

from High School *to* Learning Communities

Five Domains of
Best Practice

TOOLS



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Best Practice

TOOLS

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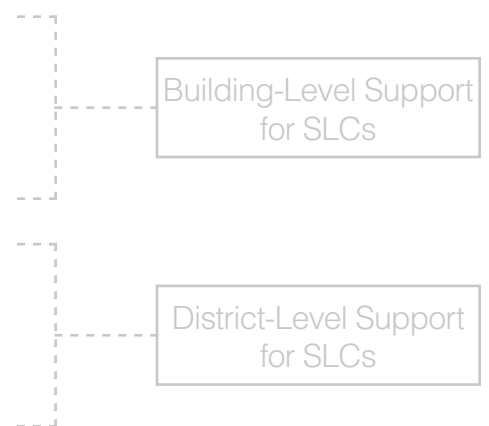
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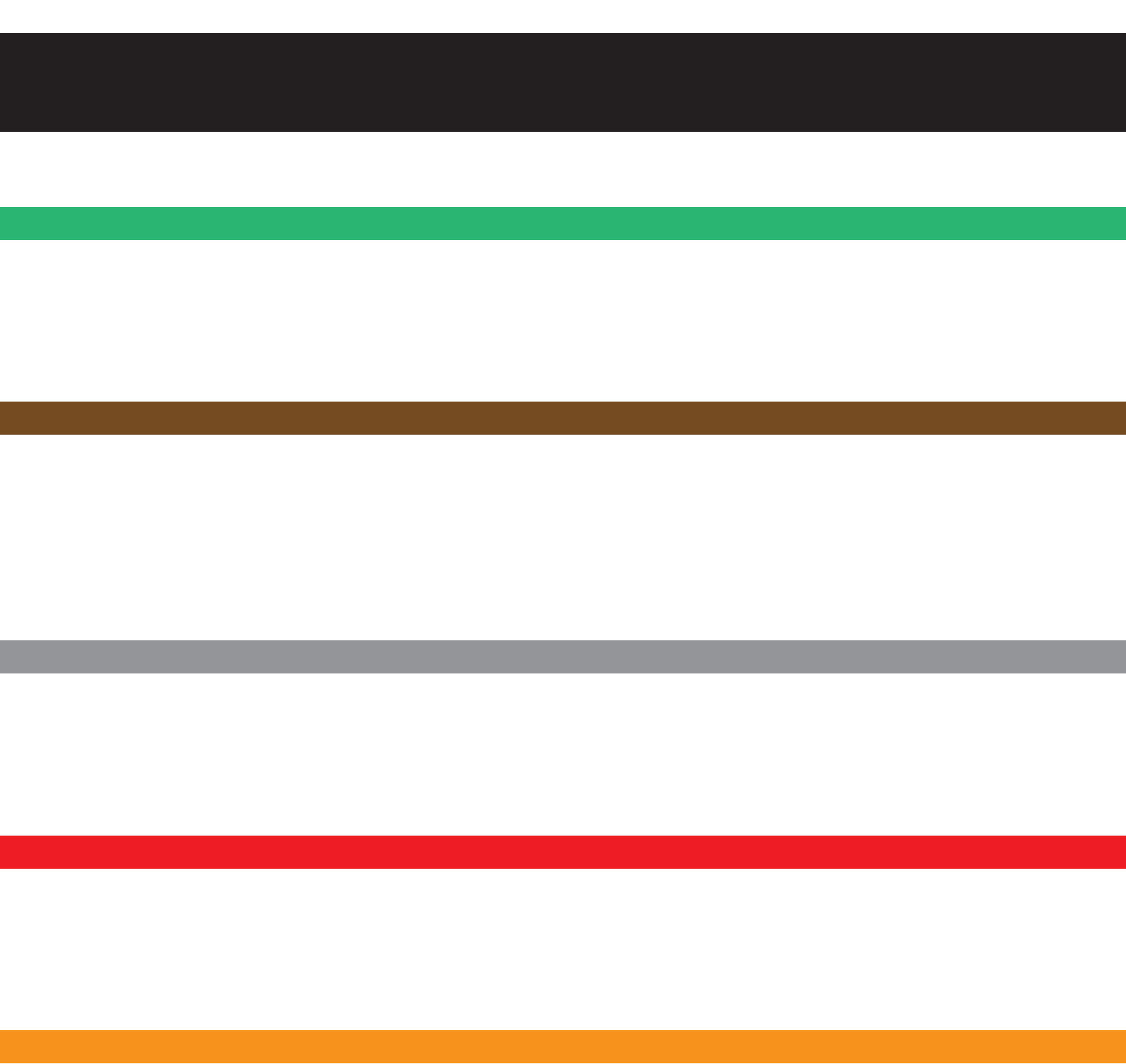
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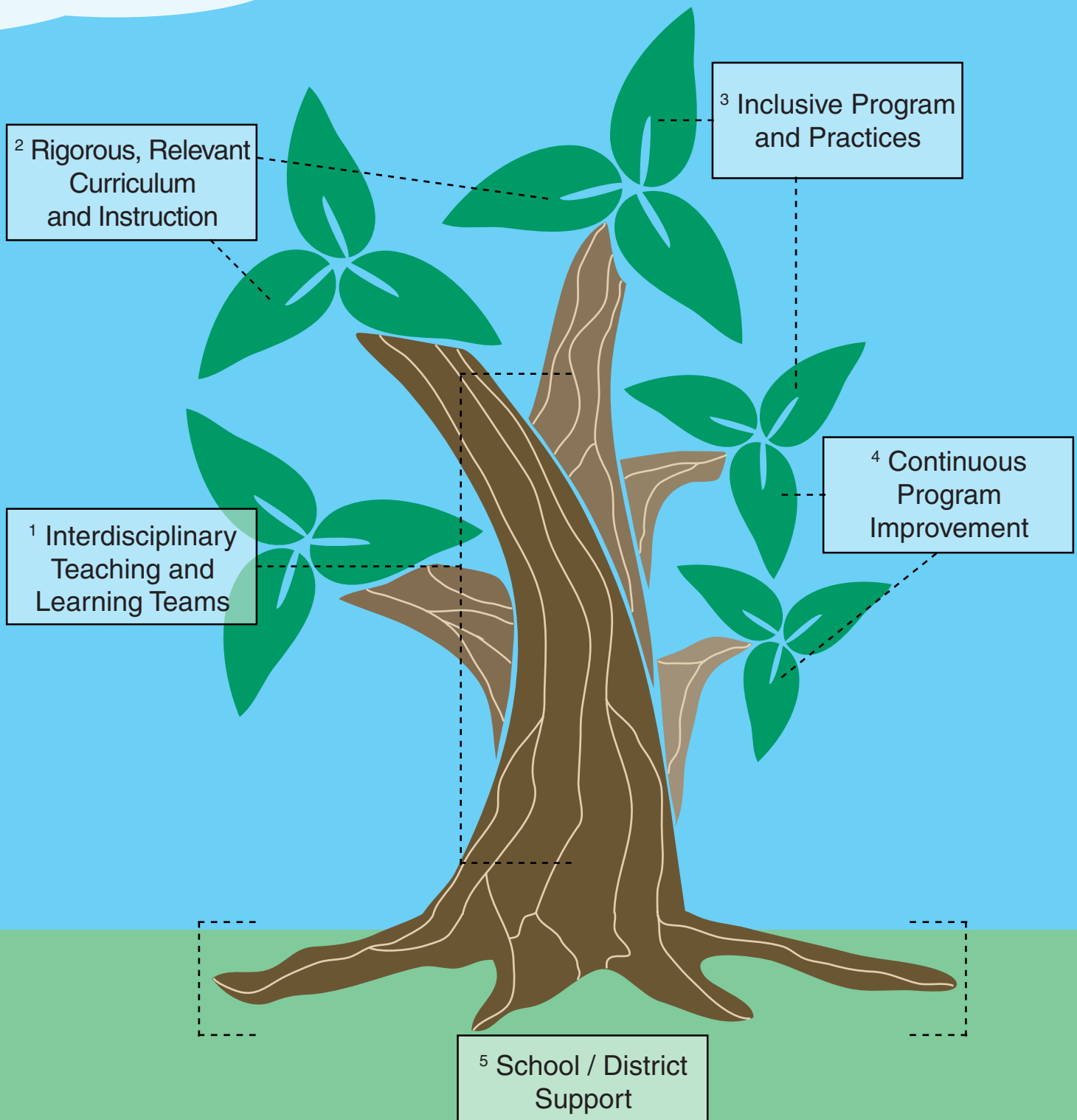
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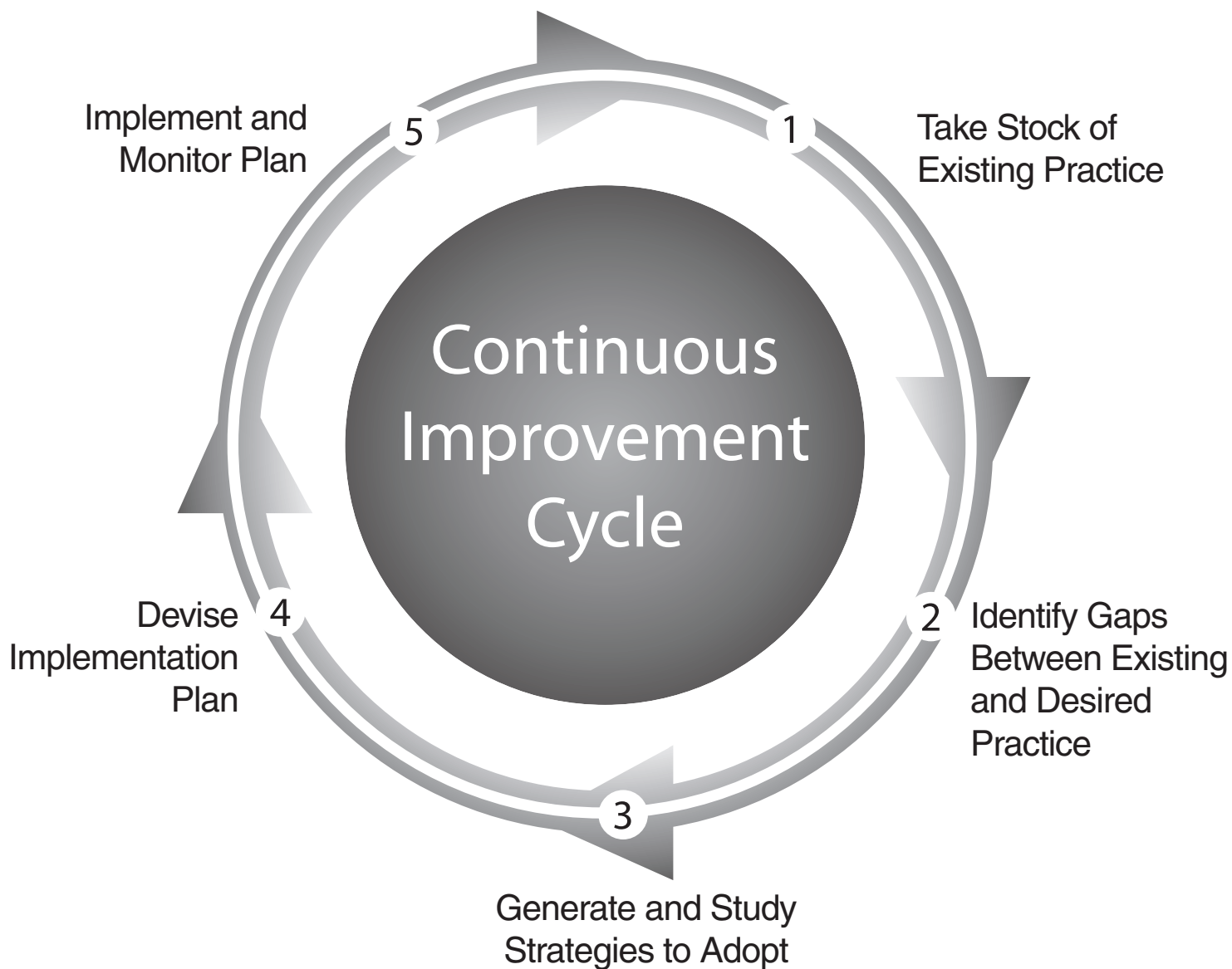
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FIVE DOMAINS OF BEST SLC PRACTICE





The Cycle of Continuous Program Improvement: Five Steps

Step 1. Take Stock of Existing Practice

Step 2. Identify Gaps Between Existing and Desired Practice

Step 3. Generate and Study Strategies To Adopt

Step 4. Devise an Implementation Plan

Step 5. Implement and Monitor Plan

1 step

Take Stock of Existing Practice

For each item to be rated, the group should first identify **key types of data** that will help them thoroughly reflect on their practice. It may be necessary to generate data, for example, by:

- **Holding focus groups with students, parents, or community partners**
- **Having students or teachers fill out a brief questionnaire**
- **Assembling student work**
- **Disaggregating school-level student achievement and demographic data by SLC**

Facilitate open and thorough examination of the data. Allow group members to:

- **Ask questions about the nature of the data (how data were collected and calculated, etc.)**
- **Note what they see in the data and what the data may show before they begin to consider what rating the data indicate**

Describe and rate existing practice on the basis of the data collected.

Document your rating with key pieces of data to inform others of the basis for your rating.

2 step

Identify Gaps Between Existing and Desired Practice

Self-assessment of existing practice relative to a research-based standard helps to clarify the gap between existing and desired practice. It also helps staff members identify what needs to be done to close the gap.

The task is to describe the needs as fully as possible before beginning to identify particular programs or techniques that might be adopted to meet these needs. In this way, staff can avoid latching onto “solutions” that incompletely address the true extent of needs. For example, in order for teachers to teach more than half their classes in their SLC, a Teaching and Learning Team best practice, they may need to teach three instead of two classes in their SLC. But a related need may be to increase teachers’ commitment to or appreciation for the SLC approach and/or ability to teach some of the content they enjoyed teaching outside the SLC inside it.

step 3

Generate and Study Strategies To Adopt

Step 3 asks staff members to generate specific strategies that staff could adopt to meet identified needs for improvement.

Care should be taken again to **describe as fully as possible the form strategies will take on the ground**. Including details of students and staff involved, materials needed, and location of activities allows staff members to make a more informed decision about which strategy to adopt.

After staff members generate strategies under each approach, they need to **identify the strengths of each** approach. Of primary importance is whether the approach meets needs that were listed on the Identify Gaps form. Other strengths could include benefits to stakeholders, in addition to students, or how consistent the approach is with other reforms being made in the school.

Another category of strengths to consider is how the aspects of the particular approach that **builds on the existing strengths and unique qualities of the school**, district, students, and community. Staff members' ability to link new strategies with the existing identity and achievements of the school ensures that existing strengths are recognized and maintained, as well as increasing the likelihood that staff and stakeholders will support adopted practices.

Staff members also must **identify what resources will be needed to adopt the particular approach**. Each set of strategies will have its own set of resource requirements including personnel, professional development, materials, and facilities.

Finally, the staff needs to consider whether the strategy **necessitates making changes in other areas of the school's program or operations** to support the new practice or ensure consistency. Changes in other areas of operation may point to the need for additional resources to accomplish this.

step 4

Devise an Implementation Plan

To guide and help sustain implementation of chosen strategies, staff members need to develop a plan that specifies the key activities that will take place to achieve successful implementation.

The previous analysis of different strategies often points to actions that the staff needs to take to support implementation of a given strategy. These actions should be included in the implementation plan. Details to be included on the Implement the Plan tool in an implementation plan are:

- Who will be involved in activities?
- Who will take responsibility for seeing they occur?
- When will they take place?

The plan provides a ready reference for staff members, as well as a tool for later reflection on the planning process.

Implement and Monitor Plan

Staff members need to assess on an ongoing basis the effectiveness of their efforts to improve practice. As part of their self-assessment, they may need to maintain records of their own and students' work; construct simple tools for gathering input from students and other stakeholders; administer annual student and/or parent surveys; and arrange for school records of student characteristics, attendance, and achievement to be disaggregated by the learning community.

To sustain these data collection activities, staff members must make them a part of their regular school routine as opposed to a special task that occurs at a special time outside the flow of other school activities.

As a guide to data collection, step 5 asks staff members to identify:

1. **Specific, measurable objectives of reforms**
2. **How objectives will be measured**
3. **When objectives will be measured**

Written statements of objectives also provide stakeholders with a clear rationale for reforms.

Reform objectives should include objectives related to both student learning and staff practice. Staff members may also find it helpful to specify more immediate as well as longer-range objectives of reforms. Articulating early indicators of the success of reforms—such as whether students find learning activities meaningful and challenging—gives staff members more information about what aspects of reform are working and not working and what may be influencing student achievement outcomes.

Student learning remains the bottom-line indication of whether reforms are successful or not. Student attendance and engagement of schoolwork are, in turn, instrumental to learning.

For each expected outcome specified, staff members should identify the measures they will use to gauge outcomes and when data collection will occur. This exercise helps staff members anticipate the kinds of data they may need to collect during the course of their work rather than at the end. In addition, the task of identifying measures of outcomes forces staff members to reach agreement about what constitutes an appropriate measure. Discussion of what legitimate measures are also helps clarify staff members' notions about expected outcomes and may lead to rethinking them. Data collection activities should be included in the implementation plan.



Interdisciplinary Teaching and Learning Teams

Key Question

How can we maximize interdisciplinary teams' time, support, and flexibility to work together and with their students?

1

Take Stock of Existing Practice

INTERDISCIPLINARY TEAM(S) SHARES NO MORE THAN A FEW HUNDRED STUDENTS IN COMMON FOR INSTRUCTION

1

SLC is composed of a faculty that works with 400 or fewer students; classes contain some students who do not belong to the SLC.

2

3

SLC is composed of an interdisciplinary team(s) that works with traditional class load of 150-180 students; SLC classes contain only students who belong to the SLC.

4

5

SLC is composed of an interdisciplinary team(s) that works exclusively with 90-120 students.

DESCRIPTION OF PRACTICE

DATA SOURCE

Interdisciplinary Teaching and Learning Teams

TEAMS AND THEIR STUDENTS REMAIN TOGETHER FOR MULTIPLE YEARS OF STUDY

Students remain with their teacher team for only one year.

1

2

Students remain with their teacher team for two years and in SLCs for four years; teams loop with students or provide multi-grade classes.

3

4

Students remain with their teacher team for two or more years and in one SLC for four years; 9-10 and 11-12 or 9-12 teams loop with students or provide multi-grade classes.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

TEAM MEMBERS HAVE MORE THAN HALF-TIME ASSIGNMENT TO SLC

1

SLC teachers instruct half or fewer of their classes in the SLC and have multiple commitments.

2

3

SLC teachers instruct more than half their classes in the SLC, which is their primary commitment.

4

5

SLC teachers instruct all their classes in the SLC, which is their primary affiliation and professional identity.

DESCRIPTION OF PRACTICE

DATA SOURCE

Interdisciplinary Teaching and Learning Teams

INTERDISCIPLINARY TEAM MEMBERS HAVE COMMON PLANNING TIME

Most team members share in common several preparation periods/week.

1

2

All team members share in common several preparation periods/week with provision for some extended blocks of time (e.g., prep back-to-back with lunch).

3

4

All team members share common prep periods/week with provision for extended blocks of time (e.g., double period) and early release/late start days.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

INTERDISCIPLINARY TEAM MEMBERS COLLABORATE ON CURRICULUM, INSTRUCTION, STUDENT PROGRESS

1

Teams use planning time mostly to talk about individual students.

2

3

Teams use time to talk about individual students and plan SLC events.

4

5

Teams use time to plan curriculum and learning activities and discuss students.

DESCRIPTION OF PRACTICE

DATA SOURCE

BUILDING SPACE SUFFICIENT TO CREATE HOME BASE FOR COLLABORATION

One SLC teacher has a large classroom or two SLC teachers have adjacent classrooms to use as a home base.

1

2

Several of the SLC teachers use proximal or adjacent classrooms as a home base.

3

4

All SLC team members have contiguous classrooms and office/meeting spaces that express the SLC's identity.

5

DESCRIPTION OF PRACTICE

DATA SOURCE

2

Identify Gaps Between Existing and Desired Practice

What Is Needed To Move Existing Practice

Interdisciplinary team
shares no more than a
few hundred students in
common

Students remain with
their team for multiple
years of study

Interdisciplinary teams
of teachers instruct
more than half their
classes in SLC

Interdisciplinary teams
of teachers have
common planning time

Toward Desired Practice?

Interdisciplinary team
collaborates on
curriculum, instruction,
and student progress

Building space is
sufficient to create a
home base for SLC
collaboration

3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

WHEN

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY AUG

HOW WE WILL KNOW IF WE IMPLEMENTED INTERDISCIPLINARY TEACHING AND LEARNING TEAMS SUCCESSFULLY

[illegible]

Interdisciplinary Teaching
and Learning Teams

How objectives will be measured

How often/when to collect data



Rigorous, Relevant Curriculum and Instruction

Key Question

How can we make curriculum and instruction more authentic, coherent, and challenging to students?

1

Take Stock of Existing Practice

INTERDISCIPLINARY CURRICULUM ORGANIZED AROUND TOPICS OF INTEREST TO STUDENTS AND ESSENTIAL SKILLS/KNOWLEDGE

1

Students participate in SLC theme-based field trips and class activities in their regular curriculum.

2

3

Students do several theme-based interdisciplinary projects/year in the regular curriculum and learn essential content and skills across different classes.

4

5

Students learn essential skills/knowledge through a largely integrated course of study organized by topics/themes of interest to adolescents and relevant to their cultural background.

DESCRIPTION OF PRACTICE

DATA SOURCE

RIGOROUS STANDARDS-BASED CURRICULUM

SLC program meets high standards through classes organized around academic disciplines and their associated standards.

1

2

SLC program meets high standards through interdisciplinary classes that map onto associated standards.

3

4

SLC establishes student proficiencies and forms of assessment consistent with theme and state/district standards.

5

DESCRIPTION OF PRACTICE

DATA SOURCE

MINIMUM HALF-DAY BLOCK OF INSTRUCTION

1

Students' SLC classes occupy less than a half-day block of their school day.

2

3

Students' SLC classes occupy a half-day unbroken block of their school day.

4

5

Students' SLC classes occupy more than a half-day unbroken block of their school day.

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

TEAMS COLLABORATE WITH COMMUNITY PARTNERS

Teams collaborate with community members to offer special trips and activities.

1

2

Teams establish community partnerships to provide extensive field-based study.

3

4

Community partners are integral to teams; they help plan, lead, and assess students' work.

5

DESCRIPTION OF PRACTICE

DATA SOURCE

STUDENTS ENGAGE IN ACTIVE, AUTHENTIC INQUIRY

- 1 Students regularly do independent library and Internet research to broaden classroom materials and study.
- 2
- 3 Students research topics/issues, collect and evaluate information from varied sources, and present conclusions as features of special projects.
- 4
- 5 Students regularly generate research questions, collect and evaluate information from varied sources, and document work in-depth authentic forms.

DESCRIPTION OF PRACTICE

DATA SOURCE



2

Identify Gaps Between Existing and Desired Practice

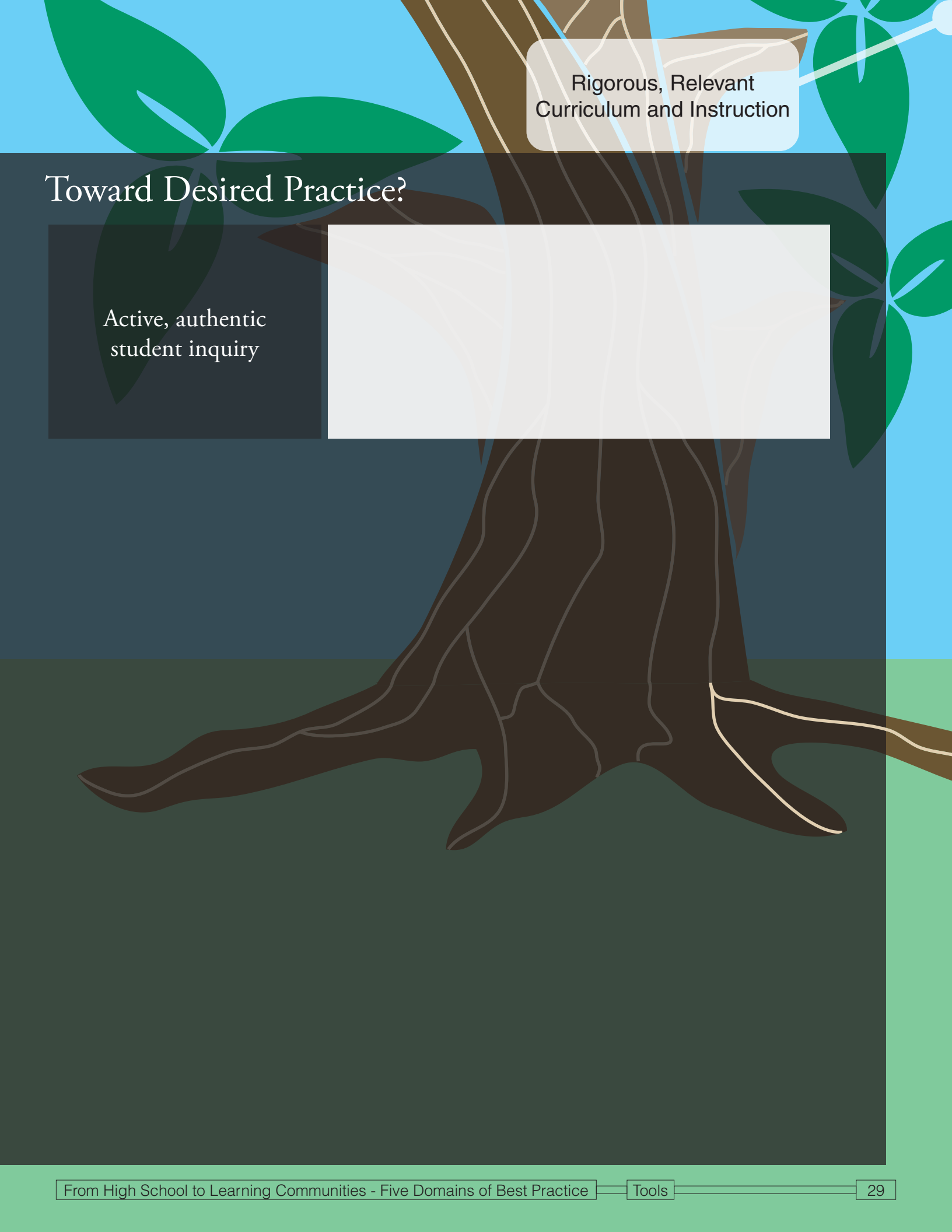
What Is Needed To Move Existing Practice

Interdisciplinary curriculum organized around topics of interest to students and essential skills/knowledge

Rigorous, standards-based curriculum

Minimum half-day block of instruction

Collaboration with community partners



Rigorous, Relevant
Curriculum and Instruction

Toward Desired Practice?

Active, authentic
student inquiry



3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

WHEN

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY AUG

HOW WE WILL KNOW IF WE IMPLEMENTED RIGOROUS, RELEVANT CURRICULUM AND INSTRUCTION SUCCESSFULLY

Student learning and program implementation objectives

Rigorous, Relevant
Curriculum and Instruction

How objectives will be measured

How often/when to collect data



INCLUSIVE PROGRAM AND PRACTICES

Key Question

How can we create inclusive instructional groups based on student interest and provide adequate support for all students in these groups to meet high standards for learning?

1 Take Stock of Existing Practice

SLC MEMBERSHIP IS BASED ON STUDENTS' AND TEACHERS' INTEREST AND CHOICE TO ENSURE EQUITABLE ACCESS

1 Students and teachers choose their SLC.

2

3 Students and teachers choose their SLC; staff offers information about SLCs in a variety of formats (counselors, eighth-grade presentations, brochures).

4

5 Students and teachers choose their SLC; staff offers information about SLCs in a variety of formats, monitors entering students' characteristics, and adjusts program to attract and retain a diverse group of students.

DESCRIPTION OF PRACTICE

DATA SOURCE

TEAMS USE TIME AND LOCATION FLEXIBLY TO MEET STUDENTS' LEARNING NEEDS

SLC class schedules are the same as the school wide schedule and allot unvarying periods of time for subjects.

1

2

Teams schedule blocks of time according to learning activities and students' learning needs.

3

4

Teams add instructional time for remedial/ honors work, use online technology, and pursue/create learning opportunities outside school or school day.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

TEAMS TAILOR INSTRUCTION TO DIVERSE STUDENTS' NEEDS

1

Teachers vary whole-class instruction with small-group and individualized work.

2

3

Teachers use a variety of instructional strategies and offer alternative assignments and methods of demonstrating knowledge to give students a choice.

4

5

Student choice in assignments and methods of demonstrating knowledge is a regular feature of work; choices reflect students' varied strengths, learning styles, cultural experience, and needs.

DESCRIPTION OF PRACTICE

DATA SOURCE

Inclusive Program and Practices

TEACHER SPECIALISTS ARE INTEGRAL MEMBERS OF TEACHING AND LEARNING TEAMS

Special/ELL teachers are assigned to teams but teach students with special needs outside SLC classes.

1

2

Special/ELL teachers are assigned to teams, help differentiate instruction, and work with individual students in inclusive classes.

3

4

Teams of regular and special education teachers plan curriculum and instruction, and divide up students to create small, inclusive classes.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

COUNSELORS ARE INTEGRAL MEMBERS OF TEACHING AND LEARNING TEAMS

- 1 Counselors work exclusively with students in SLC/Small School to which they are assigned.
- 2
- 3 Counselors work exclusively with students in SLC/Small School to which they are assigned and assist with special projects and learning activities.
- 4
- 5 Counselors work exclusively with students in SLC/Small School to which they are assigned, help teachers integrate counseling strategies into their pedagogy, and function as integral team members of their interdisciplinary team.

DESCRIPTION OF PRACTICE

DATA SOURCE

TEAMS ADVISE/MENTOR STUDENTS

All team members hold weekly advisory long enough for individual meetings with students.

1

2

All team members hold weekly advisory long enough for whole-group activity or individual meetings.

3

4

Students lead regularly scheduled advisories with time to plan SLC activities and events for parents during the year.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

TEAMS COLLABORATE WITH PARENTS

- 1 Teams contact parents via e-mail/telephone and in person as individual student needs dictate.
- 2
- 3 Teams communicate with parents via e-mail/telephone, in person as needed; meet with all parents about student progress at least once per year.
- 4
- 5 Teams communicate with parents via e-mail/telephone, and in person as needed; and organize a variety of events to allow parents to look at and discuss student work and progress.

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--



2

Identify Gaps Between Existing and Desired Practice

What Is Needed To Move Existing Practice

SLC membership based on teachers' and students' interest and choice to ensure equitable access

Teams use time/space flexibly to meet needs of all students

Teams tailor instruction to diverse students' needs

Special education and ELL instructors are integral members of SLC teams

Toward Desired Practice?

Counselors are integral
members of SLC team

Teams advise/mentor
students

Teams collaborate
with parents

3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

[illegible]

HOW WE WILL KNOW IF WE IMPLEMENTED INCLUSIVE PROGRAM AND PRACTICES SUCCESSFULLY

[illegible]

Inclusive Program
and Practices

How objectives will be measured

How often/when to collect data



CONTINUOUS PROGRAM IMPROVEMENT

Key Question

What procedures, tools, and partners do interdisciplinary teams need to pursue continuous improvement of their SLCs?

1

Take Stock of Existing Practice

TEAMS ENGAGE IN CONTINUOUS PROGRAM IMPROVEMENT

- 1 Teams examine student outcomes at end of each year, rely on program evaluator or district/school leaders to collect/analyze data, agree on changes to make.
- 2
- 3 Teams examine student outcomes at end of grading periods, engage as partner with district/school leaders in program review, agree on changes to make.
- 4
- 5 Students provide feedback during the course of all activities; teams review student outcomes at end of all major units of work, develop own immediate and long-term plans for program improvement.

DESCRIPTION OF PRACTICE

DATA SOURCE

Continuous Program Improvement

TEAMS USE A VARIETY OF STUDENT DATA TO REFLECT ON PRACTICE

Teams use school wide student achievement and attendance data to reflect on their practice at the end of each year.

1

2

Teams use student achievement and attendance data for the students in their SLC to reflect on their practice at mid- and end-of-year points.

3

4

Teams regularly analyze their students' work, grades/test scores, attendance, success beyond school, and demographic data to improve their practice.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

TEAMS USE STAKEHOLDERS' AND COLLEAGUES' INPUT TO REFLECT ON PRACTICE

- 1 Teams work with school leaders and evaluator to study data and ideas for improving practice.
- 2
- 3 Teams work with school leaders and evaluator and solicit parents' and community partners' observations of program and student work to improve practice.
- 4
- 5 Teams involve parents, community partners, and evaluator in all aspects of planning and improvement and gather collegial input on student work and new materials.

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

Continuous Program Improvement

TEAMS SET AND PURSUE PROFESSIONAL DEVELOPMENT GOALS THAT MATCH SLC IMPROVEMENT NEEDS

Teams attend district/school-organized professional development sessions.

1

2

Teams solicit and pursue ideas for professional development that address identified needs.

3

4

Teams formulate annual professional development plans that include team planning, collegial exchange, and expert trainers to address specific identified needs.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

2

Identify Gaps Between Existing and Desired Practice

What Is Needed To Move Existing Practice

Teams engage in continuous program improvement

Teams use a variety of student data to reflect on practice

Teams use stakeholders' and colleagues' input to reflect on practice

Teams set and pursue professional development goals that match SLC improvement needs

Toward Desired Practice?

3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

WHEN

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY AUG

HOW WE WILL KNOW IF WE IMPLEMENTED CONTINUOUS PROGRAM IMPROVEMENT SUCCESSFULLY

Student learning and program implementation objectives

Continuous Program Improvement

How objectives will be measured

How often/when to collect data



BUILDING-LEVEL SUPPORT FOR SLCs

Key Question

What building practices need to be aligned and reformulated to maximize support for the operation of SLCs?

1

Take Stock of Existing Practice

BUILDING WIDE IMPROVEMENT GOALS ALIGN WITH SLC NEEDS

1

School improvement plan includes SLC goals and needs.

2

3

School improvement plan incorporates detailed school wide SLC plan and ensures alignment of other reforms with it.

4

5

Building wide improvement plan is driven by SLC's vision and goals.

DESCRIPTION OF PRACTICE

DATA SOURCE

Building-Level Support for SLCs

ACADEMIC AREA (DEPARTMENT) GOALS ALIGN WITH SLC NEEDS

Academic area teams continue to play primary role in curriculum and content standards work; share authority with SLC teams over staffing and class schedules.

1

SLC teams exercise authority over staffing and schedules; academic area teams work on content standards, help SLC teams ensure that interdisciplinary programs address content standards.

2

3

SLC teams have authority over curriculum, staffing, schedules; academic area teams function to augment teachers' subject area knowledge and expertise to maximize SLC teams' effectiveness.

4

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

BUILDING-LEVEL PROVISIONS FOR STAFF PLANNING/DEVELOPMENT MEET SLC NEEDS

- 1 School staff planning and development days and resources address school wide improvement needs.
- 2
- 3 School staff planning and development days, resources are directed to SLC development and improvement needs.
- 4
- 5 School staff planning and development resources are allocated to SLCs.

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

Building-Level Support for SLCs

CLASS SCHEDULING AND STAFFING ARE ADJUSTED TO STRENGTHEN SLC PROGRAMS

Building-level schedule and staffing accommodate minimum SLC requirements for interdisciplinary teams and common planning time.

1

2

Building-level schedule and staffing trade off specialty curriculum offerings to give SLC teams more core instructional time with their students.

3

4

Building-level schedule and staffing allot more non-instructional staff time to teaching, use dual-certified teachers, fold separate remedial programs into core subject area instruction, and create more planning time.

5

DESCRIPTION OF PRACTICE

--

DATA SOURCE

--

ACADEMIC TRACK/ALTERNATIVE PROGRAM CHANGES ARE MADE TO INCREASE STUDENT CHOICE AND CHALLENGE ACROSS ALL PROGRAMS

- 1 Honors/AP classes are offered within a particular SLC that uses practices designed to attract and support a diverse group of students; programs for at-risk students limit admission to overage students.
- 2
- 3 Honors/AP students and at-risk students participate in an SLC program of their choice in addition to honors/AP courses and at-risk program which are scheduled to accommodate SLC blocks of instruction.
- 4
- 5 All SLCs offer honors options for courses and support for at-risk students and meet special student needs through collaboration with other educational institutions and agencies.

DESCRIPTION OF PRACTICE

DATA SOURCE

Building-Level Support for SLCs

BUILDING-LEVEL POLICIES ARE ENACTED TO STRENGTHEN SLC SELF-GOVERNANCE

Building administrators employ shared decision making; SLC teams participate in building-level governance with other groups.

1

2

Building administrators employ shared decision making, are members of SLC teams; SLC teams participate in governance with other groups.

3

4

Administrator operates as building manager and integral member of SLC; SLC teams have major role in building-level governance, assume responsibility for students.

5

DESCRIPTION OF PRACTICE

DATA SOURCE

2

Identify Gaps Between Existing and Desired Practice

What Is Needed To Move Existing Practice

Building wide
improvement goals
align with SLC needs

Academic-area goals
align with SLC needs

Building-level provisions
for staff planning/develop-
ment meet SLC needs

Class scheduling and
staffing are adjusted
to strengthen SLC
programs

Toward Desired Practice?

Academic track/
alternative program are
adjusted to increase
choice and challenge
across all programs

Building-level
policies are enacted
to strengthen SLC
self-governance

3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

WHEN

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY AUG

HOW WE WILL KNOW IF WE IMPLEMENTED BUILDING-LEVEL SUPPORT FOR SLCs SUCCESSFULLY

Student learning and program implementation objectives

Building-Level
Support for SLCs

How objectives will be measured

How often/when to collect data



DISTRICT-LEVEL SUPPORT FOR SLCs

Key Question

What district policies and practices need to be aligned and reformulated to maximize support for the operation of SLCs?

1

Take Stock of Existing Practice

DISTRICT STANDARDIZES POLICIES NEEDED TO SUPPORT SLC PRACTICE

1

District waives policies that pose barriers to implementing and sustaining SLCs for restructuring schools.

2

3

District proactively enacts policies needed to support implementing and sustaining SLCs for restructuring schools.

4

5

District extends policies that support implementing and sustaining SLCs to all schools to align policy with research-based practice.

DESCRIPTION OF PRACTICE

DATA SOURCE

POLICIES STRENGTHEN SLC SELF-GOVERNANCE

District policy supports building-level self-governance and holds schools accountable for student outcomes.

1

2

District policy supports decentralization of decision-making authority to SLCs and holds schools and SLCs accountable for student outcomes.

3

4

District policy supports innovative building management (e.g., part-time administrators who teach, SLC teacher leaders) and holds SLCs accountable.

5

DESCRIPTION OF PRACTICE

DATA SOURCE

DISTRICT NEGOTIATES TEACHERS' UNION CONTRACT PROVISIONS TO MEET SLC STAFF-ING NEEDS

- 1 District and teachers' union negotiate suspension of teacher seniority hiring rule if 75 percent of faculty agree.
- 2
- 3 District and teachers union negotiate suspension of teacher seniority hiring rule if 50 percent of faculty agree.
- 4
- 5 Teachers union contract allows peer hiring to empower SLC teams to maintain integrity of their programs.

DESCRIPTION OF PRACTICE

DATA SOURCE

District-Level
Support for SLCs

PROVISIONS FOR PROFESSIONAL DEVELOPMENT INCREASE SLC TEAMS' CAPACITY FOR INSTRUCTIONAL INNOVATION

District staff planning and development days and resources address school wide improvement needs.

1

2

District staff planning and development days and resources are focused on SLC development and improvement needs.

3

4

District employs a professional development strategy that aligns the accountability system with supports for applying professional training (e.g., adequate time for collaborative planning, data for reflection on SLC practice).

5

DESCRIPTION OF PRACTICE

DATA SOURCE

STAFFING AND BUDGETING PRACTICES GIVE SCHOOLS FLEXIBILITY IN ALLOCATING RESOURCES TO MEET SLC NEEDS

- 1 District allows schools to convert allotments of staff positions to meet SLC needs.
- 2
- 3 District uses student-based budgeting or other strategy to maximize equity in school budgets and schools' flexibility in allocating resources.
- 4
- 5 District provides equity and flexibility in school budgeting and actively supports schools' efforts to direct resources to teaching.

DESCRIPTION OF PRACTICE

DATA SOURCE



2

Identify Gaps Between Existing and Desired Practice

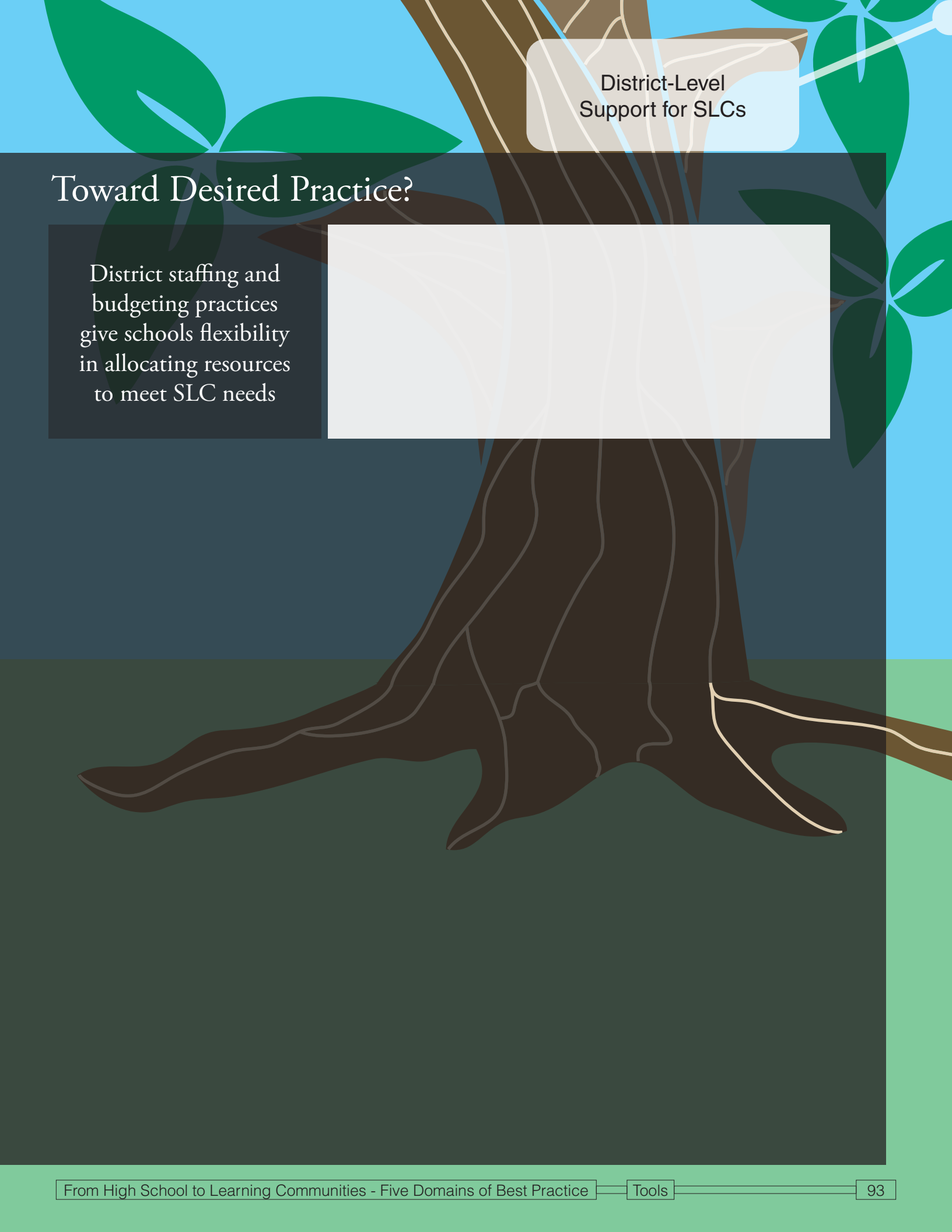
What Is Needed To Move Existing Practice

District standardizes policies needed to support SLC practices

Policies strengthen SLC self-governance

District negotiates teachers' union contract provisions to meet SLC staffing needs

Provisions for professional development increase SLC teams' capacity for instructional innovation



District-Level
Support for SLCs

Toward Desired Practice?

District staffing and
budgeting practices
give schools flexibility
in allocating resources
to meet SLC needs



3

Generate and Study Strategies To Adopt

Strategy #1:

Description

Student Learning
Needs Addressed

School Strengths
Built Upon

Professional
Development
Required

Changes in Other
Parts of School It
Requires

Strategy #2:

4

Devise Implementation Plan

WHO WILL TAKE...	WHAT ACTIONS TO IMPLEMENT ADOPTED STRATEGIES

WHEN

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY AUG

HOW WE WILL KNOW IF WE IMPLEMENTED DISTRICT-LEVEL SUPPORT FOR SLCs SUCCESSFULLY

Student learning and program implementation objectives

District-Level
Support for SLCs

How objectives will be measured

How often/when to collect data

