

Lighthouse Module 2

Oregon School Boards
Association Foundation

Agenda

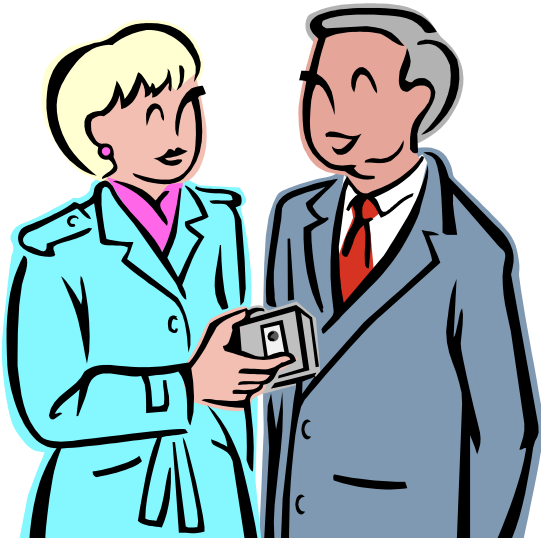
Module 1 Homework discussion

Module 2

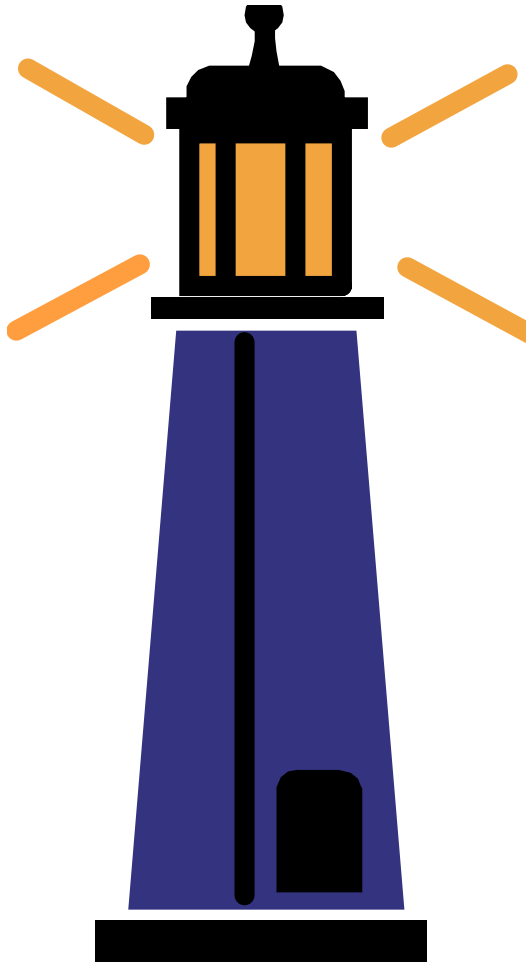
- Outcome 1 – Lighthouse History
- Outcome 2 – Beliefs & 7 Conditions
- Outcome 3 – Board's Role
- Outcome 4 – Collaborative Inquiry/PLCs
- Outcome 5 – Action Research

Module 1 Homework

choose one or more of the following:



- Interview a dropout of your school district
- Talk to a low-income parent or minority parent about what it's like for them and their child related to the school
- Talk with a parent whose child is not succeeding in school about what this means to his or her child's future
- Tell your own personal story of failure in public education (if applicable)
- Tell your spouse or child's story (if applicable)
- Interview a guidance counselor or principal at an alternative school for a second-hand take on those who struggle.

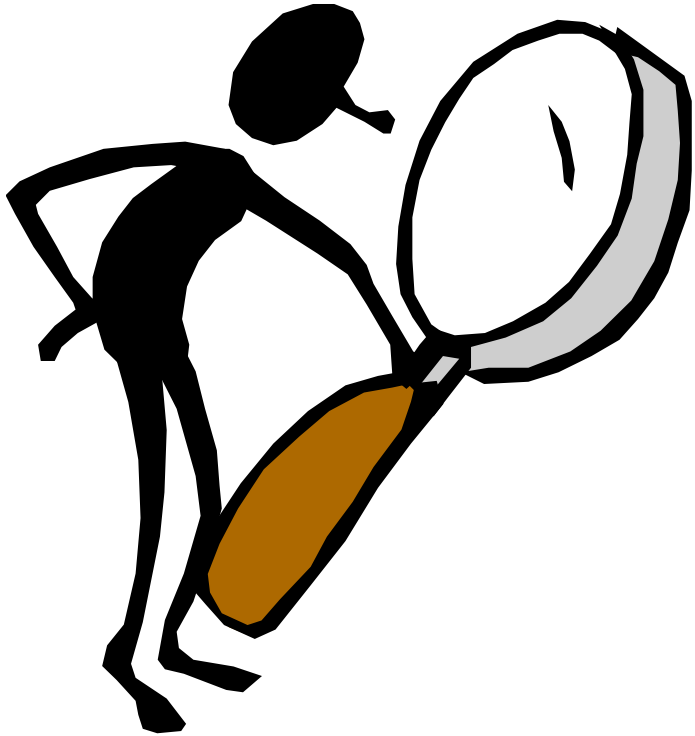


ISBF Lighthouse Study

1998 - 2000

*Iowa Association of
School Boards*

Differences



**Differences between the
Moving and Stuck districts
fell into two categories:**

- Beliefs**
- Conditions for change**

Beliefs

- School Boards in districts with higher levels of student achievement had higher expectations and beliefs about
 - What was possible for their students;
 - What the schools in their districts could do to improve student learning.
- No Excuses



Beliefs. . .

**Quotes From High
Achieving Districts**

**1, 5, 6, 9, 10,
12, 15, 18**

7 Conditions for Positive Change

- School districts with higher levels of student achievement reflected greater presence of the 7 conditions for positive change.
- What do these conditions look like?

Process Sheet

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____ - - -	<u>This box left blank intentionally.</u>

How are these indicators alike?

2, 14, 23, 29

Knowing What it Takes to Change Achievement

- A shared understanding about the type of learning culture needed to improve achievement and how to organize the district to make it happen.
- Research-based procedures that ensure improvement efforts will be implemented and supported
- Personnel feel part of a focused working team



How are these indicators alike?



3, 9, 21, 24

Workplace Support

- Staff are supported in ways that help them succeed at improving student learning
- Focus on the development of a supportive workplace
- School personnel have a sense of being in a supportive context

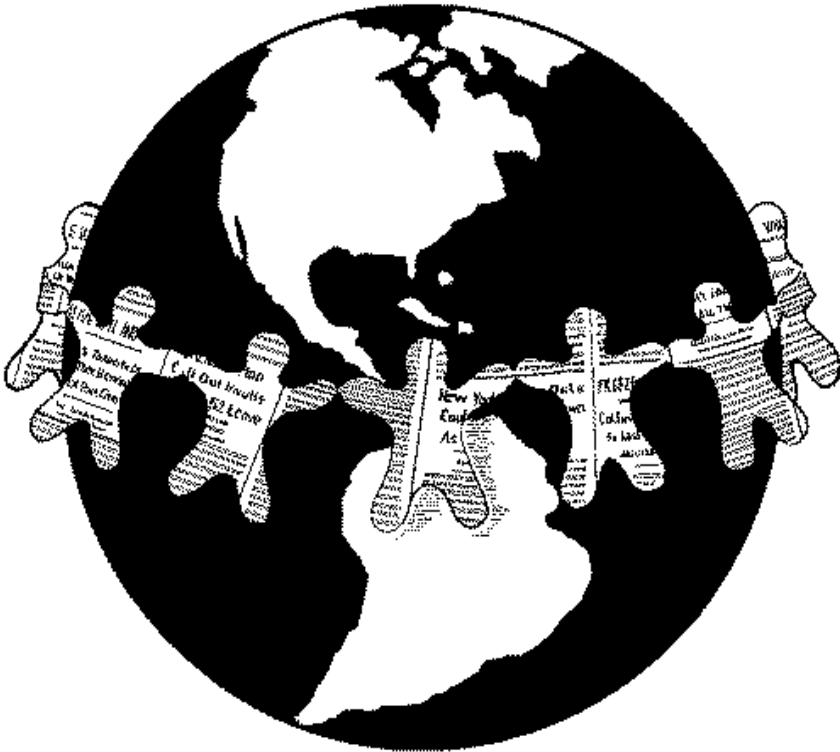


Does anyone have a group similar to this?

1, 8, 15, 20

Connections Across the System

- People working together because it is important to them to improve education for students
- A Self-Renewing Professional Community
- Continuous Improvement
- Shared Decision-making
- Information Shared Openly
- Purposeful connections across the system



Does anyone have a group similar to this?

4, 10, 16, 22, 27

Professional Development

- Regular opportunities for collective study tied to student learning needs
- Research-based process more likely to result in improved practice
- An understanding of the purpose for and process of developing people as professionals

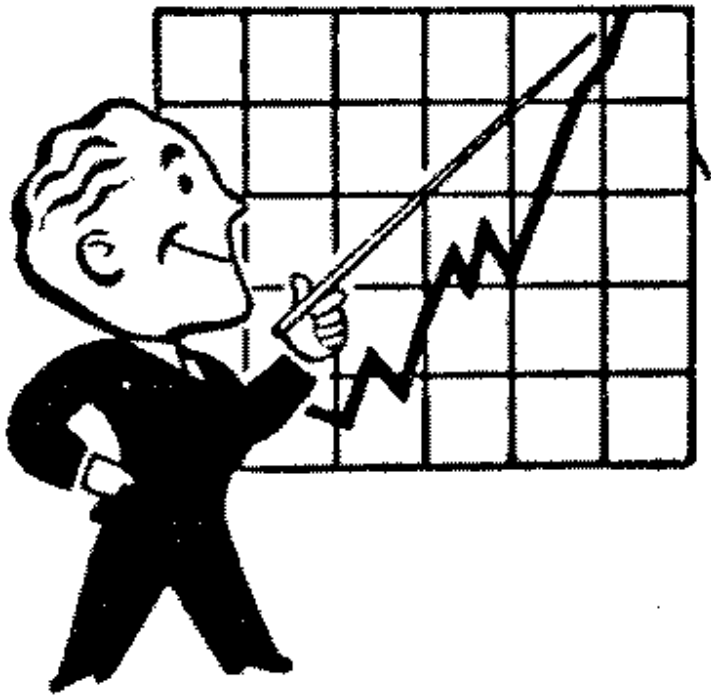


Does anyone have a group similar to this?



5, 11, 25, 26

A Balance Between Districtwide Direction and Building Level Autonomy



- 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
- Goal Alignment
- Technical Assistance

Does anyone have a group similar to this?



6, 13, 17, 19

A Strong Community Connection



- An understanding of how to generate community involvement and shared responsibility for improvement
- Sustained efforts to involve the community in decision making
- See the community as important partners
- Personnel feel connected to the larger community

Does anyone have a group similar to this?



7, 12, 18, 28

Distributed Leadership

- Broad-based leadership to provide direction and focus for the improvement work
- Personnel work in a context of participatory structures and processes
- Strong but sensitive leadership at all levels of the system, from dynamic leaders



Break

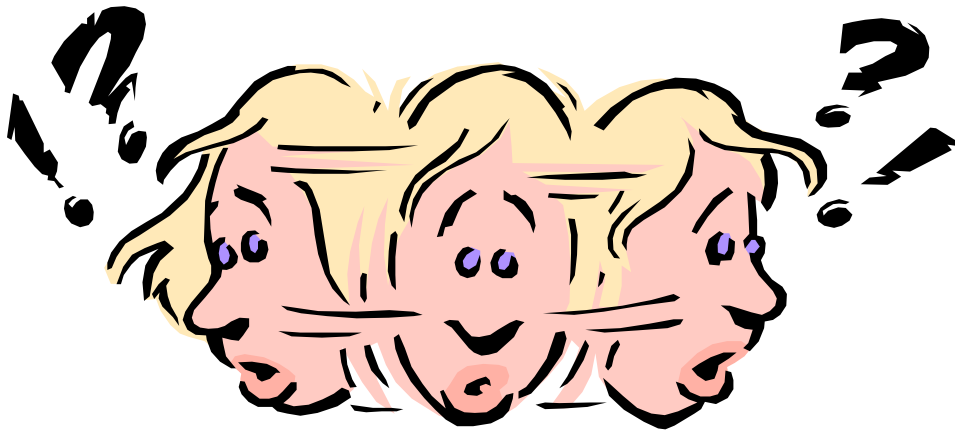


Coffee Shop Conversation

- Read the scenario
- Look for examples of the 7 conditions for change and mark them
- Discuss with a partner
- On the reflection sheet, record role of the board for each example.

Guiding and Supporting School Improvement Efforts

**What should be the
role of the school
board?**



Emerging Understandings About the Role of the Board. . .

- Set clear expectations
- Create Conditions so the work can succeed
- Hold the system accountable
- Create the public will to succeed
- Learn as a Board Team



Let's Hear from a Lighthouse District

- Roger Kemper, Board Member
– Sioux Center, Iowa



Break

