

**Acton Agua Dulce Unified School District
Theory of Action in Practice**

**ESSENTIAL: SHARED LEADERSHIP
Share leadership to sustain instructional improvement**

EXPECTATIONS FOR SCHOOLS

- Principals have concrete strategies to develop and share leadership with teachers and other staff.
- Teachers have opportunities to assume leadership roles outside of the classroom.
- Teachers share responsibility for the school's instructional decisions.
- The principal and administrators make it "safe" for teachers to talk about their practice.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- School administrators are in classrooms every day, talking with students about what they are learning and conferring with teachers about their informal observations and decisions on next steps.
- Teachers describe their colleagues and school leaders as resources for helping them improve instruction and meet their goals.
- Teachers engage with instructional coaches, and some teach courses for colleagues.
- Teachers demonstrate lessons for STPT.

Around the School

- Teachers lead examinations of student work sessions, Leadership Team meetings, STPT, and ad hoc committees.
- The principal sets the agenda for Leadership Team meetings.
- Teachers and other members of the Leadership Team take part in learning walks in their own and in other schools.
- Teachers help create school policies and practices, an indicator of an environment that is encouraging, inclusive, and "risk free."
- Staff refers to the school as "our" school, not "my" school.

EXPECTATIONS FOR CENTRAL OFFICE ADMINISTRATORS

- The Superintendent and central administrators align evaluation tools with expectations for instructional improvement and the goal of proficiency for all students.
- Central office administrators visit schools and confer with school leaders in making decisions about their department's policies and practices.
- The Superintendent convenes an administrative advisory council to help refine the district's work.
- Principals work with teachers and students to increase their voice.
- District Office leaders are peer coaches for principals, modeling best leadership practices in instruction.