

# Site Leader Framework

September 2021



# Site Leader Quality Criteria Domains

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# Site Leader Framework

## What is the Site Leader Framework?

The Site Leader Framework connects the essential elements of the Pathway Framework and the five critical conditions of the District Framework. Its concepts, domains, and leadership actions will help site leaders translate the district's vision and conditions to the school level, while facilitating the work of teachers implementing high-quality pathways for students. The Framework is also a guide to the application of other resources, such as the Behaviors of Learning and Teaching, and the Community of Practice Continuums. It directs the principal's attention to streamlining and integrating the work of college and career readiness with ongoing leadership tasks (e.g., teacher and administrator evaluation, data-driven instructional leadership, professional development) and with state standards and assessments.

## Who should use this resource?

The Framework addresses the work of the principal as the central leader of the school. The principal establishes the school's culture, sets expectations for student success, directs the work of other leaders, develops teachers, and manages the school's operation. The Framework situates the principal's work in the larger district and community context. Most of the leadership work described in the Framework applies equally well to assistant principals or deans, if they are charged with supervising pathways. Much of the work can also be done by the school leadership teams (the team of school administrators and department heads) and the school's Pathway Leadership teams (e.g., teams of pathway leaders). Because each school has its own structures, the Framework does not dictate where to distribute leadership, but it is essential that the principal play the central leadership role while deliberately distributing key leadership work to others.

## How will we use the Site Leader Framework?

Principals, regardless of where their schools are at in the implementation of college and career readiness, can use the Framework to translate their leadership actions into transformative school practices. For principal managers, the Framework can serve as a planning tool for co-designing college and career readiness implementation plans, to establish common language for school walkthroughs, and as a roadmap for aligning the principal's work with district expectations. The Framework and its accompanying online toolkit describe concepts, questions, and actions that will help site leaders advance the critically important work of school improvement. For site leaders engaged in "wall to wall" pathways implementation, the Framework and tools will serve as the central organizer of their work with pathway leaders, support staff, district leaders, and industry partners. For site leaders at schools where college and career readiness is just one approach among several, the Framework's domains and tools can lead to improvement across the school's program offerings by describing a solid and comprehensive approach to leadership work. As a starting point, teams can determine an agreed upon challenge area and then select the related domain(s) to assess current practice in and identify next steps for further development. For additional support, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

Find this document along with other key resources at [www.connectednational.org](http://www.connectednational.org)

# System-Wide Support

**Linked Learning** is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform, ConnectED Studios, at [www.ConnectedStudios.org](http://www.ConnectedStudios.org)






**This is a SCHOOL resource.**

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The role of the site leader in the system is to champion the work and provide the support, alignment, and organizational commitment necessary to allow pathway teams to implement college and career readiness grounded programs of study. This is done by establishing a site leadership team that regularly checks in with pathway leaders to learn about the challenges and successes of program implementation and refining policy, practices, and processes to better support the work. It also requires committing resources, time, and attention to building cross-campus coherence around best-practices.

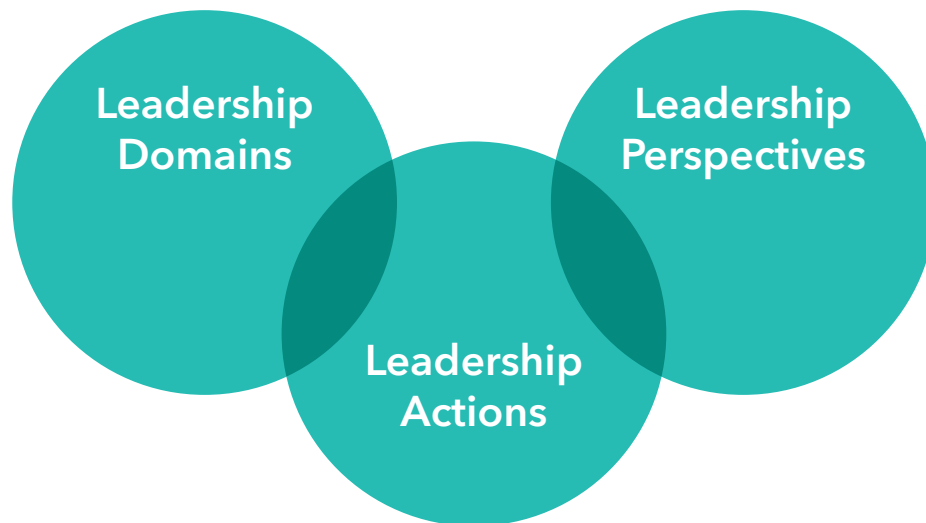


# Overview

Linked Learning is:	Site leadership teams can be seen:
 <p><b>Define Success</b></p>	<ul style="list-style-type: none"> <li>■ Raising expectations for all students to be college- and career-ready and creating a culture of student success.</li> <li>■ Increasing industry and community commitment to student success.</li> <li>■ Reviewing data to see if student learning outcomes have been met and refining supports.</li> </ul>
 <p><b>Ensure Equity</b></p>	<ul style="list-style-type: none"> <li>■ Focusing on student access and opportunity to increase equitable outcomes.</li> <li>■ Improving student achievement and application of knowledge in work-based settings.</li> <li>■ Ensuring all students have a college and career readiness future plan.</li> </ul>
 <p><b>Lead Instruction</b></p>	<ul style="list-style-type: none"> <li>■ Offering a clear vision for instructional strategy that aligns with project-based learning and performance assessment.</li> <li>■ Providing professional development support and informed feedback on practice.</li> <li>■ Improving student engagement and responsibility for learning through improved instruction.</li> </ul>
 <p><b>Distribute Leadership</b></p>	<ul style="list-style-type: none"> <li>■ Supporting teacher leadership and accepting shared responsibility for outcomes.</li> <li>■ Providing time and resources for collaboration and planning.</li> <li>■ Checking in with pathway leads to better understand implementation needs and improve school operations.</li> </ul>
 <p><b>Integrate Initiatives</b></p>	<ul style="list-style-type: none"> <li>■ Focusing on student needs and combining efforts to meet them.</li> <li>■ Building communities of practice to increase collaboration, coherence, and collective problem-solving.</li> <li>■ Clarifying expectations to facilitate alignment of funding, professional development, and staffing with outcomes.</li> </ul>

# Overview

The three components of the Framework represent aspects of leadership required to achieve results and help define the role. Understanding and honing the related practices in each area will increase leadership capacity and in turn better position pathways for success. Tools and processes for each component can be found in the online leadership toolkit. Together, the *Framework* and its toolkit provide a method for choosing the most effective type of action and applying the best strategies for each unique situation.



## Leadership Domains

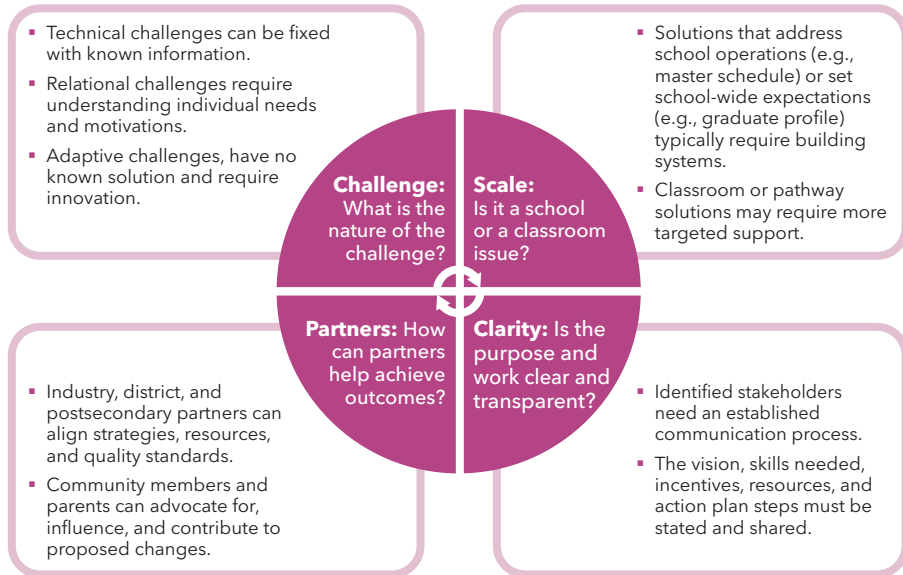
Each of the five leadership domains is framed by an Essential Question surfacing the heart of the matter and the work. Successful pathway implementation and effective site leadership require sustained attention to all five domains as a coherent method of school improvement. Site leaders use the quality criteria domain rubrics to self-assess their guidance and support of high-quality college and career readiness pathways.

- How do pathways lead to student success as defined by the school's graduate profile?
- What beliefs and values does the principal need to make continually transparent?
- What does instructional leadership look like in a pathways context?
- What leadership actions are best done by the principal and which are more effective when distributed to others?
- How does the leader integrate college and career readiness work with the state standards, the district's master plan, and other work-streams?



## Leadership Perspectives

There are four perspectives that help the site leader guide the work of effective change management by determining the most appropriate way to view the current situation and effectively plan. Once leaders have identified a focal area for improvement using the rubrics in this framework, the perspectives help them better understand concerns from different vantage points and plan accordingly.



## Leadership Actions

After identifying the area for improvement and gaining clarity about the nature of the concern, a successful principal works to select the appropriate action; balancing approaches as needed across their full range of administrative responsibilities. To advance the work of school improvement and increase student success, effective site leaders take three types of action:

- They take individual actions, using their authority as administrators.
- They build systems that create conditions for others to take on leadership and responsibility.
- They co-design and manage specific projects completed by others, intervening if a project gets off-track.



### LEADERSHIP ACTIONS:

What are the individual responsibilities of the site leaders?



### SYSTEM BUILDING ACTIONS:

What are the policies, procedures, or processes needed to support the work?



### PROJECT MANAGEMENT ACTIONS:

How can leaders organize the implementation, revision, and completion of teamwork?



## Define Student Success

It is important to have clarity about the outcome you are aiming for at the onset. It is the site leader's responsibility to articulate and transparently communicate the student success goals the school site is striving for and holding itself accountable to. Clearly defined outcomes also allow the leader to construct an effective support structure and productively evaluate services. The definition of success is not static. As education and industry standards change, so should student success outcomes.

### Reflect on Your Practice

- How have individuals on the leadership team helped identify the competencies needed for success in the past?
- How have team members used data to inform practice in the past?
- What kinds of data have been the most helpful for guiding planning?
- What would it take to create a unified, high-level set of expectations for student success?

### Foundational Steps

- Agreeing on which data should be prioritized for which focus areas.
- Incorporating into the school information system a place for storing agreed upon college and career readiness data by pathway and developing a process for monitoring the data input and generating reports.



# SL1. Define Student Success

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL1.1 Shared Vision</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Articulate a clear school vision that all students will graduate prepared for college <i>and</i> career. Collaboratively establish school-wide learning outcomes aligned with the district graduate profile.</li> <li>Develop a set of pathway-specific student learning outcomes that are aligned with the site and district learning outcomes.</li> <li>Convene a site leadership team consisting of pathway leads, the administrative team, counselor(s), campus work-based learning coordinators, and consultants to regularly review and support the pathway implementation process.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Build the pathway development work based on the school board's vision of a college and career-ready <b>graduate profile</b>. Publicly endorse the profile and serve as visible champions of it.</li> <li>Review pathway programs of study to ensure they are designed to facilitate the achievement of the pathway, site, and district learning outcomes.</li> <li>Clarify leadership team purpose and goals and provide the meeting time, space, and support to accomplish the goals.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Help implement, assess, and <b>revise site learning outcomes</b> in light of data on student performance and current college and industry standards.</li> <li>Ensure each pathway has the assigned instructional faculty needed to implement the program of study.</li> <li>Convene regular leadership team meetings with formal agendas and outcomes.</li> </ul>	<p>In addition to achieving the Advancing criteria, the site leadership team:</p> <ul style="list-style-type: none"> <li>Drafts a <b>communication plan</b> to share the school's commitment to college and career readiness (CCR), so the broader community understands how CCR is the lynchpin of the school's approach to increased achievement.</li> <li>Uses revisions in student learning outcomes to inform changes to curriculum, instruction, and assessment.</li> <li>References learning outcomes when planning supports, reviewing data, and determining progress.</li> </ul>
<b>SL1.2 Success Structures</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Develop a culture of college and career success by publicly sharing rigorous graduation expectations.</li> <li>Set and monitor an expectation that counselors and pathway staff meet with all students and their families to help students create an individualized 6- to 10-year college and career plan.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Help align pathway program(s) of study with the eligibility requirements of the local college system(s) and industry standards.</li> <li>Ensure all students create and monitor an individualized future plan that includes college and career goals and action steps.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Extend pathway course offerings through dual enrollment or vertical articulation agreements with local post-secondary institutions.</li> <li>Provide a schoolwide virtual process that allows students' action plans to follow-them to the next grade level so they can track progress over multiple years and make revisions annually.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Support counselors, and pathway leads to facilitate student completion of college and industry requirements by meeting with them regularly to review progress and refine practices.</li> <li><b>Publicly share school and pathway progress</b> on goals and indicators, encouraging stakeholder feedback and input.</li> <li>Support the connection of high school counselors with advisors from the college level to facilitate post-secondary articulation and streamlined registration.</li> </ul>

## 1 Emerging

## 2 Developing

## 3 Advancing

## 4 Transforming

### SL1.3 Assessing Achievement

Site leaders:

- Provide access to student level data and support pathway teams to conduct annual reviews of student progress.
- Adopt a stance and practice of self-reflection and continuous improvement.
- Ensure data are collected by pathway(s) through the student information system or another platform, including but not limited to:
  - Number of pathway students;
  - Grade Point Average (GPA);
  - Career Technical Education (CTE) completer rate;
  - Graduation rate;
  - College bound rate;
  - Number of internships;
  - Number of industry certifications; and
  - Number of dual or articulated enrollments.

In addition, site leaders:

- Support pathway teams to meet at least quarterly and analyze performance and learning outcome data to inform improvements in instruction and assessment.
- Conduct self-assessments using the **Site Framework** to identify areas of strength and areas needing improvement.
- Formalize the use of a **data dashboard** along with data collection and reporting processes.

In addition, site leaders:

- Embrace reciprocal accountability for student outcomes and teacher capacity and get feedback from teachers to see if adequate training or support was provided and adjust practices accordingly.
- Annually review Site Framework self-assessment data and draft an improvement action plan.
- Meet semi-annually to analyze pathway implementation progress, teacher capacity, as well as student participation and performance data, and identify pathway areas of strength and challenge across the campus.

In addition to achieving the Advancing criteria, site leaders:

- Provide the district assessment and accountability officer and IT director access to student data **disaggregated** by pathway.
- Collaborate with the district to create a districtwide process and practice of reviewing data and assessing student progress toward meeting graduate profile outcomes.



## Ensure Equity

Inequitable outcomes are often predicated by inequitable opportunities. To increase the number of achieving students, site leaders must examine who has access to the resources and learning that makes a difference. College and career readiness depends upon students being able to select pathways of their interests, partake of work-based learning (WBL) opportunities, and receive targeted support and academic preparation aligned with surfaced needs. Monitoring who receives access, support, and preparation will help close the opportunity gap and increase college and career readiness for all.

### Reflect on Your Practice

- What have individuals on the site leadership team done in the past to increase other's ability to address the needs of traditionally underserved students?
- What supports and services have team members provided to promote equitable access and opportunity for programs or opportunities across campus?
- What checks and balances have been utilized to flag places where additional attention is needed to increase achievement?

### Foundational Steps

- Reviewing the racial, gender, and socio-economic demographics at the school compared to the district.
- Reviewing and responding to the distribution of racial, gender, socio-economic, and ability demographics in pathways across the campus.
- Determining an agreed-upon process for regularly reviewing disaggregated enrollment and outcome data across pathways and responding to it.

# SL2. Ensure Equity

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL2.1 Access and Choice</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Regularly review the school’s demographics along with the neighborhood, district, and city demographics.</li> <li>Ensure counselors are versed in all pathway options and utilize district multi-lingual, multimedia resources for <b>marketing pathway options to middle school students</b> and their families.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Include statements about student equity in the school’s mission, vision, and goals.</li> <li>Establish procedures to ensure students can enroll in their <b>first or second choice</b> of pathway and devise processes that allow students to <b>change pathways</b> at least once if they discover that their initial selection is not a good match.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Consistently message in public settings and in private team and one-to-one meetings, the belief that all students can achieve at high levels regardless of their background.</li> <li>Ensure the school is successful in recruiting student cohorts to each pathway that reflect the overall demographics of the community.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Establish policies and procedures that rectify issues related to access and choice, including equitable transportation to/from dual enrollment and WBL opportunities.</li> <li>Equitably provide pathways with well-designed webpages to share their programs of study, partnerships, and contact information.</li> </ul>
<b>SL2.2 Student Support</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Ensure a rigorous curriculum is provided to all students.</li> <li>Develop, in conjunction with the site leadership team, intervention and acceleration support services.</li> <li>Publicly convey clear messages about the value of relationships, student voice, student engagement, and student support.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Establish school policies and processes that enable pathways to readily access support services that address the unique needs of all students including English language learners (ELL), special education students (SPED), Gifted and Talented Education (GATE) students.</li> <li>Provide a continuum of support services that address the needs of different types of learners and support students to meet rigorous requirements.</li> <li>Build systems to conduct <b>student and family</b> surveys and provide student engagement, motivation, and interest assessments.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Support pathways to adopt pro-active <b>student agency</b> development and differentiated instruction scaffolds to increase student success.</li> <li>Use early-warning systems to proactively identify and assist students in need of additional support.</li> <li>Refine administrative support services and during, before, and after school program offerings based on assessment data and <b>student and family</b> feedback.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Support pathways to regularly access district and community technical assistance, as needed.</li> <li>Work to uncover and eliminate institutionalized inequities that hinder student achievement.</li> <li>Encourage teachers to use the Pathway Community of Practice Continuum to assess and refine lesson plan design and revision based on student work review.</li> </ul>

**1 Emerging****2 Developing****3 Advancing****4 Transforming****SL2.3 Academic Preparation**

Site leaders:

- Meet with each pathway to encourage self-assessment against Pathway Framework standards and action plan development in challenge areas.
- Publicly commit to developing pathway-teams' industry theme knowledge base.

In addition, site leaders:

- Review assessments and action plans with teams. Map the degree to which existing pathways vary in quality and provide professional development based on patterns of need.
- Provide school space to host industry panels and guest speakers. Provide processes to support teachers going off campus to participate in externships.

In addition, site leaders:

- Hold pathways accountable for improving student outcomes while allowing for pathway flexibility in determining the curriculum, instructional practices, and pacing used to achieve outcomes.
- Encourage use of industry principles, habits of work, and best practices from a pipeline of positions beyond just entry-level with ranging educational requirements and salaries.

In addition to achieving the Advancing criteria, site leaders:

- Ensure that work-based learning experiences are regularly reviewed by industry partners and updated to reflect current labor market trends and professional standards.
- Ensure that college access experiences are regularly reviewed by post-secondary partners and updated to reflect new college acceptance, industry certification, and graduation requirements.
- Encourage extended and enriched learning opportunities such as clubs like Health Occupations Students of America (HOSA), and industry competitions that hold students accountable to rigorous standards.



## Lead Instruction

One of the major shifts in college and career readiness-driven education is in the type of instruction and learning that takes place. The idea of what defines the classroom is expanded, and fidelity to process becomes less important than learning outcomes and student performance. Teachers are encouraged to engage in continuous improvement cycles to refine their practice and revise lessons when student outcome results fall below what was expected. Students are expected to demonstrate their understanding of what was learned and reflect on what led to their growth. All of this requires site leaders to invest in capacity building for educators and provide them with the time and space to educate differently.

### Reflect on Your Practice

- How have individuals on the site leadership team successfully impacted instruction in the past? What key levers helped make the necessary changes?
- Who have been allies in the effort to improve instruction, and how can you engage them going forward?
- What experience has the team had with inquiry or project-based learning?
- Based on prior experience, how has faculty self-assessment or peer mentoring influenced engagement and retention?

### Foundational Steps

- Increasing awareness of the curriculum and instructional strategies currently being promoted by the district.
- Articulating the instructional vision needed to achieve the proposed outcomes.
- Providing formal time for teachers to collaboratively plan and integrate.
- Reserving formal time for the leadership team to manage and collaboratively review and refine support offerings.

# SL3. Lead Instruction

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL3.1 Pedagogical Vision</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Articulate an instructional vision that includes project-based learning.</li> <li>Ensure an assessment vision that includes traditional end-of-course standardized exams as well as performance-based formative and summative assessments that utilize common rubrics.</li> <li>Provide a college and career readiness vision that includes integration of a continuum of activities into the classroom that help students qualify for industry certifications and four-year university acceptance.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Provide clear guidelines around the quantity of project-based learning pathways offer and the planning time available to support the work.</li> <li>Provide guidelines on the expected quality and use of assessments.</li> <li>Use the College and Career Readiness Classroom Framework or other resources to articulate curriculum guidelines and expectations.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Support pathways to adopt project-based learning quality standards including authentic work using industry equipment and practices that positions students to meet academic, career technical, and industry standards.</li> <li>Encourage planning and refining of pathway lesson design and performance assessments by providing additional summer, intercession, or after school planning time.</li> <li>Support the regular review of student college and career readiness indicators to inform curricular and instructional refinement.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Engage in annual qualitative analysis of project-based learning offerings and outcomes to glean best practices and shared challenges and inform future support and guidelines.</li> <li>Build <b>school-wide</b> coherence around best practices by facilitating cross-pathway showcasing of student work and outcomes to help <b>teachers</b> calibrate with and be informed by high-quality work within and beyond their pathways on campus.</li> </ul>
<b>SL3.2 Implementation Support</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Audit and review, in collaboration with each pathway, the materials, facilities and equipment currently available and needed to achieve learning outcomes and industry standards.</li> <li>Provide written policies and processes around work-based or service learning.</li> <li>Convey clear messages about the value of relationships, teacher voice, engagement, and support.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Ensure teachers have sufficient onsite classroom space, instructional materials, and teaching tools to effectively offer a robust program of study.</li> <li>Create uniform cross-campus permission slips, work slips, and guidance materials aligned with district policy for work-based learning.</li> <li>Conduct <b>teacher and school</b> community surveys, interviews, or reflective discussions to encourage contribution to and feedback on college and career readiness work.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Provide teachers with the resources and supports to extend their classroom space beyond the school site and incorporate work-based learning and dual enrollment.</li> <li>Provide pathway teams with a uniform way to manage industry partnerships and work-based learning activity for each student.</li> <li>Refine administrative support services and practices based on <b>teacher and school</b> community feedback.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Design, in partnership with the district, a system of assessment and accountability around the graduate profile outcomes.</li> <li>Sustain collective commitment to pathways through regular, public, updates detailing how college and career readiness is advancing the achievement of graduate profile characteristics.</li> </ul>

**1 Emerging****2 Developing****3 Advancing****4 Transforming****SL3.3 Professional Development**

Site leaders:

- Provide professional development for pathway teachers that introduces research-based instructional strategies, standards-based learning and teaching, and various assessment strategies.
- Identify the **unique qualifications** and abilities needed for pathway teacher and pathway lead roles in written job descriptions.

In addition, site leaders:

- Offer access to targeted professional learning opportunities on relevant college and career readiness topics such as team-building, 21st century skill development, and student agency development in response to identified needs or support requests.
- Incorporate into **pathway teacher support** professional development that builds capacity in the specific qualifications and capabilities outlined in the role descriptions.

In addition, site leaders:

- Regularly review the professional development plan, with the site leadership team, to determine what actions were taken and what impact on instructional practice and student achievement was derived.
- Work with the site administration team and the district to **align teacher support programs**, such as the teacher induction program, peer assistance and review, professional learning communities and Community of Practice offerings with retention and professional development needs.

In addition to achieving the Advancing criteria, site leaders:

- Provide teacher externships and professional development that encourages reflection.
- Regularly visit pathway classrooms and team meetings and listen for barriers that need to be removed and supports that need to be added.
- Provide specific feedback to teachers and counselors about the quality of their college and career readiness work as part of the regular evaluation process.





## Distribute Leadership

College and career readiness, by definition, is dependent upon community engagement. This marks a distinct transition from traditional education processes. There are three types of leadership opportunities within this approach: the positioning of teachers to take on pathway lead roles, engaging community partners to lead their respective organizations in a cross-organization collaboration with individual pathways, and inviting individual teachers to take ownership of their individual learning and participate in communities of practice. Distributed leadership leads to exponential growth, innovation, and ownership of the work, which must be taken up by the entire team to reach all the aspects of the educational experience it will need to impact.

### Reflect on Your Practice

- How have individuals on the site leadership team delegated authority or distributed leadership in the past? What experiences have team members had with having leadership of a project delegated to them?
- Who are the up and coming leaders on the staff, and what steps can be taken to coach them and support their development?
- What kinds of agreements and strategies have been the most helpful for distributing leadership?

### Foundational Steps

- Deciding who on the leadership team should support which focus areas.
- Developing a process for collecting, storing, and reviewing site leadership team agreements and action plans.

# SL4. Distribute Leadership

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL4.1 Collaborative Expectations</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Partner with the site leadership team to create a culture that values high-functioning <b>pathway communities of practice</b> (CoP).</li> <li>Encourage collaboration and teaming by consistently calling for it, messaging its importance, and showcasing various high-quality examples of it and the benefits.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Focus on building teacher leadership, team development, integrated, project-based learning management, and partnership development skills.</li> <li>Reserve and protect time for teachers to collaborate as subject area departments, grade level teams, and pathway teams.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Use a <b>learning and teaching framework</b> in collaboration with teacher teams to support student, teacher, and site leader growth and promote <b>internal coherence</b> (SERP, 2004).</li> <li>Nurture and monitor pathway CoP effectiveness to ensure teams are a primary source of teacher reflection, learning, and capacity building.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li><b>Involve teachers</b> in sustained dialogue and decision-making around instruction and student learning.</li> <li>Remain <b>central agents for change</b> and work to build teacher and leader capacity, trust, and shared purpose.</li> <li>Expect school staff and community partners to consciously move from passive acceptance of college and career readiness to ownership of the approach, and regularly collaborate on data-driven continuous improvement efforts.</li> </ul>
<b>SL4.2 Coalition Building</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Reach out to <b>students, parents, faith-based, and community-based organizations</b> early in the pathway expansion process, soliciting regular input on marketing strategies, themes, and career exploration activities to ensure that pathways are equitable, accessible, and rigorous.</li> <li>Provide the necessary conditions for pathways to recruit local partners, and individuals to serve on advisory boards and support the ongoing development of pathway quality.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Ensure that the site leadership team partners with the district, community-based, faith-based, and/or other organizations to develop an ongoing <b>engagement strategy</b> that involves families and students as consumers, advocates, decision makers, and partners.</li> <li>Help create advisory boards that include a chair, representatives from business, industry, and post-secondary education along with the student body, school administration, and pathway leads.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Partner with the site leadership team and district to establish <b>formal partnership agreements</b> with community-based, faith-based, and other organizations when appropriate.</li> <li>Collaborate with pathway leads to support advisory boards to meet regularly and support the pathway theme and learning outcomes.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Collaborate with pathway leads to develop highly effective advisory boards that are diverse, formalized bodies that operate with a strategic plan, financial policies, and a succession plan to sustain the pathway and have a leadership responsible for managing the advisory board and orienting new advisors.</li> <li>Use the Leadership Community of Practice Continuum to assess and refine collaborative engagement and coalition building.</li> </ul>

**1 Emerging****2 Developing****3 Advancing****4 Transforming****SL4.3 Providing Paths**

Site leaders:

- Encourage teachers to take on a variety of leadership roles and support them to succeed.
- Build out campus-based college and career readiness staffing consisting of counselors, a work-based learning coordinator, and an office administrator and redefines their roles to align with college and career readiness support needs.

In addition, site leaders:

- Provide incentives (e.g. stipends or release periods) to teachers serving in official pathway and school-wide leadership roles.
- Ensure counselor caseloads are aligned to pathway cohorts, and position assistant principals to provide administrative oversight of pathways.

In addition, site leaders:

- Share expectations and guidance to support pathway teams and academic departments to collaboratively engage in decision-making as the needs of both groups become intertwined.
- Support counselors, work-based learning coordinators, and other college and career readiness support staff to regularly collaborate with pathway teachers to co-develop plans to achieve mutual goals.

In addition to achieving the Advancing criteria, site leaders:

- Participate in their own Community of Practice with other administrators, to solve problems of practice related to leading college and career readiness implementation and continuous improvement.
- Work with pathway needs in mind when scheduling, hiring, budgeting, managing facilities, designing professional development, and engaging in other key school operations activities.



## Integrate Initiatives

Site leaders, teachers, and even students can easily become overwhelmed by the large number of projects, programs, and initiatives taken up by districts every year. Each of these important directives comes with a set of goals, funding guidelines, timelines, and action items which can be very difficult to navigate. Initiative overload and fatigue can hinder a promising practice. It is then up to the site leaders to find a way to reduce teacher overload by creating a cross-initiative Venn diagram, looking for the points of connection and alignment to reduce action items, streamline work, consolidate conversations and funding, and increase clarity and engagement. Integrating initiatives strives to make the work easier to manage and easier to undertake because it helps make it possible to do it in conjunction with other expectations in a way that advances multiple items at once.

### Reflect on Your Practice

- What experiences have individuals on the site leadership team had with surfacing connections and reducing points of conflict or tension between programs in the past?
- What experiences has the site leadership team had managing a program that was collaboratively implemented across departments or teams?
- What kinds of information and communication support might be necessary to promote goal alignment across initiatives?
- How can the intersections or connecting points of multiple initiatives be made visible to others? What practices and processes can help surface overlapping goals across initiatives?

### Foundational Steps

- Identifying all of the initiatives the site is expected to implement along with the goals the site is expected to achieve this year.
- Developing a process for tracking, monitoring, and influencing multiple projects, programs, and initiatives on campus.

# SL5. Integrate Initiatives

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL5.1 Program Coherence</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Collaborate with district leaders to draft a statement that conveys why and how college and career readiness is the school and district’s overarching approach to transformation by using clear, consistent terminology and customized visuals.</li> <li>Partner with the site leadership team to annually review pathway implementation plans.</li> <li>Ensure all pathways go through a review process and seek quality certification.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Collectively work to implement college and career readiness as the school’s overarching approach to transformation.</li> <li>Regularly review the action items in pathway implementation plans to see which steps have been completed and which remain.</li> <li>Ensure pathways are given data and artifact collection support as well as feedback in preparation for pathway certification.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Commit to aligning all school initiatives with the vision and identify how the college and career readiness goals can advance the work of multiple initiatives.</li> <li>Collaborate with the site leadership team to problem solve and address any barriers blocking pathway teams’ ability to implement their plans and programs of study as designed.</li> <li>Recognize and celebrate pathways for completing a certification process and achieving quality standards.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Ensure that stakeholders are able to paint a unified picture of how the school’s initiatives and programs fit with and support college and career readiness.</li> <li>Sharing annual college and career readiness program data such as the number of students accepted into college, earning industry certifications, or participating in high quality internships.</li> </ul>
<b>SL5.2 Aligned Systems</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Review the school’s existing structures, strategies, supports, and accountability measures to determine how they can support the school’s college and career readiness work.</li> <li>Reduce overload by prioritizing initiative goals based on student need, which aspects of the work are foundational to others requiring a developmental sequence, and which aspects are the most feasible with existing resources.</li> <li>Review all pathway programs of study to better understand master schedule support needs.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Ensure structures, strategies, supports, and systems that detract from college and career readiness implementation are being phased out.</li> <li>Analyze all prioritized initiatives, projects, work plans, and resources to determine the points of connection as well as the points of conflict and divergence. Work to strengthen connections and reconcile conflicts.</li> <li>Devise a master schedule that supports pathway program of study needs including extended blocks of time for pathway projects.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Identify unified processes in terms of data collection, funding, and reporting for projects and initiatives with aligned goals to consolidate the work and increase efficiency and effectiveness.</li> <li>Ensure new opportunities and initiatives are reviewed with college and career readiness priorities in mind; if they do not support the work, they are either modified or not adopted.</li> <li>Engage in an annual review of the master schedule. Collect feedback and input from pathways on benefits and challenges and make any refinements possible.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Ensure the school uses a single, unified, improvement plan that merges and aligns state and district mandates, accreditation action steps, grant deliverables, and other work streams.</li> <li>Recognize practices that are improving student performance and work with district leaders to integrate the practices and related measures into core district processes.</li> <li>Clarify the parameters and outcomes of initiatives and work to buffer, bridge, broker, or block mandates in order to align the work with district policies that support program effectiveness, maintain stream-lined goals and processes, and minimize potential teacher and staff overwhelm.</li> </ul>

**1 Emerging****2 Developing****3 Advancing****4 Transforming****SL5.3 Network Engagement**

Site leaders:

- Build a schoolwide culture that values innovation, research, collective problem-solving, and collaborative sharing of best-practices.
- Spearhead cross-school collaboration and partner with another college and career readiness schools in the district to share learning and resources.

In addition, site leaders:

- Recognize, praise, and support the growth of conditions that can lead to widespread success such as communities of practice.
- Work with the district to provide and participate in districtwide, college and career readiness Community of Practice opportunities.

In addition, site leaders:

- Foster collective capacity by regularly positioning teachers to share best practices and lead problem solving protocols with colleagues.
- Work with the district to provide and participate in regional or cross-district, college and career readiness Community of Practice opportunities.

In addition to achieving the Advancing criteria, site leaders:

- Showcase the school's support processes and instructional best practices by hosting cross-campus, district wide, or cross-district experiential site visits.
- Partner with the district to convene pathways by industry theme districtwide to encourage industry focused best-practice sharing, problem solving, and coherence building.

# Glossary

<b>Common Prep</b>	A shared instructional planning time for teachers in the same pathway at the same grade level. Time is provided for teachers engaged in multi-disciplinary integrated projects to meet with their instructional partners and plan lessons as well as review formative and summative assessments in order to refine lessons.
<b>Community of Practice</b>	A designated time for people with similar work to come together and share their learning and problem-solve their challenges collectively. The Community of Practice sessions can take place at the pathway level during common planning or at any other level of the system including at the cross-district or community level.
<b>Internal Coherence</b>	A school's (or district's) capacity to engage in deliberate improvements in instructional practice and student learning across classrooms over time, as evidenced by educator practices and organizational processes that connect and align work across the organization (SERP, 2014).
<b>Learning Outcome</b>	The academic knowledge, behaviors, and skills that students are expected to learn and demonstrate. Learning outcomes can be created for a specific lesson, task, or project; for a course; or for a student's career in a pathway or school.
<b>Master Schedule</b>	<b>College and Career</b> pathways require common prep time for teachers with a shared cohort of students. The work of performance-based assessments also often demands longer instructional time. The master schedule can provide a common prep for all teachers and allow students to move through classes as a group. The traditional master schedule offers 6-8 periods a day at one hour each. Students are able to take 6–8 courses a year. The College and Career master schedule offers the same course credits a year but it is often designed using one of three configurations: (1) <b>4x4 Block</b> : where students take four courses in a semester for a longer duration of time. Each course period is roughly 90 minutes. (2) <b>AB periods</b> : where students take eight alternating courses every other day year round. One day has the 8 "A" strand of courses and the alternating day has the alternating 8 "B" strand of courses. (3) <b>Hybrid</b> : where some courses are offered year-round through an A/B structure and others are completed within one intensive semester using a block schedule. All of the configurations are designed to give students the additional time needed for the much more rigorous work required.
<b>Pathway Team</b>	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as pathway events and other activities.
<b>Postsecondary Alignment</b>	Aligning a high school pathway's learning outcomes, curriculum, benchmarks, and indicators of progress with that of a similar pathway at the 2–4 year college level. This work can also be supported by offering courses that are either (1) <b>Dual</b> enrollment: simultaneous enrollment in a college course offered off-campus. (2) <b>Articulated</b> enrollment: enrollment in a high school course on campus taught by a high school teacher that has credits which have been approved at the high school and college level. There is a formal articulation agreement in place between the high school and the college. These course offerings can increase the college-going and college graduation rate for students.

<b>Program of Study</b>	A 3–4 year, full day, schedule of courses that specify a pathway’s educational offering. The program includes the career technical education (CTE) sequence of courses or technical core, the core academic courses needed for graduation, a continuum of work-based learning opportunities by grade-level, and may include integrated projects listed by grade level. The Program of Study may also include postsecondary preparation experiences as well as articulated courses. The program of study is designed to help students attain agreed upon learning outcomes in a structure that provides long-term relationships leading to attuned personalization, depth of knowledge, and college and career readiness goal achievement.
<b>Site Leadership Team</b>	Designated teachers, school site leaders, counselors, other staff, and partners who regularly meet and have responsibility for the overall management and improvement of pathways.
<b>Student Cohorts</b>	Designated students in a pathway who travel from class to class together. “Pure” cohorts are those that are able to maintain the students in the same pathway in the program of study.
<b>Student Internship</b>	Students engage in work-based learning applying the industry skills they have acquired at an actual workplace setting in a manner which benefits both the company and the student.
<b>Teacher Externship</b>	A learning opportunity for teachers working in pathways that allows them to visit industry partners’ work sites and validate the pathway student learning outcomes, learn about the work environment, observe daily tasks, and bring back work examples and project ideas. This helps teachers to create authentic learning experiences for students.
<b>Wall-to-Wall</b>	Indicates when a high school is only offering pathway enrollment options. Students who attend the high school must also select one of the college and career readiness pathways at the school. Many districts have high schools requiring enrollment in a pathway and high schools that are not wall-to-wall where students can choose to enroll in a pathway or opt for a traditional learning experience with the standard set of courses.
<b>Work-based Learning</b>	An instructional strategy that allows students to interact with industry professionals, other than their teacher, and provides hands-on, real-world, practical application of their learning experiences. Designed correctly, work-based learning can help students achieve the pathway student learning outcomes and industry certifications.



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Site Leader Framework

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A decorative graphic at the bottom of the page consisting of several overlapping, rounded shapes in shades of teal, blue, and purple, creating a wave-like effect.