

Distributed Responsibilities & Actions of the Leadership Team	
Responsibility	Actions of the Leadership Team
Monitoring/ Evaluating	<ul style="list-style-type: none"> • Provide feedback on classroom practices and student learning through multiple learning strategies (e.g., lesson study, student work, observations, & team planning). • Ensure that the aligned and intended curriculum is taught (e.g., through observations, team planning, and student work,).
Knowledge of Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • Ensure that professional development is focused on agreed-upon instructional & assessment practices within the intended curriculum. • Assess knowledge needed and acquired using informal methods (e.g., observation, surveys, student work, needs assessment).
Involvement in Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • Develop & model techniques for effective lesson design that include (1) how to effectively communicate learning goals, (2) how to help students acquire and integrate their knowledge, (3) how to help students practice & review knowledge, and (4) how to determine if students have learned the knowledge.
Focus	<ul style="list-style-type: none"> • Adopt common agreements regarding student expectations & effort required to meet the established goals. • Communicate goals to staff and formally and informally keep them in the forefront of the conversations about student achievement.
Intellectual Stimulation	<ul style="list-style-type: none"> • Use study groups, demonstrated through a leadership team “fishbowl”, to stimulate inquiry & reflection on the research around the focused goals. • Use language with peers that demonstrates knowledge of and respect for research on student learning.
Flexibility	<ul style="list-style-type: none"> • Respond to issues and concerns raised by staff in a direct, open, and transparent manner. • Develop mechanisms to support teachers through the change process. • Examine leadership team practices and make necessary changes. • Support the principal when situations require a more directive style of leadership.
Resources	<ul style="list-style-type: none"> • Allocate resources based on instructional priorities. Be transparent in this work. • Determine annual priorities for faculty learning. • Provide staff development opportunities that are coordinated with the schools focus & mission.
Contingent Rewards	<ul style="list-style-type: none"> • Support the implementation of policies & practices that are performance-based as opposed to seniority-based. • Recognize, both formally and informally, those whose work is congruent with the stated purpose and goals of the school.
Outreach	<ul style="list-style-type: none"> • Communicate positively with the community about the school. Engage parents in activities that are meaningful and relevant to them. • Collect data regarding parent and community attitudes toward the school. Analyze results and design appropriate programs. • Promote the school’s accomplishments through the media and central administration.
Discipline	<ul style="list-style-type: none"> • Establish agreed-upon policies and procedures for scheduling practices

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	<p>that do not interrupt instructional time.</p> <ul style="list-style-type: none"> • Establish routines for communication that minimize or eliminate interruptions & distractions to classroom instruction.
Change Agent	<ul style="list-style-type: none"> • Model a “can do” attitude; formulate agreements about supporting initiatives, such as “no badmouthing the change.” • Analyze change initiatives to determine implications for different stakeholders. • Lead structured dialogues to ascertain people’s underlying assumptions, values, and beliefs. • Provide data that create sustained tension between what is and what could be. • Assess the magnitude of a change and identify levels of comfort and discomfort.
Order	<ul style="list-style-type: none"> • Help the principal execute routines and procedures. • Identify ways to improve the effectiveness and utility of established routines & procedures.

Marzano, R., Waters, T. & McNulty B. (2005). *School Leadership that Works: From Research to Results*. Alexandria: VA, Association for Supervision & Curriculum Development.