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| **District Leadership: Essential Practices and Domains of Action** | |
| **Prioritize Improvement of Teaching and Learning** | |
| • | *Developing a clear vision and a small number of ambitious goals for powerful learning and effective pedagogy for all students*, placing these at the center of the district's improvement strategy. |
| • | *Developing a theory of action* that links strategic actions of the central office with the district’s vision and goals for quality and equity in teaching and learning. |
| • | *Developing coherence in the district’s human and resource capacity and strategies to address the district vision, goals and theory of action* to improve teaching and learning. |
| **Build Capacity through Support and Accountability** | |
| • | *Developing evidence informed strategies to attract, support and retain highly qualified teachers, school leaders, and district leaders*. |
| • | *Developing capacity for inclusive instructional leadership at school and district levels* grounded in evidence of student learning and professional practice, and differentiated in light of school contexts and needs. |
| • | *Supporting the development of cultures of effective collaboration to examine and improve learning, teaching, and leadership practices* in light of data on student learning and professional practice; |
| **Sustain an Open and Collaborative Culture** | |
| • | *Modeling and cultivating trust and reciprocal accountability* |
| • | *Developing effective collaboration and shared leadership between the central office and schools* |
| • | *Connecting and collaborating laterally and upward with the state system.* |
| **Promote Systemwide Learning** | |
| • | *Supporting and modeling effective professional learning practices and mindsets* expected from educators at the district, school and classroom levels. |
| • | *Using evidence and collaborative inquiry to continuously test and refine a theory of action* that links the district’s vision, goals and strategic actions with intended results. |
| • | *Using evidence of student learning, teaching, learning conditions, and leadership practice to hold school and district leaders reciprocally accountable* for their role in improvement. |