

HIGH-LEVERAGE LEADERSHIP PRACTICES (HLLP)	STRATEGIES THAT SUPPORT HLLPs
<p>#1 TEACHER GROWTH</p> <p>Effective principals apply coherent systems of teacher assistance and development to improve instruction and student learning.</p>	<ul style="list-style-type: none"> A. Adopt or create a standards-based definition of good teaching with all teaching staff. B. Develop observation, coaching, and feedback skills among teaching staff that enable interactions focused on the improvement of instructional practices. C. Provide resources that support teacher collaboration, allowing time to analyze student needs and progress, plan high quality instruction, and celebrate successes. D. Provide all staff with professional learning opportunities that respond to student learning and social-emotional needs E. Facilitate continuous learning about teaching through the lens of equity for all students using current research and practice.
<p>#2 EQUITY-CENTERED CULTURE</p> <p>Effective principals, considering the race, culture, and socio-economic, and linguistic status of students, take specific actions to establish and maintain collective responsibility for maximizing the potential of every student.</p>	<ul style="list-style-type: none"> A. Develop a culture of caring adults who build relationships with students in order to provide needed support, build mutual respect and a sense of belonging and engagement in the school community. B. Establish and communicate norms and expectations with all members of the school community that promotes a positive learning and work environment based on principles of social justice. C. Provide continuous professional learning opportunities for all staff about the factors that impact the achievement gap, (race, culture, and socio-economic status as well as other factors related to diversity on school success.) D. Assign the most accomplished instructors to the students with the highest academic need. E. Engage families and the larger community to solicit expertise and advice in matters related to equity and diversity. F. Seek out and allocate resources to support positive school climate and equity goals.

HIGH-LEVERAGE LEADERSHIP PRACTICES (HLLP)	STRATEGIES THAT SUPPORT HLLPs
<p>#3 COLLABORATIVE LEADERSHIP</p> <p>Effective principals facilitate a shared vision of a democratic education by establishing and maintaining inclusive structures that build leadership capacity for all members of the school community.</p>	<ul style="list-style-type: none"> A. Collaborate with stakeholders to revisit, develop, and communicate the shared vision of the school. B. Establish structures that promote a culture of collaboration, and a sense of trust and belonging among staff and the school community. C. Cultivate and provide support for leadership opportunities among all members of the school community. D. Lead stakeholder understanding budgets and allocations and how to build capacity for all types of resources.
<p>#4 PRINCIPAL GROWTH</p> <p>Effective principals model commitment to ongoing learning to sustain and enhance leadership skills that improve instruction and the learning community as a whole.</p>	<ul style="list-style-type: none"> A. Engage in a professional community with peers within the district and county. B. Acquire a coach and/or mentor for him/herself for the purpose of supportive reflection and the continuous improvement of leadership practices. C. Align professional learning provided for and by staff to the Quality Professional Learning Standards and participate fully in those learning opportunities. D. Reflect on his/her own practice and seeks guidance from the CPSEL and associated Descriptions of Practice to establish goals and monitor progress. E. Seek the required training to effectively manage all types of resources.
<p>#5 EVIDENCE-BASED DECISIONS</p> <p>Effective principals engage the learning community in evidence-based decision making.</p>	<ul style="list-style-type: none"> A. Adopt or construct a system for continuous inquiry into instructional practices for improving student learning. B. Inventory all types of available data to determine what data is needed to monitor instruction and student learning. C. Ensure that teachers have opportunities to analyze, query, interpret, and make decisions based on data. D. Inform the school community about initiatives, the evidence leading to change, and the resulting outcomes.