

Region 16 Schools

District Leadership Theory of Action

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The district leadership theory of action is comprised of a set of strategic actions that I/we purposely and intentionally use within the district planning process for continuous improvement. The primary focus is maximizing student learning in the classroom. The leadership decisions and framework underlying these actions have emerged through analysis and reflection on “the work” of schools and improvements over time, best practices in educational leadership, and the related research literature.

- Vision for the future of the Region 16 Schools is to prepare students for a 21st century global economy by teaching the required skills and competencies needed to be successful in career pathways that lead to meaningful post-secondary experiences.
 - Teaching and learning expectations are clearly identified and vertical connections are embedded in the Kindergarten through twelfth grade curriculum;
 - Professional Learning for teachers is embedded in the school day and aligned to instruction;
 - High School Internships/Personalized Learning Opportunities are established for all students;

- Our mission is to provide high quality and educational opportunities through the use of research-based traditional, experiential, and creative instructional practices to ensure that all students become inquisitive, lifelong learners with the 21st Century skills necessary to be successful.

- Philosophy of the Region 16 Schools is to drive the district towards educational excellence and the belief that all students can and will learn, by
 - Maximizing high expectations for student achievement through student-centered classroom instruction;
 - Clearly established expectations for all students and staff members;
 - Create a “safe” environment that supports creativity, **critical thinking** and personalized learning opportunities;
 - Establishing literacy as a foundation of education;
 - The utilization of technology as a teaching tool.

Conducting Superintendent School Visits

- 1) **If I** visit each of the four schools, twice a week, **then** I can observe first-hand the school climate and the principal's and teachers' work around the instructional core to ensure an optimal learning environment exists for all students.

If we/I conduct administrator evaluations, following the RSD#16 TEVAL Model with fidelity and integrity, **then** we/I can observe how administrators can work with teachers, establish "walkthrough" protocols and calibrate observations district-wide to ensure the highest standards of teaching and learning in our classrooms.

If we/I cultivate leadership at all levels of the district focusing on the improvements of teaching practices, learning strategies, and assessment protocols, **then** expertise in instructional leadership will be more widely distributed among faculty, thus teaching and learning will improve.

- Lead monthly Administrative Council Meetings and Forums with a purposeful agenda to discuss district initiatives, student cases, school climate, building issues, personnel, teaching and learning strategies in the classroom and identify leadership practices that build capacity in staff.
- Conduct building tours to review facility needs ensuring a safe and secure environment for learning or other priorities such as technology, food services, transportation, etc.
- Engage in informal conversations with students about school culture and classroom practices.
- Every certified building principal and district office administrator in the district will be evaluated by the Superintendent of Schools.
- Instructional rounds and Learning walks will be implemented with a clearly established goals and expected outcomes that are directly aligned with teaching and learning.

Evidence Indicators: 1) Each building will have a shared Data Team/Leadership Team that will drive the "work" of faculty and staff. 2) The number of building issues reported by the principal will be reduced as they will be solved during the school day visits. 3) Each month three students will be interviewed and then feedback provided to administrators/teachers about district initiatives (i.e. courses, schedules) 4) Rounds protocol will be established and utilized at all schools to ensure accountability. 5) Central office leadership positions will be refocused on providing support and alignment to the school based implementation of the district's vision and mission. 6) Administrators will development clearly established core values and beliefs that drive their practice as instructional leaders. 7) Administrators will convey their ToA to staff through the alignment of a SIP

Create Structures for Coherence

2) **If** we/I can create structures and systems that focus on student learning with administrators and teachers, **then** district actions will have coherence and alignment that focuses on the needs of students to maximize their learning in every classroom.

- Implement a bi-weekly combined central office administrators and school-based administrators meeting (one for secondary and one for elementary) to align the district mission in all areas of education and focus on the "instructional work" of administrators.
- Implement PLCs (Professional Learning Communities - i.e. leadership teams and/or data teams) in the content area and grade levels to collaborate on teaching and learning practices. School teams (grade level, leadership, content teams) will meet a minimum of twice a month to analyze student performance on district benchmark assessments with the purpose to drive instruction in the classroom based on the student assessments. Learning walks will be embedded practice in all our schools through a non-evaluative "safe" process that provides valuable feedback for collective and collaborative improvements in teaching and learning practices that aligns with student performance.

Evidence Indicators: 1) Professional learning opportunities and professional learning day agendas that have sustainability and evidence throughout the school year (Focused LW, Visible Learning, etc...)

Organize Student Support Systems

3) **If** we/I adopt a whole-child approach to education (academic, social, emotional) in our schools and classrooms, **then** student learning will increase through positive relationships in our schools

- Subject-area curricula, course units, and classroom lessons, including performance tasks, will focus on critical thinking, increased academic rigor and differentiated instruction for personalized learning opportunities for all students.
- Administrators will promote positive teacher-student relationships in our schools.
- Implement a SRBI (Scientifically Research-Based Intervention) Model for all students in grades K through 8 in the areas of English Language Arts & Mathematics. This tiered intervention system will assist at-risk students in both academic and behavioral domains.
- Create a Positive Behavioral Support System (PBIS) or similar in every school and classroom to promote a culture of respect and a safe school climate (i.e. bullying, peer to peer mentoring)

Evidence Indicators: 1) Determine the percentage of students who require Tier II and Tier III instruction (i.e. SRBI) and validate the students in Tier I (grade-level mastery). 2) The Safe School Climate Survey will reviewed by principals to monitor the incidence of student bullying issues in our schools.

Embedded Professional Learning

- 4) **If** we/I build the capacity of teachers and administrators through embedded professional learning opportunities that are focused on the district mission and goals, **then** we/I can increase teacher quality in the classroom and administrators to be instructional leaders in their schools.
- The district will provide teachers and staff access to quality adult learning opportunities that are work-related/job embedded and designed to increase the capacity of all teachers and staff. These opportunities may be from within district or through outside providers.
 - Professional Learning opportunities for teachers will be implemented throughout the year with sessions geared towards effective teaching and learning practices, preceded by a day-long session at the beginning of the year.
 - The district will provide opportunities for teacher leaders to develop into instructional leaders in schools and at the District level.
 - Specialist, Interventionist, curriculum leaders, department heads, and/or District Trainer/Instructional Leaders will work with all K-8 teachers (min. 3 day-long sessions over the course of the year) to integrate the Common Core aligned curriculums, assessments, and best identified teaching practices, by learning to create an exemplar lesson that is aligned to each unit supported by the Director of Curriculum, Instructional leaders and specialists.

Evidence Indicators: 1) Professional development workshop and opportunities offered by outside/inside presenters will be documented and aligned to the Region 16 Coherence Plan 2) Each school will be represented on PDEC to establish a yearly professional learning calendar to meet the diverse needs of each school and educator. 3) Posted opportunities for staff to demonstrate leadership qualities and contribute district wide through committees that develop teacher leaders in overall performance of our Region.

Community & Parent Outreach

- 5) **If** we/I open our schools and its practices to the community and parents and make them partners in the learning process, **then** more students will become life-long learners and a culture of high expectations and climate of shared vision will develop in the district and the community at large.
- Schools will promote family partnerships and welcome community organizations, who provide needed social supports based on our student needs and school climate.
 - Parent Teacher Organizations (PTOs) will be active and supported every school and Superintendent Open Houses will be held as a community outreach initiative for education.
 - A Combined Parent Advisory Council, (PAC) meeting of administrators and PTO officers will meet quarterly (and open to the public) to share administrator initiatives and parent feedback to improve the school culture.

- Annual Budget surveys to analyze the utilization of resource and the ROI of initiatives and practices in Regional School District #16

Evidence Indicators: 1) An end-of-the-year survey (via Monkey Survey and the district web site) will be conducted to gauge the district's message in the community. 2) Public comments at Board meetings and communications to the Board of Education for critical analysis. 3) Superintendent open houses will be scheduled and visitors will be logged in and given feedback.

Career Pathways High School

6) **If** we/I can create a high school with career pathways, relevant curriculum, and competencies for learning, **then** we/I can effectively prepare students for success in a 21st century global economy by adequately transitioning them for meaningful post-secondary experiences that lead to growing career opportunities in the real world.

- New and revised courses, relevant to 21st century skills, will added to the high school to provide students with a career pathways.
- The principal and department heads are embedding academic expectations for learning in all courses that every student will take at the school in the areas of critical thinking and problem solving to demonstrate sufficient mastery.
- Establish personalized learning and job internship opportunities in collaboration with the Transition Coordinator, Counselors, and the implementation of Career Pathway.

Evidence Indicators: 1) Open a career center at the high school. 2) Establish at least two career pathway courses that will allow students to receive post-secondary credit while in high school in a career pathways program.