



Leadership System - *Allocate Resources to Support the District Mission*

District and building leaders schedule time and personnel to ensure effective implementation of district systems to best support the district vision and mission.

PRACTICE 15

Indicator 15a - Scheduling of Time for Systems Support

PREPARATION

GETTING AWARE

District leaders review educator contracts to find opportunities to allocate time for leaders and instructional staff to engage in systemic practices that address instruction and student support. District leaders explore examples of high functioning districts similar to their own that utilize building level routines to support district level systems in implementation with fidelity.

GETTING READY

District and building leaders engage in time studies of existing practice of leaders and instructional coaches to identify opportunities for greater focus on systems monitoring and coaching of educators. District leaders explore possible options to alter existing schedules as needed to provide appropriate opportunities for instructional walkthroughs, coaching, and educator collaboration.

PROGRESS INDICATORS

GETTING STARTED

District leaders identify roles for district level functions and decision-making activities and build responsibilities into job descriptions of such individuals. Similarly, time for program design or planning, pilot implementation, monitoring and data review, and provision of feedback is built into schedules for such individuals. District leaders protect time for these functions.

GETTING BETTER

District leaders build time and responsibilities into schedules and job descriptions, and regularly review outcomes to adjust schedules and responsibilities as needed. District leaders schedule regular time for communication, culture building, and systems implementation tasks with deliberate goals / outcomes.

KEEP IMPROVING

District leaders focus a majority of time and responsibility around system implementation efforts, and regularly monitor and adjust to ensure effective systems implementation. District leaders engage in regular time studies to identify where time and priorities are focused, and use this information to make decisions about scheduling and job responsibilities. All such functions are connected to support the district vision and mission.

Indicator 15b - Establishing Roles In Support of Systems

PREPARATION

GETTING AWARE

District leaders review research and examples of successful district implementation of instructional and student support systems to identify potential models for implementation and the required collaborative time to function with fidelity. Building leaders track existing scheduled collaboration and instructional monitoring sessions to note time requirements for potential future collaboration needs.

GETTING READY

District leaders review weekly and monthly schedules of building leaders to identify opportunities for collaboration time to address district level systems implementation. Building leaders review schedules of specialists and instructional staff to identify opportunities for monitoring of instruction and student support programming and to allow for collaboration of instructional staff around curricular planning, review of student work, and adaptation of district systems.

PROGRESS INDICATORS

GETTING STARTED

Selected district staff, including building leaders, teachers, central office staff, and non-instructional staff are included in collaborative team functions devoted to component systems implemented by the district. District and building leaders schedule time for such personnel to participate and coordinate schedules to avoid times of conflicting responsibility.

GETTING BETTER

District leaders establish standing roles and schedules for individual staff members and collaborative teams that include building leaders, teachers, and other instructional and support staff to focus on implementation and monitoring of district systems. Such roles are built into annual job descriptions with clear expectations and defined tasks. Schedules for such work are designed to allow for collaboration and completion of systems-related tasks.

GETTING BETTER

District leaders work with building leaders to establish standing roles and schedules for varying staff to support district and building systems. Roles and responsibilities are reviewed and updated periodically. These functions are scheduled to ensure individual and collaborative completion of systems-specific tasks to support the district mission and vision.

RESEARCH REFERENCES FOR THIS PRACTICE:

Franks, R. P., & Schroeder, J. (2013). Implementation science: what do we know and where do we go from here?.

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Moir, T. (2018, July). Why is implementation science important for intervention design and evaluation within educational settings?. In *Frontiers in Education* (Vol. 3, p. 61). Frontiers Media SA.