PATHWAYS TO ACHIEVEMENT

The Three-Tiered Process

SELF-ANALYSIS GUIDE

Argie K. Johnson
General Superintendent
of the Chicago Public Schools
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Acknowledgements

Three-Tiered Advisory Group

Anthony S. Bryk
Karen Carlson
Harvey Daniels
Blondean Davis
John Q. Easton
Joan Wilson-Epps
Patricia A. Harvey
Patricia Jackson
John Kotsakis
Bertha Magaña
Madeleine Maraldi
Bruce Marchiafava

Peter Martinez
Donald Moore
Uthman Muhammad
Bertrand Murrell
Nailah Muttalib
Larry Nowlin
William Rice
Sonia Sanchez
Linda Vick
Olivia L. Watkins
Donald Wright

Self-Analysis Subcommittee

Marcus Ahmed
Karen Carlson
Arthur Cervinka
Harvey Daniels
Audrey Donaldson
John Q. Easton
Joan Wilson-Epps
Lynnette Fu
Arthur Fumarolo
Fausto Lopez

Rudy Lubov
Bertha G. Magaña
Madeleine Maraldi
Donald Moore
Larry Nowlin
Geraldine Oberman
Allen J. Smith
Effie Vinson
Olivia L. Watkins
Patricia Zemba
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OVERVIEW TO THE SELF-ANALYSIS PROCESS

This booklet introduces you and your school community to the self-analysis process. This guided self-analysis of five essential supports for student learning is part of the annual school improvement cycle. It is also part of Pathways to Achievement: The Three-Tiered Process. This is the first component in a series of new initiatives within the Chicago Public Schools being developed to support school development and accountability.

BACKGROUND ON PATHWAYS TO ACHIEVEMENT

Pathways to Achievement: The Three-Tiered Process is the major systemwide school improvement initiative of the Chicago Public Schools aimed at improving student achievement. The revised process, announced in May 1994, represents the collaborative effort of many groups, organizations, and individuals. The current pathways process differs fundamentally from the original three-tiered plan, which was criticized by many school leaders and reform groups. The new focus is on providing assistance and resources to schools, not on labelling or sorting them.

FIVE ESSENTIAL SUPPORTS FOR STUDENT LEARNING AND BEST PRACTICES BEHIND THEM

Central to the guided self-analysis are five essential supports for student learning that have been identified in research as keys to successful and improving schools. These five supports are your school’s “pathways to achievement.” The five supports are: school leadership, student-centered learning environment, parent and community partnerships, professional development and collaboration, and quality learning experiences. This booklet describes these five supports, plus several “best practices” related to each of the supports.

The model on the following page shows the relationship among student learning, the five essential supports, and best practices. The three supports on the lower portion of the circle (school leadership, parent and community partnerships, and a student-centered learning environment) represent the school operations that provide the context for the two supports on the top of the circle (professional development and collaboration and quality instructional program), the teaching and learning components that are more directly linked to improved student learning.

A successful self-analysis process requires discussion within the school community around the five essential supports. Using evidence available in the school to inform these conversations will help schools understand their strengths and weaknesses, and perhaps more importantly, help refine a vision for what kind of school teachers, parents, and community members want to develop for their students. Gathering and reflecting on evidence about these essential supports and the best practices are keys to the self-analysis process.
CONTINUOUS SCHOOL IMPROVEMENT

The self-analysis process aims to encourage continuous progress for all schools, including those that are doing consistently well, others that have a mixture of strengths and weaknesses, and some schools that have more serious problems. The annual continuous school improvement cycle begins in the fall with internal self-analysis (the topic of this booklet), continues in the winter with school improvement planning, includes school budgeting in the early spring, and involves student assessment and end-of-year school documentation in the late spring. Information from the self-analysis of the five supports for student learning plus evidence about the level of student learning in your school (discussed below) should inform how you shape your school improvement plan and school budget each year.

THE PURPOSE OF THIS GUIDE

The purpose of the self-analysis is to support and extend internal capacity for analysis, reflection, and planning that leads to change and continuous improvement within each school. It is critical that your school community base its analysis of strengths and weaknesses on solid evidence, not just on informal opinions. In this booklet, we suggest some sources of data about the five supports that you can generate locally and that will be available systemwide for individual schools. We have learned from school experiences during the first few years of school reform that a rigorous, evidence-based examination of practices is key to school development. Many schools are already doing this, others have indicated a desire for assistance so that they can do it better. We have proposed this guide with this in mind. The content in it draws extensively on experiences of actively restructuring schools in Chicago. Many local schools and community leaders have played important roles in shaping the guide.

Local analysis is highly critical since school reform has brought greater autonomy to local schools. More and more important decisions about curriculum, instructional programs, and budgets are made in the school building. Just as you strive to understand the strengths and weaknesses of individual students to plan their academic programs, you also need accurate understandings of your school's strengths and weaknesses to plan for organizational change. The self-analysis is really the initial stage in the school improvement planning process.

THE RELATIONSHIP BETWEEN THIS SELF-ANALYSIS AND STUDENT OUTCOMES

The ultimate goal for school improvement and for Chicago School Reform is student learning. The self-analysis process described in this guide focuses on the essential supports to student learning and best practices that inform these. These five supports together create the conditions for improved student learning.

The analysis of five essential supports is intended to complement your outcomes analysis. In terms of these outcomes, schools have already received their ITBS and TAP scores and skills analysis this fall, as well as recent IGAP scores. Other summary information, such as the school profile and progress report, are also available from previous years.

Early this winter, the Department of Research, Evaluation, and Planning will release longitudinal gain scores on the ITBS from 1987 to 1994 for all elementary schools. This analysis shows average gain scores, by grade, for students who remained in the school for the entire school year. Thus, the analysis controls for student mobility and measures amount of learning over each of the elementary grades, answering the question "How much have students in each grade in this school learned
over time?” These data, to be available soon, will provide the central means for assessing student learning in each school and will measure a school's progress toward meeting the goal of a “month of gain for a month of instruction.” The information will be accompanied by explanations on how best to use and interpret these new measures. Ultimately, your school should use the self-analysis information about the five supports and the student outcome information together in developing the School Improvement Plan and budget.

**SUGGESTIONS ON HOW TO USE THIS GUIDE**

On the following pages, each of the five essential supports for student learning is introduced with a brief essay and then elaborated through several “best practices.” The essays and best practices are derived from a strong research base on improving and successful schools in Chicago and elsewhere. This is not to say that you and your school will agree with all of these ideas, or that the Chicago Public Schools is endorsing them as the only route to improvement. On the contrary, these ideas form a starting place for you and your school to begin to develop your own vision on what kind of school you want to become, and to stimulate your thoughts about how to reach these goals. As noted earlier, one of the major goals of this self-analysis is to encourage reflection, discussion, and debate throughout the school community about what your school should strive for. You should involve your whole school community, including school staff, PPAC, LCS, parents, and neighbors, in this dialogue.

After you have read the brief essays, you should think about how these descriptions apply for your school. You should discuss what you believe to be most appropriate for your particular circumstances. After you have read the more specific best practices, you may have more concrete reactions to the ideas proposed. If you wish to change, delete, or add to any of the best practices, you should do so. They are not meant to be the definitive answer to school improvement, but a starting point for thinking about and describing your school, grounded in research on urban schools.

Once you have settled on a set of best practices that are appropriate for your school, you should ascertain how close you think your school is to that ideal. What evidence do you have to support your conclusion about how your school can be described in relation to the best practice or to your alternative version? How close are you to this ideal? For each suggested best practice we have listed several possible sources of information that you can use to help you take a hard look at the current realities of your school.

All schools that participated in Charting Reform: The Teachers’ Turn, 1994, and Charting Reform: The Students Speak from the Consortium on Chicago School Research will receive individual reports on their results. These are designed to provide relevant information to complement this guide and self-analysis. Measures from the survey are presented for many of the best practices within each of the five essential supports for student learning. In addition to these surveys, you may have within your own school a considerable amount of local data available that are relevant to your self-examination in terms of each of the best practices.
In summary form, here are the suggested steps for completing the self-analysis:

- Read and discuss each essay and think about how well it describes a valued aim for your school. (You might want to have a separate team, composed of staff and others, work on each of the five essential supports.)

- Read the best practices associated with each essay and decide whether you would endorse them for your school. If not, develop alternatives that are more appropriate for you.

- Collect, analyze, and discuss concrete evidence about where your school is in relation to the best practice.

- Determine the extent to which your school matches up to the ideal as expressed by each “best practice” (either as presented here or as modified by your school community).

- As you conclude your analysis on each essential support, determine your priorities for improvement.

- The priorities identified here will inform your school improvement plan. The final section of this booklet describes the process of integrating your priorities.
SCHOOL LEADERSHIP

This essay and the statements of best practices that follow express key research findings about the role of school leadership in school improvement. These findings convey practices that are common to successful and improving schools, including those in urban districts. We offer these ideas as a starting point for self-study and discussion. You may not agree that all of the ideas and findings are equally important or relevant to your own school and circumstances. Or, you may have your own convictions about the role of leadership that are not mentioned. The purpose of the essay and the best practices that follow is to encourage meaningful reflection and discussion and to help your school develop shared goals for school improvement.

INTRODUCTORY ESSAY

School leadership is unquestionably one of the most crucial components of educational improvement and change. With school reform in Chicago, the traditional meaning of leadership has been expanded beyond the principal to include teachers, parents, and community members. Here, school leadership is described as the interplay among the principal, the school faculty, and the Local School Council. Together, these three sites of leadership determine how a school will develop, implement, and monitor school improvement efforts, and how they form a vision for change over time. Facilitative principal leadership, collective faculty action, and an active Local School Council combine to produce improved student learning. A key in this regard is how the school leadership works together to analyze the relative strengths and weaknesses of school operations and focuses on strategic allocation of resources to promote desired outcomes.

Active Local School Council

To be an effective working group, an LSC must meet regularly, have structures for advancing work outside of meetings, and engage participation from the broader school community. Without at least a minimal level of structure and activity, a council cannot function as a viable site of leadership.

LSCs that display significant leadership engage in extended discussions about the school and efforts to improve it, and they make important decisions to support such improvements. Strong LSCs do more than "go through the motions," they are policy-making groups that take their responsibilities very seriously. They carefully select and evaluate a committed principal; they take an active role in efforts to improve parent and community involvement, to enhance the physical plant, and to improve order; they help develop, approve, and monitor a School Improvement Plan and articulated budget; and they support and endorse instructional improvement efforts of principals and teachers.

Facilitative Principal Leadership

The school reform legislation viewed principal leadership as central to school improvement. In schools that are moving forward under school reform and have a broad concern for improving student achievement and for developing appropriate strategies to make those improvements, prin-
Principals display a distinctive leadership style. They support the broad participation of both parents and faculty in the decision-making process and spend time promoting discussion among these groups. They encourage searching for new ideas that might help the school improve student learning and are also willing to challenge the status quo to implement them. They articulate a vision for improvement and hold high standards for all. These principals also seek to connect schools to their communities and involve parents in school improvement efforts.

Facilitative principal leaders make time commitments to their own professional development, to teachers' staff development, and to working with parents and community groups. These commitments demonstrate the priority of expanding professional knowledge and skills in the school and communicating this information across the school community. Facilitative principal leaders also have a distinctive style; they are willing to air conflict over educational issues and to allow this conflict a public discussion, through committees and other avenues. These principals sustain active discussion and establish structures for interactions and input, again through committees or other methods. Finally, a facilitative principal encourages teacher leadership and participation by willingly sharing power over key decisions, such as school budgets and hiring personnel.

Collective Faculty Action

In order for teachers to exert organizational influence over curricular and other matters, they must have opportunities to articulate their views as a group and regularly exercise these options. They need structures to bring them together, and the time and places to meet. In more advanced forms, collective faculty action means not just collegial decision making but also coordinated work, including work across grade levels and curriculum areas.

Faculties with strong leadership capacity have a number of attributes in common. These teachers must feel safe to express their views and be free to communicate openly and to express their concerns in an atmosphere where they will have a fair hearing with no fear of retaliation. Beyond the ability to speak freely, teachers have significant influence over school policy, including staff development, the school curriculum, the overall budget, and the hiring of new staff. Schools with strong teacher leadership have structures in place to promote teachers' collective activity, including active PPACs and other similar committees. Teachers in these schools also share decision making and help develop programs and create and implement the school improvement plan.

Strategic Planning and Use of Resources

The school leaders are strategic in their use of school resources, allocating new or supplementary resources to promote student learning, in a coherent and unified fashion. New plans are developed that include priorities for action. These are followed by benchmarks to help assess progress toward the priorities. Plans are subsequently revised to redress weaknesses and build on strengths. A constant, consistent, critical focus is maintained. Are we strengthening school operations? Is teaching improving? Are students learning more? Such strategic planning depends on the school's ability to look at evidence about itself, to analyze it critically, and to respond to the greatest needs with an integrative plan.
BEST PRACTICES OF SCHOOL LEADERSHIP

Below are statements of best practices of strong school leadership. These statements represent some of the ideas that are most frequently discussed by researchers and practitioners. Each statement is followed by a series of probes that can be used to appraise your school’s strengths and weaknesses in relation to the practices. You might follow these steps in considering each of these best practices:

• Determine whether you believe that the best practice is appropriate for your school. If it is not, what alternative practices do you think are important and that you should strive for?

• What evidence do you have that can help you evaluate your schools in terms of this best practice?

• How close is your school to the ideal as stated in the best practice or in your alternative vision?

Best Practice 1. Active LSC.

The LSC is a significant source of leadership in the school, bringing parents and community members into discussions and decisions about school improvement.

Probes, sources of evidence: The LSC meets regularly, has an active committee structure, tolerates conflict, but is not overwhelmed by sustained and prolonged adversarial politics. It has the best interest of the entire school at heart, rather than special interests, and is open to parent, teacher, and community member input. The LSC is focused on improving learning for all children. It participates actively in developing a coherent school improvement plan and related budget.

Best Practice 2. Facilitative Principal.

The principal in this school displays facilitative leadership by encouraging broad participation of faculty and parents in decision making, school improvements, and increased student academic performance. The principal is committed to professional development for all staff and to communicating with parent and community groups. The principal helps to create appropriate structures for discussing educational issues and encourages teacher and parent leadership by sharing power over key decisions. The principal forges and advocates a vision for school improvement.

Probes, sources of evidence: Principal spends time on professional development for self, staff, and working with parents and community members; the school has committees or other structures for discussion about how education should proceed in the school; teachers are involved in making important decisions; principal reaches out to others to encourage greater involvement.

Best Practice 3. Collective Faculty Action.

Strong school leadership includes collective faculty action, where teachers exert influence over curricular and other matters and have opportunities to express their views as a group.

Probes, sources of evidence: Teachers communicate openly, express their concerns freely, and in addition, they influence school policy. Teachers feel collectively responsible for children. The school has structures in place to promote collective activity and teachers develop and implement programs.

Best Practice 4. Strategic Planning.

The school uses its resources strategically and carefully coordinates the school improvement plan and the school budget. It regularly evaluates the progress of its improvement efforts, establishes benchmarks for performance, and updates its plans on the basis of these evaluations.

Probes, sources of evidence: Educational priorities are evident in school budget; budgeting, school improvement planning, and evaluation and analysis are parts of a unified process.
PARENT AND COMMUNITY PARTNERSHIPS

This essay and the statements of best practices that follow express key research findings about the role of parent and community partnerships in school improvement. These findings convey practices that are common to successful and improving schools, including those in urban districts. We offer these ideas as a starting point for self-study and discussion. You may not agree that all of the ideas and findings are equally important or relevant to your own school and circumstances. Or, you may have your own convictions about the role of parent and community partnerships that are not mentioned. The purpose of the essay and the best practices that follow is to encourage meaningful reflection and discussion and to help your school develop shared goals for school improvement.

INTRODUCTORY ESSAY

The Chicago school reform strategy is based on the often-repeated African proverb that “It takes a whole village to raise a child.” Chicago school reform is aimed at reconnecting schools with the families and communities they serve so that all key people who touch students’ lives can be mobilized to bring about school improvement and improved student achievement. The strategy to encourage greater parent and community involvement in schools is motivated by a large body of research showing strong and positive relationships between parent and community involvement and improvements in student attendance, achievement and graduation. Indeed, there is compelling evidence that when schools work with families to support learning, children are more likely to succeed in school and beyond. Research now shows that one of the most accurate predictors of a student’s achievement in school is the extent to which a student’s family encourages and supports learning at home, expresses expectations for achievement in school and in life, and becomes involved in their children’s schooling. When schools support families to develop these skills and habits, children from all backgrounds can succeed.

There are a number of ways in which schools can effectively promote parent and community involvement, including regular family-school communication, facilitating parents to help their children at home, encouraging parents and residents to volunteer at the school, and using the school as a community education center that teaches health, literacy, effective parenting and other skills. But the success of these and other efforts will reflect the school’s commitment to two key issues. The first is the depth of the school’s commitment to meaningful parent and community involvement. The second concerns the school’s commitment to reach the parents of all of its students.

Committing to Meaningful Parent and Community Involvement

Schools must honestly appraise whether they genuinely trust and value parent and community participation in the school and whether commitment to their involvement is a priority for which the school allocates time and money. Schools must ask themselves if the presence of parents and others is viewed with suspicion and hostility or is accepted as normal and appropriate. Do staff view many parents as indifferent and uncooperative, or
are parents seen as resources and collaborators in the education of their children? Are parents asked to come to school only when their children are in trouble, or are they asked to help plan learning programs and activities on a regular basis? Schools must send regular and positive messages of their desire to involve parents and others through direct communication but also in how parents and volunteers are greeted as they enter the school, or in the quality of the rooms and work spaces they are invited to use. The underlying attitudes and commitments reflected in these dynamics will determine whether any specific form of parent and community involvement is effective or ineffective, extensive or limited, meaningful or superficial.

**Reaching the Parents of All Students**

A second cross-cutting issue is which parents get involved in the school. All school communities are made up of families who are quick to get involved and families that get involved only when the school makes a long-term investment in breaking down barriers and encouraging their participation. Some parents may have bad memories of school or feel fearful of school staff. Staff must make an effort to be sensitive to differences among their schools’ families in terms of race, ethnicity, income, first language, education background, or family structure.

A school committed to involving the parents of all its students will map out steps to broaden parent involvement, for example by translating notices into students’ home languages, having translators present at meetings, scheduling meetings to accommodate working parents, providing child care for meetings, establishing a community room where parents and others can converse, and training interested parents to play a significant role in the school. All of these efforts take time and money, but a school that encourages even simple forms of involvement, such as attendance at student performances, can improve its program and its student achievement by using these occasions to establish trust and to recruit for more extensive participation.

**Maintaining Regular Communication between School and Family**

The most basic form of family involvement focuses on building and maintaining regular communication between the school and family through such activities as parent orientation meetings, parent-teacher conferences and phone conversations, report card pick-up day, parent newsletters, potluck dinners, student performances, or other forums. Schools that are thoughtful about communicating with all parents and maintain a variety of effective avenues for two-way communications can involve a high percentage of parents.

**Supporting Parents to Help Their Children Learn**

Schools can substantially expand the percentage of families who provide support for learning through joint parent-teacher planning and collaboration, parent education classes and school outreach workers. These efforts can help parents learn to aid and participate in their children’s education. Teachers can develop activities for parents and children to work on together that will extend school work into the home and support classroom learning. The school can also help parents provide their children with proper nutrition and rest, to talk with their children about their school day, to establish a quiet place and a regular time for homework, and to help their students when they get stuck. Schools can further the ability of parents to support their child by inviting them to collaborate with teachers on developing an educational plan for their child. Currently, this type of joint planning is reserved for the parents of children with disabilities, but it need not be so. Schools that are open to including parents in program planning gain their support and assistance.
Encouraging Parents and Community Residents to Volunteer at the School

Parents and community residents can provide many valuable services to the school. They can tutor students, aid teachers in the classroom, work in the school library, help with playground and lunchroom duty, lead classes and training sessions for other parents, welcome visitors to the school, accompany students on trips, organize special events, lead safety patrols in and around the school and so on. Similarly, outside organizations, such as social agencies, businesses, and community groups, can provide services to children and families at the school or in the community and help plan and carry out educational improvements. The contribution these services make to a school should never be underestimated. A good, productive volunteer program requires careful planning, however. Good volunteer programs, like other high quality programs, do not happen accidentally. Parents, like teachers and other staff, need training, guidance, and support that is connected to meaningful work in the school. An investment in training and recognizing an active cadre of volunteers will enhance the human resources of the school.

Sponsoring Education to Parents and the Community

Schools can foster connections with parents and community members by offering the school as a site for important social and educational services. Parents and community members can participate in adult and family education programs as well as courses focused on such topics as family literacy, adult basic literacy, child care, helping children learn at home, and English as a second language. Schools can also serve as a site for other services with the potential to improve students’ school performance, such as tutoring, after-school care and recreation, student and family counseling, medical care, etc. These programs benefit the adults involved while increasing parents’ ability to support their children’s education and development.

BEST PRACTICES FOR PARENT AND COMMUNITY INVOLVEMENT

Below are statements of best practices of parent and community partnerships. These statements represent some of the ideas that are most frequently discussed by researchers and practitioners. Each statement is followed by a series of probes that can be used to appraise your school’s strengths and weaknesses in relation to the practices. You might follow these steps in considering each of these best practices:

- Determine whether you believe that the best practice is appropriate for your school. If it is not, what alternative practices do you think are important and that you should strive for?
- What evidence do you have that can help you evaluate your school in terms of this best practice?
- How close is your school to the ideal as stated in the best practice or in your alternative vision?

Best Practice 1. Good Communication with Community.

School leaders and staff create a range of opportunities to increase regular two-way communication between parents, community members and the school.

Probes and sources of evidence: The school sponsors parent orientation meetings, parent-teacher conferences and phone conversation occur on a regular basis. There is a parent newsletter. The school organizes potluck dinners or other gatherings to encourage interaction. Parents are encouraged to attend student performances, and special events. Other methods of communicating.
Best Practice 2. Parents Are Supported.

The school supports parents to help their children learn.

Probes and sources of evidence: The school sponsors training and activities that help parents to provide their children with proper nutrition and rest, to talk with their children about school, to help them with homework and other learning activities, to be supportive when students have difficulties. The school invites parents to work with teachers to develop educational plans for their children; and keeps parents regularly informed about student progress and what parents can do to advance that progress.

Best Practice 3. Commitment to Parent and Community Involvement.

School leaders and staff make a commitment to cultivate and value parent and community involvement and to reach-out to a broad cross-section of parents.

Probes and sources of evidence: The school welcomes parents into the school, parents are viewed as key resources and collaborators, the school provides parents a pleasant location to meet and to work, concrete steps are taken to eliminate the barriers which may keep certain families from participating in the school.

Best Practice 4. Volunteers Recruited and Supported.

The school seeks and supports parent and community volunteers, as well as the involvement of outside organizations in aiding and improving the school.

Probes and sources of evidence: The school has a variety of activities through which parents and others volunteer, volunteer activities involve parents and community members in improving the instructional program and are not limited to routine support tasks. Volunteers receive training to increase their potential contribution and are warmly recognized for their contributions. A range of community groups, social agencies, busi-

Best Practice 5. Education for the Community.

The school sponsors education programs that serve parents and the community.

Probes and sources of evidence: The school acts as a community learning center that provides education to adults in areas that aid school improvement and student achievement. The school has developed partnerships with agencies to provide a coordinated set of key social and educational services to students and families.
A STUDENT-CENTERED LEARNING CLIMATE

This essay and the statements of best practices that follow express key research findings about the role of a student-centered learning climate in school improvement. These findings convey practices that are common to successful and improving schools, including those in urban districts. We offer these ideas as a starting point for self-study and discussion. You may not agree that all of the ideas and findings are equally important or relevant to your own school and circumstances. Or, you may have your own convictions about the role of a student-centered learning climate that are not mentioned. The purpose of the essay and the best practices that follow is to encourage meaningful reflection and discussion and to help your school develop shared goals for school improvement.

INTRODUCTORY ESSAY

One of the greatest problems of urban schools is the high number of students who do not achieve because they are not engaged in school. Some students' lack of engagement is reflected in their failure to attend school regularly or at all. Other students come to school and comply with school routines but gain little because they do not see the work they are asked to do as meaningful or worthwhile and they do not invest themselves in learning. In contrast, engaged students socially, psychologically or intellectually invest themselves in learning and they take pride in incorporating new knowledge and skills into their lives.

To overcome the serious problem of student disengagement, and the truancy and dropping out that can follow, schools and their communities must strive to develop a more engaging and meaningful learning program, and to encourage pride in academic success. Research on urban school improvement suggests that schools can cultivate student engagement through changes to their instructional programs and their school climate. Instructional improvements that foster engagement are considered in the "Quality Instructional Program" essay layer in this booklet. Below we discuss how schools can improve student engagement by maintaining a climate conducive to serious work and learning. Such a climate has three principal characteristics: it is safe, disciplined and respectful; it presses all students to do significant academic work; and it provides students needed support through greater personalization and caring.

Safety, Discipline and Respect

Clearly established standards of safety, discipline and respect are a necessary prerequisite to any and all school improvement efforts. Children need an orderly and secure environment that promotes their personal well-being and ensures a supportive context for learning. Administrators, teachers and parents must work together to uphold agreed upon standards of appropriate and inappropriate behavior. Studies of effective discipline programs for urban schools reveal four common features. First, they are built on a clear and succinct set of rules which are consistently upheld. Second, rules are upheld in a fair and humane manner that focuses on developing students' sense of responsibility to themselves and their peers. Third, the school responds to inappropriate be-
behavior in a manner that does not interrupt learning. Teachers work to develop strategies to discipline a child without bringing the learning activities of others to a halt, and the school maintains a discipline program focused on promoting school work. Last but not least, successful discipline programs encourage praise and recognition of positive behavior as much as they demand clear and consistent responses to misbehavior.

In developing a safe and orderly school environment it is also important to acknowledge children's psychological needs for security. This sense of security is threatened when children are uncertain of being treated kindly and respectfully by adults or other students in the school. Thus, a safe and orderly school is also one in which all adults, particularly those charged with order and safety, model respect for all members of the community, treat all children in a manner that makes them feel cared for, and vigorously promote positive relations among students and student groups. Research on these matters is unequivocal—schools that do not sustain a respectful climate are not able to sustain meaningful school improvement efforts for long.

**A Press on All Students for Academic Work**

Schools promote engagement when they raise their expectations for student conduct and achievement. All students, of all social and cultural backgrounds, need and deserve the support and inspiration that high expectations convey. It is not enough, however, to simply express high expectations, to profess for example that “all children can learn.” Parents, teachers and others must put expectations into action so that all children do learn. When schools act on high expectations, they create a climate referred to as “academic press.” A school marked by academic press sends strong messages about the importance and value of intellectual work to students of all ages and ability. Engaging in significant intellectual work is a driving principle under which many learning arrangements and decisions are made.

Schools that develop and maintain a climate of academic press share key characteristics. As a starting place, these school have well-established standards for school attendance and timeliness and active programs to combat tardiness and absenteeism. Schools with academic press believe that schools succeed by challenging students more rather than less and set challenging goals for student learning. For example, instead of aiming to achieve results comparable to schools and students “like ours,” these schools set challenging goals which stress higher order intellectual work and inquiry. Schools committed to academic press also assign homework on a regular basis. Because completing homework can profoundly affect students’ long-term learning options, these habits are rigorously inculcated. Parents also play an important role in this process. They need to be kept informed about student progress and about what they can do at home to strengthen student learning in school. In sum, these schools challenge themselves to provide the expectations and opportunities they might reserve for “gifted” students to all of their students, including those considered disadvantaged or at-risk. The Chicago Learning Outcome Standards were developed to provide guidance on goal setting and to foster high expectations and academic press.

**Personalizing Student and Staff Relations**

One of the most effective ways to engage children in learning is to make them feel personally known and cared for—to greet them by name, to make an effort to understand their thoughts and experiences, to recognize them as complex and growing individuals. The challenges and perplexities of learning advise us to attend to the personal and relational side of teaching; for a powerful learning climate to take shape, students and adults cannot remain strangers. Adults and students
within the school must be supported to personalize their relationships and care for one another.

In a personalized school environment, relations among staff and students are founded on knowledge about one another’s lives. Rather than relating to students in a universal mode that stresses their common characteristics, adults strive to relate individually to students. Personalization involves an effort to recognize each individual student. In the context of classrooms, it means teachers strive to know their students as individual learners, with specific knowledge, skills and learning needs. Personalization is expressed through greater individualization of instruction and student work.

Caring is central to sincere and effective personalization. In most schools caring fails to play a significant role not because it is entirely absent—many teachers do care—but because it is divorced from the fundamental activities of learning. To reach its potential, caring must be perceived as part of classroom life and instructional activity. A caring classroom is one where teachers strive to transform an unknown collection of students into a community of learners who contribute to each others’ development. It is a classroom where teachers listen seriously to students’ concerns and comments, for example by taking time to experience a question or problem from a student’s perspective. Moreover, a caring classroom is one where teachers teach from a posture of positive assumptions about students, a posture that actively recognizes and appreciates students’ knowledge, thoughts and suggestions.

The caring classroom atmosphere carries over to the entire school and to all staff, including janitors, lunchroom workers, clerks, and others. A humane tone, marked by decency and respect, characterizes all personal encounters among staff, students, and parents.

Positive assumptions call on teachers to be persistent. Teachers assume that their students can and will learn. If students do not grasp something at the first presentation, teachers pursue alternative methods until an uncertain student understands.

The support and acknowledgment associated with a more personalized and caring climate is a source of motivation for all students but is especially significant for those at risk of school failure. Disengagement in school is often a consequence of feeling unknown or unrecognized. Research has found that the more personalized relations suggested above have a greater capacity to motivate and engage students than do traditional social control strategies that simply stress compliance with rules.

### Supporting A Student-Centered Climate

Successfully developing a student-centered learning climate requires schools to reconsider how they organize and distribute their resources. School leaders and staffs must rethink the physical settings, staffing, scheduling, and resource allocations that they use. Frequently, it is necessary to create smaller work and learning units within the school. Programs can be reorganized so that adults and students will maintain stable relations for longer periods of time through practices such as multiage groupings and team teaching, for example. The key is to consider how common school structures can be redesigned or redeployed to support rather than constrain the efforts needed.
BEST PRACTICES FOR CREATING A STUDENT-CENTERED LEARNING CLIMATE

Below are statements of best practices of a student centered learning climate. These statements represent some of the ideas that are most frequently discussed by researchers and practitioners. Each statement is followed by a series of probes that can be used to appraise your school's strengths and weaknesses in relation to the practices. You might follow these steps in considering each of these best practices:

• Determine whether you believe that the best practice is appropriate for your school. If it is not, what alternative practices do you think are important and that you should strive for?

• What evidence do you have that can help you evaluate your school in terms of this best practice?

• How close is your school to the ideal as stated in the best practice or in your alternative vision?

Best Practice 1. Safety, Order, and Discipline.

The school community creates and maintains a disciplined and respectful climate focused on learning.

Probes and sources of evidence: The school has a clear and agreed upon set of safety and discipline standards. All members of the school apply rules consistently. Misbehaving children are dealt with in a manner encouraging growth and responsibility. Staff have received training in discipline procedures that protect the learning environment. The school praises and recognizes positive and improved behavior. Adult and student members of the school treat one another courteously. The school respects the cultures of its students and uses its cultural diversity as a resource. Disrespectful language and behavior are not tolerated.

Best Practice 2. Fight Tardiness and Absenteeism.

The school has well-established and effective programs for combating tardiness and absenteeism.

Probes and sources of evidence: A system of follow up of absent students is in place. Staff and volunteers work with truant students. The school recognizes students with good attendance. Parents are involved in efforts.


The school presses its students to engage in significant academic and intellectual work.

Probes and sources of evidence: The importance and value of intellectual work is clearly stated. Teachers set challenging goals for themselves and their students. Homework is regularly assigned. All in the school encourage higher level intellectual work. High schools offer high level courses. Student work is displayed throughout school.

Best Practice 4. Personalism and Caring.

The school encourages student engagement through greater personalism and caring.

Probes and sources of evidence: The school takes steps to assure that students are not anonymous or unrecognized in school. Teachers work closely with a small group of students. Teachers develop classroom practices that allow for greater personalism and individualization. Teachers provide students with opportunities to help and care for one another while learning. The school sponsors support groups for students with special needs. The school works to create stable relations between students and adults over time.


The school works to organize its structures and resources to support a student-centered learning climate.
Probes and sources of evidence: The school divides itself into smaller units to promote familiarity and support among teachers and students. Teachers and students work together for longer periods of time to support more personalized, individualized learning. The school redesigns its physical space to support group work. Resources are allocated in a manner that supports teachers' efforts to work more closely with their students.

After you have examined yourself in terms of these best practices, you should prioritize areas for improvement.
PROFESSIONAL DEVELOPMENT
AND COLLABORATION

This essay and the statements of best practices that follow express key research findings about the role of professional development and collaboration in school improvement. These findings convey convictions and practices common to successful and improving schools. We offer these ideas as a starting point for self-study and discussion. You may not agree that all the ideas are equally important. Or, you may have your own convictions about professional development and collaboration that have not been mentioned. The purpose of the essay and practices is to encourage meaningful reflection and to help your school develop shared goals for school improvement.

INTRODUCTORY ESSAY

Central to continuous school improvement are efforts to initiate programs and practices that develop and disseminate the skills, abilities, and knowledge of the entire school staff. The principal and Local School Council, in consultation with faculty and staff, must see that all members of the school engage in professional development activities that serve the School Improvement Plan and that promote shared norms for practice. A comprehensive program of professional development reflects three levels of activity: formal professional development activities, experimentation with new work structures and responsibilities, and active promotion of a professional culture and community among the adult members of the school.

Formal Professional Development

The purpose of professional development is to nurture the academic growth of children by improving the skills of teachers and others who contribute to the school. A formal professional development program serves three key objectives. The first and most important is to strengthen teachers' skills for effective, learner-centered instruction. These skills are complex and involve continuous learning. They require teachers to develop in-depth knowledge of subjects, of how children learn, and of how to translate knowledge into instructional activities and classroom processes that enable student engagement and achievement.

Second, a school's professional development program should spur the formation of a shared instructional focus throughout the school. A shared instructional focus may help to provide greater instructional coherence in the school. Articulating an instructional focus motivates teachers to invest in new practices and supports long-term commitment by making instructional priorities and outcomes clear. Professional development programs can facilitate the attainment of the goals and objectives outlined in the School Improvement Plan.

Third, investing in the knowledge and skills of all members of the school community promotes a more collaborative, cooperative climate in the school and maximizes the contributions of teachers, school staff, LSC members, parents, and others.

To succeed, it is essential that development programs not merely expose teachers and others to new ideas, but actively and substantively engage them in new practices, and provide support and encouragement during the difficult period of early implementation. Potential resources for professional de-
development include teacher peers, consultants, local colleges and universities, and central office staff. Schools should consider networking with other schools developing similar instructional and leadership skills as a cost effective strategy for providing quality professional development activities.

**New Work Structures and Responsibilities**

Maintaining an instructional focus and developing the knowledge and skills of each staff member requires a context where teachers regularly learn from and support one another. While professional development programs link teachers to external resources and provide training in new practices, continual staff growth requires work systems which facilitate staff collaboration on a daily basis. Schools must explore new scheduling and grouping practices to reduce teacher isolation and to provide teachers with collaborative settings for planning, problem solving and peer support. Schools must strive to provide time for both formal staff development and the informal development that occurs when teachers have regular and ongoing opportunities for reflection, help and sharing. Examples of work structures which can assist the growth of these opportunities are the development of work teams and work team offices, scheduling that provides teachers with common preparation time, and the reduction of noninstructional demands that draw teachers away from their craft and their students. Additionally, schools can encourage growth and development by providing teachers with broadened work roles and responsibilities that foster instructional leadership and mentoring.

**Building Professional Community**

At the heart of staff development programs and productive work arrangements are key ideas about improving educational performance through the advancement of a professional culture and community. A professional community is one where the knowledge of teachers and the diverse needs of students are deeply respected. In a professional community, teachers commit to creating and sustaining optimal opportunities for student learning, and they regularly teach and help one another to reach the goals they have set. The ultimate aim of a professional community is the development of collective responsibility for all student learning. Teachers become concerned for all students—not just those who happen to be in their own classroom.

In a school with a strong sense of professional community, five critical practices are sustained. Through reflective dialogue that encourages discussion and self-critique teachers develop a common core of motivational ideas, values and beliefs about effective practice, and student achievement. Teachers de-privatize their practice by opening their classroom doors and sharing, observing and discussing their teaching. Team teaching and peer coaching or mentoring are common ways for teachers to achieve this. Third, in schools with a strong professional community teachers sustain a collective focus on student learning. They assume that all students can learn and that teachers can help them in spite of obstacles that are present. Collaboration is a fourth mark of a strong professional community. Teachers work together, not only to develop shared understandings of students, curriculum, and practice, but also to design and produce materials and activities to improve them. Finally, teachers joined in professional community affirm their shared norms and values concerning teaching, children and learning by acting from a sense of professional obligation rather than enforced rules.
BEST PRACTICES FOR PROFESSIONAL DEVELOPMENT AND COLLABORATION

Below are statements of best practices of professional development and community. These statements represent some of the ideas that are most frequently discussed by researchers and practitioners. Each statement is followed by a series of probes that can be used to appraise your school’s strengths and weaknesses in relation to the practices. You might follow these steps in considering each of these best practices:

• Determine whether you believe that the best practice is appropriate for your school. If it is not, what alternative practices do you think are important and that you should strive for?

• What evidence do you have that can help you evaluate your school in terms of this best practice?

• How close is your school to the ideal as stated in the best practice or in your alternative vision?

Best Practice 1. Engaging Professional Development.

All teachers participate in professional development programs that actively and substantively engage them in new instructional methods and curriculums. The program assists teachers to integrate new knowledge into regular classroom practice and encourages them to coach and support one another.

Probes, sources of evidence: The number of teachers participating in staff development; the level of staff engagement and support for the program; the substance and depth of the development programs; the system of follow-through and peer support; the degree to which programs are actually affecting curriculum, instruction and school leadership; other important considerations unique to your school.

Best Practice 2. Centered on SIP.

Development programs serve a coordinated set of instructional goals and priorities that are central to the School Improvement Plan.

Probes, sources of evidence: Professional development programs are well aligned with the School Improvement Plan. SIP goals and objectives are being served by the program.


Sufficient time is provided for meaningful staff development to occur and development activities are productively scheduled and paced.

Probes, sources of evidence: How much time is allotted for staff development activities overall? Time available is used constructively and efficiently. The school leadership supports professional development, as does the internal “reward” system. Professional development activities are accessible to all members of the school community. How might staff development be redesigned or rescheduled to be more effective?

Best Practice 4. Teachers Work Collaboratively.

The working conditions of teachers are professionalized to support greater collaboration and peer support. Teachers work in groups, have opportunities to meet and work together, and are provided work spaces in order to share instructional knowledge and experiences on an ongoing basis. Teachers also assume leadership roles.

Probes, sources of evidence: The existence of group structures, (teams, grades, departments etc.); the frequency and quality of group meetings; the quantity and quality of staff work spaces (offices, meeting rooms, etc.); the level of nonprofessional work assigned to teachers, (hall duty, paperwork, custodial duties); the development of teacher mentors, leaders or coordinators; the level of support services to teachers; modernized facilities and equipment.
**Best Practice 5. Reflective Dialogue.**

All members of the school community engage in reflective dialogue to consider new ideas, to openly evaluate the strengths and weakness of current practices, and to foster a shared sense of responsibility to the school and its students. There is a clear and strong commitment to put student learning above other concerns.

Probes, sources of evidence: The willingness of the staff to evaluate current practices rigorously; the progress of the staff in de-privatizing their work through teaming; peer observations or other means of sharing; the willingness of teachers, administrators and council members to support new ideas; the willingness of all adults in the school to take responsibility for children's learning; the level of agreement on the core values to be supported and maintained; teaching and learning is the focus of school meetings.
A QUALITY INSTRUCTIONAL PROGRAM

This essay and the statements of best practices that follow express key research findings about the role of a quality instructional program in school improvement. These findings convey practices that are common to successful and improving schools, including those in urban districts. We offer these ideas as a starting point for self-study and discussion. You may not agree that all of the ideas and findings are equally important or relevant to your own school and circumstances. Or, you may have your own convictions about your instructional program that are not mentioned. The purpose of the essay and the best practices that follow is to encourage meaningful reflection and discussion and to help your school develop shared goals for school improvement.

INTRODUCTORY ESSAY

To prepare Chicago children for the future, our schools must develop and sustain instructional programs that engage students in quality learning experiences. Key elements of effective instructional programs include challenging instructional practices, active and varied learning opportunities, new assessment practices, and a coherent and sustained focus on students' intellectual development. Developing quality instruction also requires schools to connect with a greater network of educational resources so that teachers and others get the assistance they need. Both educational achievement and equity can be realized when schools bring these practices together.

Quality Instruction

Every day Chicago schools grapple with how to improve their instructional programs to raise the level of student achievement in their building. As noted earlier in “Student-Centered Learning Environment” in order to affect student achievement, schools must deal first with the persistent and serious problem of student disengagement. Students cannot be expected to achieve unless they invest themselves in the knowledge, skills, and personal growth schools strive to provide. Because lasting learning develops through student work and effort, schools must develop instructional programs that foster student engagement.

Raising the quality of engagement through improved instruction requires schools to focus their energies on developing curriculum and teaching that challenges students to use their minds well and to discover the meaning and value of learning beyond success in school. Research on how the mind works and how children learn shows that powerful and lasting learning is rooted in instruction which requires students to explore substantive, meaningful topics that they connect to their personal lives. To facilitate this learning, teachers must take steps to transform their instructional program by emphasizing activities and materials that engage students' intellect and stimulate them beyond acquiring facts, toward analyzing and understanding a subject. Teachers must present students of all ages and ability not only with opportunities to acquire knowledge and skills through traditional study and practice, but to hypothesize, to discover meanings on their own, to problem solve, to analyze and synthesize information, to create and produce unique and per-
sonal presentations, products or performances, and to persist when struggling.

Quality Learning Experiences

Student engagement and achievement are affected not only by what children learn, but how they learn it. When children experience school as a flat and shallow cycle of repetitive exercises and routines, their engagement declines. Teachers can help their students engage in school by varying their instructional methods. Studies of student achievement suggest that a rich mix of learning opportunities spurs children’s development. While traditional and time-tested teaching practices will always be part of a successful instructional program, use of different instructional techniques can engage students in learning and coax them to think in new ways. Techniques such as discovery learning, hands-on problem-solving, cooperative grouping, community-based learning, Socratic discussion, or the many other learning formats available, support a wider range of learning processes and styles. Successfully using and applying a wider range of learning formats takes practice and commitment, but can lead to exciting and rewarding experiences for both teachers and students.

A second reason that varied learning experiences can assist achievement is that they encourage a more active role for students. Students are more likely to engage in activities that they can shape and influence. Teachers can help their students engage by providing them opportunities to develop topics for study and exploration. Greater empowerment and responsibility for students encourages schools to build on students’ strengths rather than their weaknesses, a practice shown to accelerate students’ learning.

Developing and Using New Assessments

Teachers working with new instructional ideas and practices need good information about their efforts. To evaluate the success of their instructional programs and strategies, teachers will need assessments that provide useful measures of how well their students are learning. Along with standardized tests, teachers can use portfolios, exhibitions, and other performance-based assessments to determine what their students know and are able to do. A broader range of assessments can supply teachers with feedback directly relevant to the standards and goals they have set. The area of student assessment has undergone much development in recent years and schools should help themselves to the resources and guidance that exist.

Much of the discussion around new assessments have focused on the need to develop a broader understanding of students’ knowledge and skills. These assessment must be aligned with learning outcomes--those of the Chicago Public Schools, as well as locally developed and defined outcomes. A quality assessment program will include regular feedback to students and parents both about student progress and standing relative to targeted performance standards. A second component of assessment is equally important. New assessment practices should be used to develop the analytic capacity of school staff and school leaders. Schools must learn to take the information embedded in assessments to evaluate and refine the instructional and organizational strategies they are using. An enhanced instructional and student assessment capability should be a school improvement objective.

The Importance of a Coherent and Sustained Focus

Improving the instructional core of a school takes hard work, persistence and a great deal of focus. To succeed, administrators, teachers and parents must develop a shared view of meaningful learning and the instruction needed to produce it. Unless teaching and learning are guided by common goals a school may find itself with many special and exciting initiatives, but no co-
hensive program for learning. Schools may add new programs to existing ones only to end up with a thin and disjointed collection of experiences that fail to nurture key competencies. Schools must constantly link developments to their common goals and values, and to the daily practice of teachers and students. Doing so allows members of the school community to share in all achievements and provides improvements efforts with the sustained support needed for success.

**Connecting with Key Instructional Resources**

The instructional practices and learning opportunities suggested above places intense demands on teachers. Teachers must not be left to flounder and struggle on their own. They must be supported by their school communities to use a growing network of resources, including local, state and national teachers groups, school reform networks, subject-specific guides on curriculum and best practices, and materials developed by a range of groups concerned with children and learning. Different types of schools will need to connect with different types of resources. Elementary schools need resources for developing a school program rich in reading and language arts activities and preventing early school failure. Teachers who work with middle year students may want to link up with education initiatives focused on serving young adolescents. In the high schools, it is important that teachers become familiar with a growing body of subject discipline-based work, such as the learning standards of the National Council of Teachers of Mathematics. (The work of these professional organizations is important for teachers at all levels.) All teachers should be encouraged to forge local networks organized around the Chicago Learning Outcomes Standards. Connections with school improvement resources are important because they can reduce unnecessary trial and error, guide and support schools through periods of adversity and frustration, and provide the long-term support that instructional improvement demands.

**BEST PRACTICES FOR DEVELOPING A QUALITY INSTRUCTIONAL PROGRAM**

Below are statements of best practices of a quality instructional program. These statements represent some of the ideas that are most frequently discussed by researchers and practitioners. Each statement is followed by a series of probes that can be used to appraise your school's strengths and weaknesses in relation to the practices. You might follow these steps in considering each of these best practices:

- Determine whether you believe that the best practice is appropriate for your school. If it is not, what alternative practices do you think are important and that you should strive for?

- What evidence do you have that can help you evaluate your school in terms of this best practice?

- How close is your school to the ideal as stated in the best practice or in your alternative vision?

**Best Practice 1. Aligned with Learning Outcomes.**

The school has articulated key instructional values and priorities aligned with the Chicago Learning Outcome Standards.

Probes and sources of evidence: The school community states its learning priorities clearly. Teachers coordinate curriculum and instruction to sustain a cohesive instructional program. New programs and initiatives serve stated priorities. The school is careful not to overextend itself and lose focus.

**Best Practice 2. Engaging Activities.**

Steps have been taken to emphasize instructional activities that engage students' intellect and to help them develop factual and conceptual understandings of key disciplines.
Probes and sources of evidence: Teachers develop learning activities with student engagement in mind. Teachers enhance the content of their instructional programs to nurture key skills and intellectual development. Efforts are made to connect instructional programs across grades and classrooms. Teachers work to connect learning activities to real world interests and experiences of their students.

**Best Practice 3. Facilitative Teaching, Active Learning.**

Teachers develop and use a wider range of learning opportunities that stress coaching and facilitation on the part of teachers and active discovery and learning on the part of students.

Probes and sources of evidence: Teachers have received training and assistance in new learning methods. Teachers help one another use new methods. Teachers provide more opportunities for students to be active learners. Teachers assist students to play a greater role in developing classroom activities.

**Best Practice 4. New Assessments.**

New assessments are being used regularly to measure what students know and are able to do and to evaluate the school’s instructional strategies.

Probes and sources of evidence: The school is using a range of assessment practices. Teachers have received training in new assessment methods. Teachers and school leaders make better use of new and existing information. The school uses information provided by assessments to evaluate and reform its program and its strategies.

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**Best Practice 5. Connected to Instructional Networks.**

The school forges connections to key instructional resources and networks.

Probes and sources of evidence: The school community educates itself on the networks and resources available. Successful school improvement initiatives are investigated and considered. Key documents and materials on best practices in curriculum and instruction are sought and utilized. Resource and network connections are coordinated to support stated priorities and goals.
This guide is intended to assist your school improvement planning by focusing on essential supports for student learning and best practices. You may not endorse all ideas presented here, but they should help you to sharpen and focus your own vision of school improvement.

Although you have separately analyzed your strengths and weaknesses with regard to the five essential supports, as you move toward planning new school improvement initiatives it is important to recognize that the five essential supports are interconnected. Improving school operations requires supporting school leadership, strengthening parent and community partnerships, and creating a student-centered learning climate. Developments here are essential for creating the kind of work environment that encourages the efforts of both teachers and students. With more healthy base conditions, the school is in a better position to move on to dealing directly with improving teaching and learning.

With that greater focus on teaching and learning, professional development and collaboration and a quality instructional program become key. The essential supports are available for moving in this direction to develop collective responsibility for student learning and a high quality instructional program for all students. These are immediate avenues to improved student learning and should be reflected in your school improvement plan.

At this point, the focus on the interconnectedness among the supports for priorities identified in your self-analysis is the chief concern. Good school improvement initiatives can often simultaneously address multiple school concerns. Keys to effective school development and improvement are a modest number of "core initiatives," each of which is adequately supported with strong leadership commitment, extensive local backing, and perhaps most important of all, careful follow-through. The biggest danger to avoid is to develop a large number of seemingly important, but disconnected initiatives that are not easily integrated into a coherent plan. Schools can too easily become "Christmas tree" schools with a number of unfocused and uncoordinated programs. The growing wisdom from successful school development is that "less is more." The overriding question to ask yourself is, "How will this all come together to advance student learning?"
INTERCONNECTIONS AMONG THE FIVE ESSENTIAL SUPPORTS FOR STUDENT OUTCOMES

STRENGTHENING SCHOOL OPERATIONS
- School Leadership
- Parent and Community Partnerships
- Student-Centered Learning Environment

ADVANCING TEACHING AND LEARNING
- Quality Instructional Programs
- Professional Development and Collaboration

KEY INSTRUMENTS TO ATTAIN:

STUDENT OUTCOMES
Below is a brief list of articles and books on the five essential supports for improved student learning. If you need assistance in locating any of these sources, please call Dorothy Aguirre at 535-4225.

SCHOOL LEADERSHIP

**Journal articles:**


**Books:**


PARENT AND COMMUNITY PARTNERSHIPS

**Journal articles:**


STUDENT-CENTERED LEARNING CLIMATE

**Journal articles:**


Books:


PROFESSIONAL DEVELOPMENT AND COLLABORATION

Journal articles:


Books:


QUALITY INSTRUCTIONAL PROGRAM

Journal articles:


Books:


