

UC Davis's: "Enacting Greatness: School Leadership by Design"

(Brief definitions of each practice below that you may find useful)

#1 Teacher Growth: This practice focuses on the most effective and efficient ways to support teacher professional learning to increase student outcomes. It does this by redefining roles so that principal and teachers share in instructional leadership. Together, principals and teachers define good teaching. They also identify and implement systems for teacher growth that are research-based, reasonable, motivate more effective teaching, and are consistently applied.

#2 Equity-Centered Culture: This practice lays the groundwork for a climate of inclusion and responsiveness for all student and adults in the school's community, while simultaneously maintaining a primary focus on meeting the challenges of doing whatever is necessary to meet the most urgent student needs.

#3 Collaborative Leadership: In their new roles, "principals must adapt from having largely managerial roles to being architects of collaborative learning organizations and adult developers" (Drago-Severson, 2007, p. 4). Principals make that shift by sharing a vision for equity, by promoting a culture of collaboration and trust, sharing leadership and ensuring informed resource allocation. In doing so, principals have a unique opportunity to create a school culture that mirrors the best elements of our democracy—creating and enacting a vision for a community in which the members wish to live and work and share the decisions that will benefit the next generation of children. Most importantly, "collective leadership explains a significant proportion of variation in student achievement across schools. Higher-achieving schools award leadership influence to all school members and other stakeholders to a greater degree than lower-achieving schools. These differences are most significant in relation to the leadership exercised by school teams, parents, and students" (Leithwood & Mascall, 2008, p. 1).

#4 Principal Growth: When principals adopt a growth mindset to direct their work with staff, students, and the school community, that mindset must also apply to their own development as a leader. This high-leverage leadership practice includes the actions that principals take to learn how to better support organizational learning, maintain resolve and focus, and find solutions in response to challenges. To grow and develop in the principalship, principals must continuously engage in learning opportunities, mentoring or coaching sessions, or professional development (Wiggins, 2012).

#5 Evidence-Based Decisions: Decisions based on data and evidence are being made across all areas of human endeavor, including education, to more systematically understand and increase the positive impact of practices on outcomes. Three hallmarks of evidence-based decision-making emerged from research. These are: (1) identify and implement a system that includes steps for collecting and analyzing data, determining needs, and designing, implementing and evaluating changes; (2) collaborate with colleagues; and (3) align decisions with evidence (Boudett, City, & Murname, 2013; Bryk, Gomez, Grunow, & LeMahieu, 2015).