



## Leadership System - *Develop Capacity for Instruction and Student Support*

District and building leaders support and leverage the work of effective and innovative educators within the district to shape and model instruction and student support.

### PRACTICE 10

#### **Indicator 10a - *Protocols for Decision-Making and Discourse***

#### PREPARATION

##### GETTING AWARE

District leaders regularly review information about educational innovations and seek out exemplars to consider for future implementation. District leaders invite educators within their district to similarly explore possible innovations through readings, conference presentations, or site visits, and ask educators to share their learnings with district leadership.

##### GETTING READY

District leaders informally convene innovative educators or those who wish to explore innovations through non-committal meetings such as book studies or brainstorming sessions. During these, district leaders introduce planning questions for discussion that address how such innovations might be introduced in their own buildings and classrooms. Feedback from these sessions may be used to create a planning framework for district-promoted innovations.

#### PROGRESS INDICATORS

##### GETTING STARTED

District leaders initiate innovation by inviting suggestions or proposals from instructional (or other) staff regarding new strategies or resources for instruction or student support. Those with promising ideas might be given an opportunity to further develop or implement a small-scale pilot of these strategies in their classroom or through extra-curricular programming.

##### GETTING BETTER

District and building leaders promote innovation by establishing a formalized process to propose innovative instructional or support strategies. Successful proposals are given a trial period, within the feasibility of other requirements in the school, for implementation. Outcome data are identified and reviewed to determine continuation or extension of such innovations in the district.

##### KEEP IMPROVING

District leaders establish a leadership team devoted to innovation that generates and reviews proposals for innovative instructional or student support strategies. The team has processes and protocols for review and determinations for continuation and scaling of innovations based upon outcomes. District resources are allocated for support of team functions and implementation of innovations.

## **Indicator 10b - Recognizing and Utilizing Innovative Educators**

### **PREPARATION**

#### **GETTING AWARE**

District leaders review comments and/or feedback from building leaders, community members, and other educators about creative or innovative instruction taking place within their district. District and building leaders make regular observations of instruction in classrooms to identify innovators or early adopters among their instructional staff.

#### **GETTING READY**

District and building leaders identify opportunities for educational innovations based upon classroom observations, staff suggestions, or reviews of current instructional practice or student support programming. District and building leaders collaborate to identify capacities and resources needed to implement innovations. Leaders plan a process that would provide flexibility in instruction, facilities, academic load, and anticipated student outcomes for such innovations, setting the stage for a planned pathway for approval and monitoring of pilot innovations.

### **PROGRESS INDICATORS**

#### **GETTING STARTED**

District and building leaders recognize instructional and support staff who explore, create, and use innovative instructional strategies. Leaders review such practices and determine how to encourage others to observe or collaborate with these individuals to model exemplary or innovative practices.

#### **GETTING BETTER**

District and building leaders recognize innovative educators and support staff and encourage them to explore or implement new strategies that the district might wish to implement. These innovative educators provide advisory or planning support for improvement or innovation efforts within the district, and they use their classroom for pilot implementation efforts.

#### **GETTING BETTER**

District and building leaders regularly utilize innovative educators and support staff to model instruction and mentor other educators in implementing innovative instruction or student support. The district incorporates several such individuals to form an innovation advisory group to specifically explore innovative resources or strategies. Leaders ensure that innovators participate in collaborative teams to promote exploration and implementation of new ideas.

## RESEARCH REFERENCES FOR THIS PRACTICE:

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