

Leadership Network

This system is concerned with the “intentional efforts at all levels of an educational system to guide, direct, or support teachers as they seek to increase their repertoire of skills, gain professional knowledge,” (Knapp, Copeland, Honig, Plecki, & Portin, 2010) and to impact student, teacher, and leader performance in districts where systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent and aligned district and building systems to ensure success for all students.

Learning-Focused Partnership between Central Office & Building Leader	
Evidence of Practice	Installation Indicators
1. The district establishes the learning-focused partnership between central office administrators and building principals to guide and direct with unrelenting focus the work of improving instruction within the organization.	1. Evidence of the partnership organizational chart. 2. Document that describes the collaboratively developed purpose of the partnerships created between central office administrators and building principals.
2. Within the partnership, the central office administrator develops personal relationships with school principals specifically focused on helping every school principal become a stronger instructional leader and deepening practice.	1. Survey of principal satisfaction of central office support. 2. Record of learning/professional growth as a result of the partnership.
3. The district leader clearly communicates expectations for learning improvement.	1. Copies of communications that describe these expectations. 2. Frequency of the communication of these expectations.
4. The school leader uses the district commitment to learning improvement as a foundation for the work at the building level.	1. Copies of communications that describe these expectations. 2. Frequency of the communication of these expectations.

<p>5. The partnership meets frequently (i.e., weekly) to maintain the urgency of improving instruction within the organization.</p>	<ol style="list-style-type: none"> 1. Number of partnership meetings held per month. 2. Record of partnership activity including classroom observations, instructional dialogues, and partnership logs. 3. Agendas/minutes of partnership meetings held.
<p>6. The central office administrator routinely takes issues off the principals' plates that interfere with efforts to focus on the work of instructional improvement.</p>	<ol style="list-style-type: none"> 1. List of issues removed from principals' plates and amount of time created as a result of these shifts. 2. Evidence of the use of this newly created available time.
<p>7. The central office administrator consistently demonstrates some or all of the best practices identified nationally in learning-focused partnerships.</p>	<ol style="list-style-type: none"> 1. Evidence of modeling for principals on how to think and act as an instructional leader. 2. Evidence of use of tools that support the principals' engagement as an instructional leader. 3. Evidence of brokering of resources for the school building focused on instructional leadership. 4. Evidence of networking opportunities for all principals to share and learn from one another (Knapp, et. al., 2010).
<h2 style="margin: 0;">Central Office Redesign to Support the Learning-Focused Partnership</h2>	
<h3 style="margin: 0;">Evidence of Practice</h3>	<h3 style="margin: 0;">Installation Indicators</h3>
<p>1. The district increases its support of the partnership by increasing (new central office positions or external partner support) or by repurposing positions to focus on instructional improvement.</p>	<ol style="list-style-type: none"> 1. District organizational chart that documents these changes.
<p>2. The central office provides assistance to support the learning-focused partnership in some or all of the following ways:</p> <ol style="list-style-type: none"> a. Provide professional learning to central office administrators to engage them in ongoing challenging conversations about their work with school principals and how to strengthen it. b. Take issues off the central office administrators' plates that interfere with efforts to focus their work with principals in instructional leadership. c. Others in central office lead through, not over or around the learning-focused partnership. d. The system, not solely the learning-focused partnership, holds principals accountable for improving schools' performance on annual performance measures (Honig, Copland, Rainey, Lorton, & Newton, 2010). 	<ol style="list-style-type: none"> 1. Professional learning record of central office administrators. 2. List of issues removed from central office administrators' plates and amount of time created as a result of these shifts. 3. Evidence of the use of this newly created available time. 4. Evidence of performance management conversations.
<p>3. The district reorganizes and recultures each central office unit to support the learning-focused partnerships in some or all of the following ways:</p>	<ol style="list-style-type: none"> 1. Organizational chart of central office redesign.

<ul style="list-style-type: none"> a. Staff of other central office units takes steps to shift their own work to support teaching and learning improvement. b. Case Management – become experts in the specific needs, strengths, goals, and character of each individual school in their case load and work to provide high-quality responsive services to their individual schools (i.e., human resources, budget, facilities, etc.) c. Project Management – Take responsibility for solving problems that promise to help schools improve teaching and learning even if those problems cut across multiple central office units. d. Develop the capacity of people throughout central office to support teaching and learning. e. Hold central office administrators accountable for high-quality performance that supports the learning-focused partnership (Honig, et., al., 2010). 	
<ul style="list-style-type: none"> 4. The district routinely monitors its own progress in the central office redesign process includes: <ul style="list-style-type: none"> a. Engages in continuously developing the overarching theory of action that will guide the improvement of the instructional infrastructure. b. Strategically brokers external resources that align with improving instruction (Honig, et., al, 2010). 	<ul style="list-style-type: none"> 1. Evidence of performance management protocols routinely utilized to monitor effectiveness of central office redesign.
<ul style="list-style-type: none"> 5. The district routinely makes use of evidence throughout the central office to support continual improvement of work practices and its relationships with schools. <ul style="list-style-type: none"> a. Central office administrators engage in the ongoing collection of evidence from their own experience with the redesign process. b. Central office administrators attempt to use lessons from experience to inform how they engage in the central office redesign process (Honig, et., al., 2010). 	<ul style="list-style-type: none"> 1. Evidence of data collected, analysis, and next steps noted.

Structures and Policy Shifts to Support the Learning-Focused Partnership

Evidence of Practice	Installation Indicators
1. The district aligns resources to support the needs of the learning-focused partnership.	1. Evidence of realigned resources.
2. The district utilizes an investment framework that results in the purposeful unequal allocation of resources (time, money, and talent) to schools based on student need.	1. Evidence of student based funding protocols. 2. Evidence of use of student-based funding protocols to align allocations to student need.
3. The district invests in people and positions within and across schools whose primary work is instructional leadership.	1. Evidence of investments. 2. Line items in budget. 3. Evidence of professional learning, recruitment, and retention practices to support instructional leadership.
4. The district believes and communicates that learning improvement is possible at scale, that professionals and students are capable of much more than they have typically accomplished to date, and that leadership work will translate into demonstrable performance.	1. Evidence of documented district beliefs. 2. Evidence of district's communication of those beliefs. 3. Evidence of documented and communicated leadership actions that align to classroom instructional practice.
5. The district intentionally includes leadership practice as part of the learning improvement equation.	4. Evidence of district expectations that building leaders coach instructional improvement. 5. Evidence of building leaders' routine coaching practices.