FIGURE 1. Applying the Implementing for Sustainability Framework

| DIMENSIONS | EXAMPLES IN PRINCIPAL PIPELINES | | | |
|---|---|---|---|---|
| **Ensuring Strategic Alignment** | Develop, articulate, and adjust the pipeline and its domains to align with core district priorities and initiatives. | Make explicit that pipelines are part of strategic plans and initiatives; pipelines align with and meet specific district goals and priorities. | Articulate the need for pipelines as an evidence-based approach to hire, support, and retain high-quality leaders. | |
| **Communicating Clarity in Intent** | Articulate a commitment to pipelines by the superintendent and senior district leadership. | Communicate the pipeline is a priority throughout the district. | Develop awareness of the goals and benefits of the pipeline across the organization. | Share plans on how pipelines will reach the outcomes/goals (who, what, when, where). |
| **Aligning Institutional Elements and Supports** | Assign leaders with decision-making authority and capabilities to the domains of the pipeline. | Foster cross-departmental coordination and ownership of pipeline priorities (de-siloing). | Dedicate time as a formal duty to personnel for pipelines, rather than add to current responsibilities. | Review and revise internal policies and practices to align with pipeline goals (e.g., hiring practices). |
| **Maintaining Priority** | Incorporate members across the district into the pipeline and its development. | Communicate across the district to demonstrate the focus on and importance of effective school leaders. | Set clear goals and priorities and continually assesses progress toward those goals. | |