

Roles and Responsibilities: District Leadership Team Members

Superintendent Roles and Responsibilities

- Use the cycle of continuous improvement to lead professional learning;
- Advance collective responsibility for all students' achievement;
- Set high expectations for all;
- Focus on performance outcomes;
- Model learning by actively participating in individual, team, school, and district professional learning;
- Lead school boards to value, support, adopt, and advocate for professional learning by applying Kentucky's Standard for Professional Learning to their work;
- Foster learning communities in all schools;
- Develop the capacity to give and receive feedback;
- Build leadership throughout the organization;
- Develop a support system for school leaders that includes coaching;
- Align resources to ensure adequate support for professional learning;
- Use data effectively to assess the effect of professional learning on changing educator practice and increasing student learning;
- Expect learning and advance the Kentucky Standards for Professional Learning; and
- Inspire others and advocate for children, education, and professional learning.

District Leader Roles and Responsibilities

- View leadership as a shared responsibility among all district and school level staff;
- Create a collaborative culture among district and school leaders, believing all to be self-motivated;
- See professional learning as fundamental to student performance;
- Apply the cycle of continuous improvement with fidelity to lead professional learning;
- Model collaboration and culture of high expectations, collective responsibility, mutual respect, and trust;
- Establish program evaluations, including evaluations of professional learning, to gather data about program effectiveness and adjust as needed;
- Engage in professional learning in order to develop expertise in specific areas of responsibility and ensure that the best research, practices and protocols, and systems for learning are made available to students and staff;
- Are deeply knowledgeable about Kentucky's Standards for Professional Learning and experts in adult learning and its design;
- Guarantee parents and students a rigorous, relevant, viable curriculum;
- Differentiate support and service systems based on school needs;
- Hold school communities accountable for results while ensuring adequate service and support that allow schools to achieve their goals;
- Share authority for decisions with school leaders, expecting the best from everyone, presuming positive intent, and using inquiry and problems of practice to overcome issues and barriers schools face;
- Inspire others, encourage innovation, highlight positive deviance, and recognize and celebrate progress and achievement

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Principal Roles and Responsibilities

- Model and cultivate courageous leadership;
- Have an intense, zealous, and persistent focus on student learning;
- Develop systems that support students and adults;
- Build a sense of collective responsibility for the learning of all students;
- Use a compelling moral purpose to build shared vision and values that pave the way for accelerating staff and student learning;
- Know the importance of skillful, precise work on curriculum, assessment, and instructional design and implementation;
- Value professional learning as the means to increase teacher effectiveness and student learning;
- Develop others' leadership skills;
- Advocate for professional learning;
- Lead change processes and create support systems;
- Distribute responsibility for people, data, and processes that nurture a culture of continuous improvement and empowerment;
- Regularly monitor, recognize, and highlight progress, and celebrate successes.

Teacher Leader Roles and Responsibilities

- Model the district's moral purpose;
- Support staff in learning to collaborate effectively to achieve individual, team, school, and district goals;
- Assess the school culture to gauge the quality of individual, team, school, and district wide interactions;
- Establish systems and structures for effective professional learning;
- Have an intense, zealous, and persistent focus on student learning;
- Build a sense of collective responsibility for the learning of all students;
- Know the importance of skillful, precise work on curriculum, assessment, and instructional design and implementation;
- Value professional learning as the means to increase teacher effectiveness and student learning;
- See themselves as leaders of learning in their schools and use data to monitor results;
- Understand the relationship between adult learning and student success;
- Model and promote reflective practice;
- Develop trusting and reciprocal relationships.

Sources: Learning Forward. (2013). *Standards into practice: School system roles Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.

Hirsh, S., Psencik, K., & Brown, F. (2014). *Becoming a learning system*. Oxford, OH: Learning Forward.

Kentucky Teacher Leadership Framework