



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

District and building leaders develop and communicate models of instruction and student support that reflect the identity, vision, and mission of the district.

### **PRACTICE 9**

#### **PREPARATION**

##### *GETTING AWARE*

District leaders review research and information around the instructional and student support system practices to become familiar with all components of the system. District leaders review the work of exemplars from similar districts that have established a mission, vision, and/or identity similar to their own in order to understand considerations and details needed for implementation.

##### *GETTING READY*

District leaders initiate early practices within the instructional and student support systems to identify needs and establish a district framework and goals for these systems. District leaders develop a plan for implementation of programming within these systems that focuses on limiting the scale of new activities in order to ensure appropriate capacity to implement for improvement and fidelity.

#### **PROGRESS INDICATORS**

##### *GETTING STARTED*

District leaders create clear and understandable models of instruction and student support that are directly connected to the vision and mission of the district. These models describe the actions to be taken and anticipated outcomes for students, staff, and community.

##### *GETTING BETTER*

District leaders communicate models of instruction and student support that are aligned to the district mission and vision. District and building leaders seek feedback from students, staff, and community to clarify and reinforce models of instruction and student support to reflect district identity, vision, and mission.

##### *KEEP IMPROVING*

District and building leaders utilize district models of instruction and student support to convey the work of the district to staff, students, and community. Leaders provide authentic examples and descriptions of these models in practice, and use these models to promote the focus and identity of the district. Leaders seek feedback from others around these models to continuously refine and improve implementation of these models in classrooms throughout the district.

## RESEARCH REFERENCES FOR THIS PRACTICE:

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