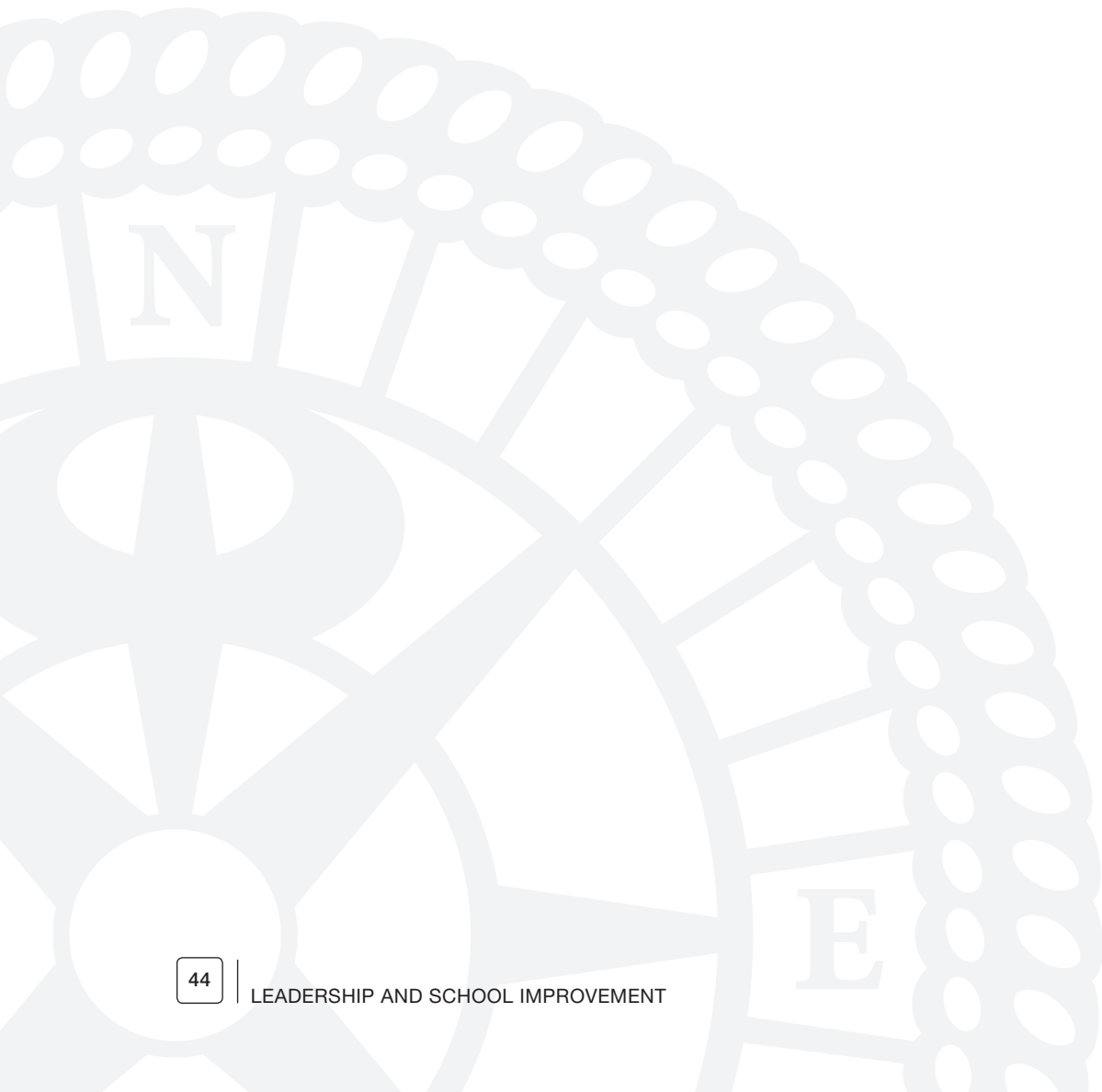


## **IV.1** Leadership and School Improvement: **Providing Leadership in Curriculum, Instruction, and School Culture**

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### **Overview**

Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing Expeditionary Learning, allocate resources for professional development, and partner with Expeditionary Learning staff.



## BENCHMARK 1:

### PROVIDING LEADERSHIP IN CURRICULUM, INSTRUCTION, AND SCHOOL CULTURE

#### A. Leading Professional Learning

1. The principal models on-going professional development by participating in Expeditionary Learning's on-site institutes, workshops, and planning sessions, and by participating in off-site conferences, institutes, summits, regional programming, and Outward Bound courses.
2. School leaders continue to develop their own knowledge and skills in effective leadership strategies, literacy and other instructional practices, subject area content, and school culture.
3. School leaders motivate teachers to develop their content knowledge and instructional repertoire, and provide the resources needed.
4. The principal models effective instructional practices in staff meetings, professional development sessions, and team meetings.
5. Inquiry-based staff development approaches such as study groups, peer coaching, and structured observations help teachers focus on practice and its relationship to student learning.
6. School leaders reinforce and institutionalize the implementation of Expeditionary Learning practices through their regular observation, coaching, and evaluation processes.

#### B. Working with Expeditionary Learning

1. School leaders assume responsibility for implementing Expeditionary Learning, coordinating professional development, and co-facilitating on-site work.
2. The principal regularly works with the school designer to plan professional development, assess implementation progress, and design the next steps.
3. School leaders participate in the annual implementation review and use Expeditionary Learning's implementation report to guide school planning.
4. School leaders make sure that teachers have time to work with Expeditionary Learning staff.
5. The principal works with the leadership team to analyze budgets and maximize resource allocation for professional development.
6. The principal takes full advantage of the contract by ensuring a high level of staff participation in on-site and off-site professional development.
7. Teachers who create exemplary expeditions and use effective Expeditionary Learning practices are encouraged to present their work at the Expeditionary Learning National Conference and to write articles for Expeditionary Learning's newsletter, *Fieldwork*.