



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 |
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| SL4.1 Collaborative Expectations | | | |
| <p>Site leaders:</p> <ul style="list-style-type: none"> Partner with the site leadership team to create a culture that values high-functioning pathway communities of practice (CoP). Encourage collaboration and teaming by consistently calling for it, messaging its importance, and showcasing various high-quality examples of it and the benefits. | <p>In addition, site leaders:</p> <ul style="list-style-type: none"> Focus on building teacher leadership, team development, integrated, project-based learning management, and partnership development skills. Reserve and protect time for teachers to collaborate as subject area departments, grade level teams, and pathway teams. | <p>In addition, site leaders:</p> <ul style="list-style-type: none"> Use a learning and teaching framework in collaboration with teacher teams to support student, teacher, and site leader growth and promote internal coherence (SERP, 2004). Nurture and monitor pathway CoP effectiveness to ensure teams are a primary source of teacher reflection, learning, and capacity building. | <p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> Involve teachers in sustained dialogue and decision-making around instruction and student learning. Remain central agents for change and work to build teacher and leader capacity, trust, and shared purpose. 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. |
| SL4.2 Coalition Building | | | |
| <p>Site leaders:</p> <ul style="list-style-type: none"> Reach out to students, parents, faith-based, and community-based organizations 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. 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. | <p>In addition, site leaders:</p> <ul style="list-style-type: none"> Ensure that the site leadership team partners with the district, community-based, faith-based, and/or other organizations to develop an ongoing engagement strategy that involves families and students as consumers, advocates, decision makers, and partners. 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. | <p>In addition, site leaders:</p> <ul style="list-style-type: none"> Partner with the site leadership team and district to establish formal partnership agreements with community-based, faith-based, and other organizations when appropriate. Collaborate with pathway leads to support advisory boards to meet regularly and support the pathway theme and learning outcomes. | <p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> 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. Use the Leadership Community of Practice Continuum to assess and refine collaborative engagement and coalition building. |

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.