

Conditions and Indicators

<i>Condition for Productive Change</i>	<i>Indicators in the Environment</i>
<p style="text-align: center;">-1- Connections Across the System</p> <p>People working together because it is important to them to improve education for students.</p>	<ul style="list-style-type: none"> • Shared decision making rather than mechanically making/mandating things happen. • Information flows in all directions with a high degree of involvement at all levels. • An ongoing emphasis on improvement (continuous effort to get even better) rather than seeing improvement as a way to solve a single problem or maintain the status quo. • People are connected across the system through involvement structures such as shared decision making and school improvement processes. • All people in the system are working together around a shared purpose that is important to them. • Collective efforts to improve because it's the right thing to do for kids – not because it's a mandate.
<p style="text-align: center;">-2- Knowing What it Takes to Change Achievement</p> <p>A shared understanding about the type of learning culture needed to improve achievement and how to organize the district to make it happen.</p>	<p>Understanding the importance of key elements such as:</p> <ul style="list-style-type: none"> • Using data and information to focus initiative and select best practice strategies to improve instruction. • Various groups existing to support staff learning. • An intensive focus on implementation as well as effects for students. • Improvement efforts that are led and shaped by clear vision, goals, school improvement plans, teams, continuous study, processes for decision making, collective effort, etc. • Close alignment of curriculum/instruction/ and assessment to inform improvement efforts. • A reasonable level of agreement, adequate amount of professional development, staff organized to work together to achieve implementation, a focus on teaching and learning. • Resources aligned to support implementation. • Improvement initiative is intentionally protected from fragmentation. • All parts of the system working together.
<p style="text-align: center;">-3- Workplace Support</p> <p>Staff are supported in ways that help them succeed at improving student learning.</p>	<ul style="list-style-type: none"> • Confidence in the ability of the system to improve learning for all students. • Restructured time to allow for collective study as part of the work day. • School staff organized into small study groups/teams that are connected to the larger community but responsible for one another. • Individual's work and results are public, scrutinized, supported, and responsibility is shared. • Staff feels efficacious/effective and confident they can succeed.

<p style="text-align: center;">-4- Professional Development</p> <p>An understanding of the purpose for and process of developing people as professionals.</p>	<ul style="list-style-type: none"> • Professional development is an embedded feature of the work place. • Professional development is structured as an ongoing inquiry into the focus area for improvement (reflective study content, instruction, and effects for students). • Professional development is consistent with what research says it takes to change practice at the classroom level. • Instructional practice improves in ways that have a significant impact on student learning.
<p style="text-align: center;">-5- A Balance Between Districtwide Direction and Building Level Autonomy</p> <p>Reliance on data to establish a balance between focus and direction from a district perspective with latitude at the building level - in order to achieve equity across the system.</p>	<ul style="list-style-type: none"> • Relentless use of data and information to determine districtwide needs and to help buildings determine their contribution to the districtwide effort. • Focused alignment of improvement goals across the entire system. • Use of action research processes, such as: <ul style="list-style-type: none"> – Deep reliance on data and information to guide and monitor improvement efforts – internal and external information about student learning and the learning environment (which includes instruction, assessment, materials, etc.). – The district is connected to the external knowledge base on teaching and learning. – Regular monitoring of progress by monitoring implementation and effects for students. – Actions are modified based on results.
<p style="text-align: center;">-6- A Strong Community Connection</p> <p>An understanding of how to generate community involvement and shared responsibility for improvement.</p>	<ul style="list-style-type: none"> • There is a close connection to the community. • The distinctions between the professional and lay community are "blurred" because of level of involvement, support, and shared responsibility. • The community is involved in the functions of the district wherever possible. • The school district is responsive to community needs and wishes. • The community feels responsible for the success of the school district. • Staff and board regularly comment on the community support.
<p style="text-align: center;">-7- Distributed Leadership</p> <p>Broad-based leadership to provide direction and focus for the improvement work. Strong but sensitive leadership, at all levels of the system, from dynamic leaders.</p>	<ul style="list-style-type: none"> • Vigorous, integrative leadership is generated and supported at all levels. • The leadership in the organization keeps the focus on the few things the organization must do well in order to succeed. • There is a democratic process that holds the organization together around their improvement efforts. • Leaders are effective diagnosticians, problem solvers, and able to help others identify needs and create solutions.