among staff and students, and establish the capacity to support a diverse group of students.

(9.1, 9.3, 9.5)

**Capacity Building**

Leaders will further engage with their target communities through home visits, community events, stakeholder meetings, etc. to build their awareness of challenges and develop partners and resources to meet those challenges.

(9.4, 9.5, 9.6, 9.7, 9.9)

**Start-Up**

Leaders will continue to engage with families and other stakeholders in their community, establishing partners that will support the diverse needs of students. They will also develop processes and trainings to build awareness and champion cultural competence with their staff.

(9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9)