

JAY WESTOVER

Districts on the MOVE

Leading a
Coherent System
of Continuous
Improvement

Foreword by
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CORWIN

Developing Cultures, Building Capacity and Creating Coherent Systems

The how-to resource for district and school leaders to create a roadmap for navigating a coherent path of continuous improvement. The Benchmarks of Capacity serve as guideposts to:

- **Create** clarity of district goals and school priorities for student learning
- **Cultivate** a culture of shared leadership and systemic collaboration
- **Develop** collective expertise with a coherent instructional framework
- **Engage** in cycles of evidence-based inquiry for continuous improvement

Districts on the Move demonstrate the ability to lead systemic improvement that builds capacity at the classroom, school and district levels.



Navigating a Path to the Next Normal in Education

The Horizons

1



RESOLVE

Address immediate challenges and attend to organizational culture by working shoulder to shoulder as a co-leader and co-learner to build a strong foundation moving forward.

2



RESILIENCE

Stay focused on key priorities, attend to urgent demands, and maintain a pulse on the culture and capacity of schools for informed decision making.

3



RETURN

Reduce variability in student learning by supporting schools to create action plans with clearly delineated strategies for engaging all students in high quality teaching and learning.

4



REIMAGINATION

Provide schools defined autonomy to explore new and innovative learning experiences that reshapes teaching and learning for the betterment of all students.

5



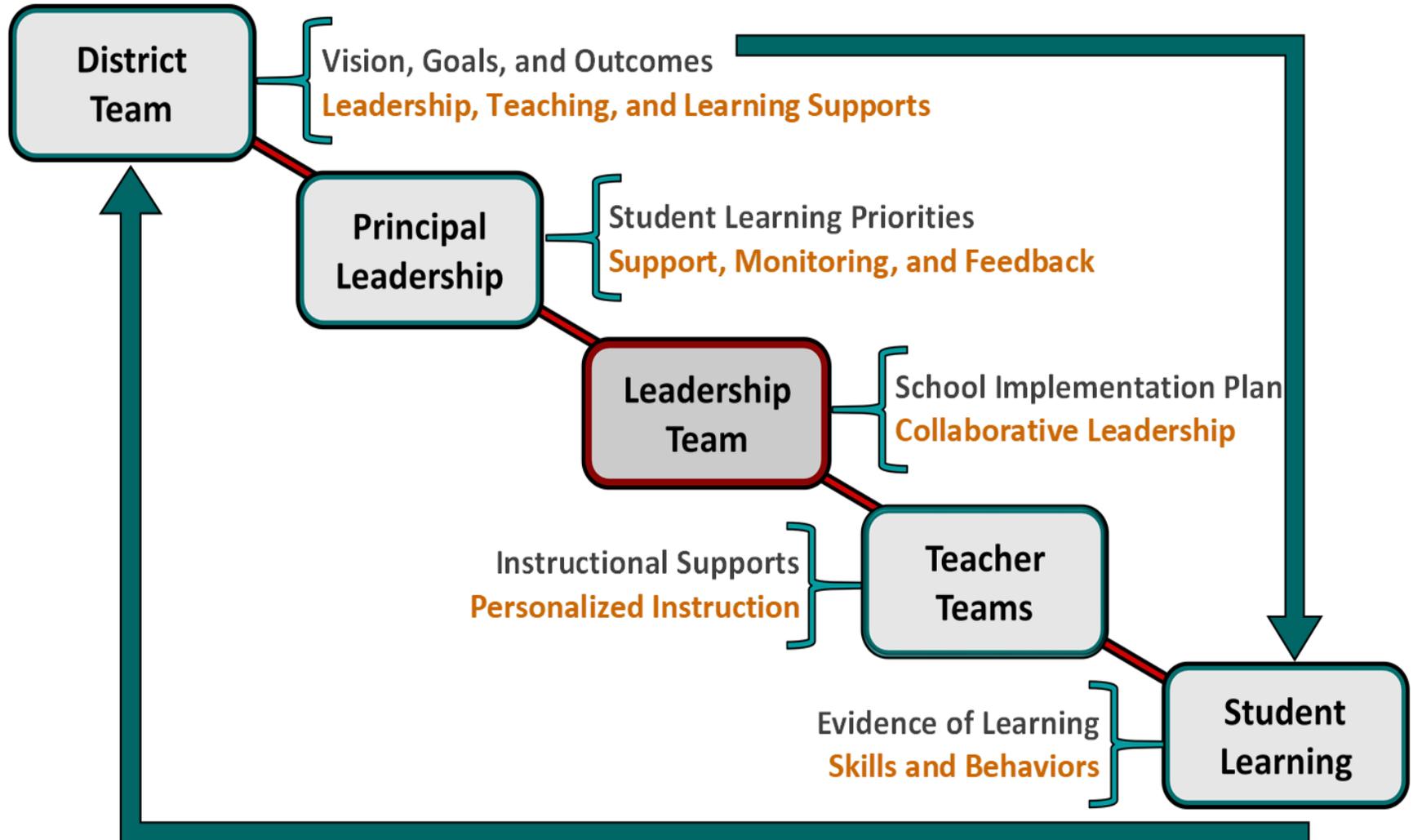
RECULTURING

Develop culture, build capacity and create coherence in a way that positively embraces innovations which reduce student inequities and realize deeper learning experiences.

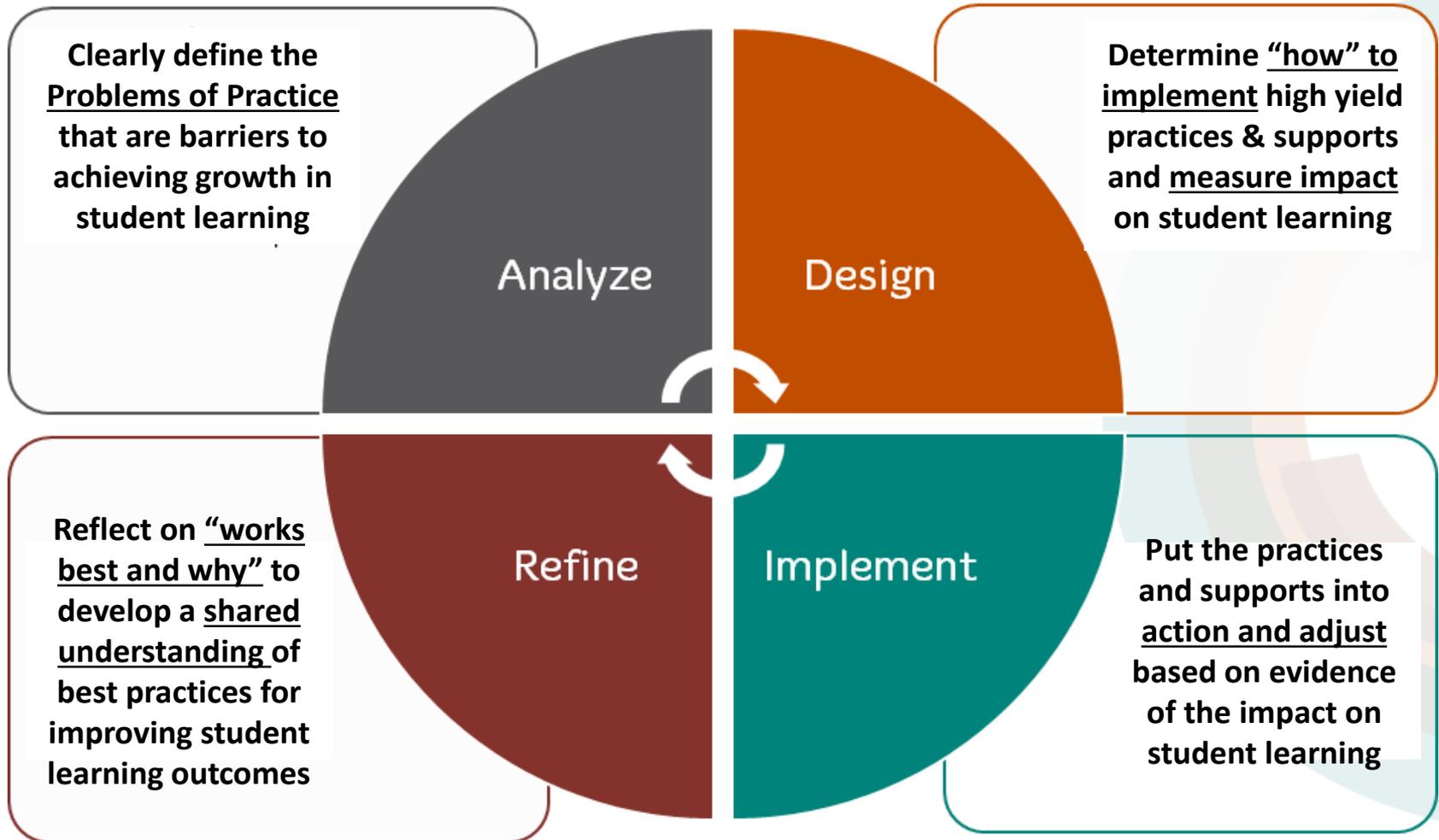
Four Key Drivers of School Improvement

<p>Clarity of Focus</p> <p>Focusing improvement efforts by developing shared depth and understanding of the most critical work at hand</p>	<p>Shared Leadership</p> <p>Serving as lead learners that develop capacity of teams to collectively improve practices and student learning results</p>
<p>Continuous Improvement</p> <p>Ensuring collaborative inquiry cycles at every level result in improvement of practices and growth in student learning</p>	<p>Collective Expertise</p> <p>Supporting all students to demonstrate success with completing rigorous and complex learning tasks</p>

Develop Shared Leadership for the Work at Hand



Engage in Collaborative Inquiry Cycles to Improve Practices and Achieve Growth in Student Learning



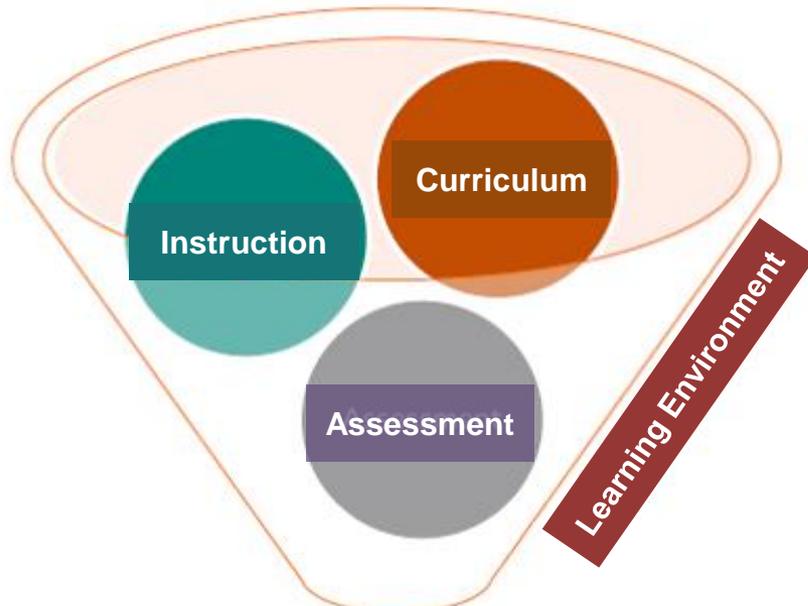
Design an Actionable Plan that Guides Improvement

School Focus: Should be aligned with district vision, goals, and analysis of student performance

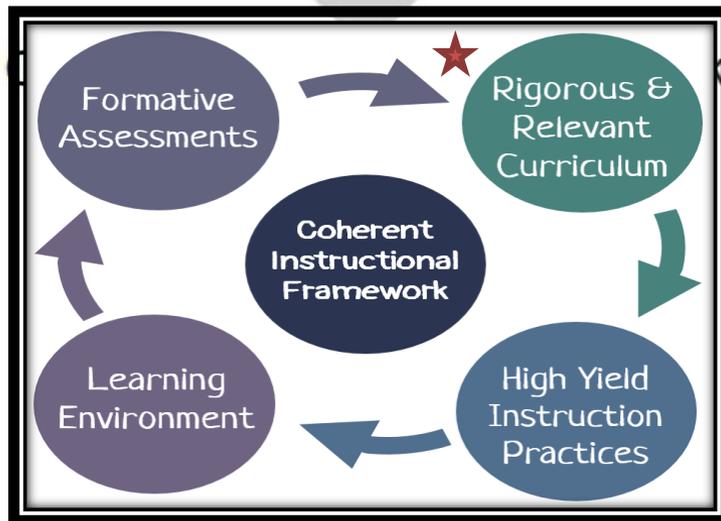
Outcomes: Should be the measurable outcome of student performance most critical for success

Student Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeframes
 <p>What skills and behaviors do we want to see students demonstrating?</p>	 <p>What instructional practices will best support development of students' skills?</p>	 <p>How will staff be supported as part of collaboration, staff meetings, centralized PD, and expertise of teacher leaders?</p>	 <p>What evidence of learning will inform our progress and improve our collective actions?</p>	 <p>What timelines should guide our collective work?</p>

Develop Collective Expertise to Deepen Learning



The challenge faced by educators is the daunting dilemma of integrating the myriad of resources intended to support the learning needs of students in their care.



“Robust collaborative inquiry processes develop collective expertise to deepen student learning with a coherent instructional framework.”

Focus on Visible Evidence of Student Learning

Gradually releasing students to successfully attain and consistently demonstrate key cognitive skills requires careful attention to rigor and complexity and must include **higher order thinking skills** such as use of analysis, evaluation, logic, reasoning, problem-solving, justifying, and transfer of learning to new contexts via planning and creativity.



Close and Analytic Reading of Various Media Types

Students read/observe with a clear purpose and prompt that requires:

- Annotation, source-dependent questions, multiple readings, note-taking, and use of analysis
- Multiple sources to gain knowledge and transfer to evidenced-based conversations and writing tasks

Communicate Using Precise Academic Language

Students speak and write precisely using academic language that requires:

- Effective use of general academic and domain-specific vocabulary
- Productive discourse connected to prompts, starters, frames, and scaffolds appropriate to the domain of study
- Meaning of academic terms and syntax solidified through conversation and applied in writing

Structured Collaborative Conversations

Students effectively work in pairs or groups on clearly defined tasks that require:

- Accountability for roles, responsibilities, and completion of task/processes
- Structured academic discourse to analyze, evaluate, and use evidence-based reasoning for problem-solving
- Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others

Evidenced-based Arguments

Students develop claims, conjectures, and hypotheses that require:

- Analyzing information and applying reasoning to justify with evidence
- Constructing, applying, and justifying mathematical/scientific models

Evidenced-based Writing

Students clearly communicate through a range of writing tasks that require:

- Short constructed responses and process writing (pre-write, draft, revise, edit, and publish)
- Responding to a variety of purposes and audiences; justifying opinions and arguments with reasoning and evidence
- Use of writing across content areas to show understanding of concepts and transfer of learning

Key Questions for Consideration

1. What are the school-wide priorities and desired growth for student learning?
2. Which student success indicators will best inform the design of student tasks and learning progressions?
3. Which high-yield pedagogical practices will have the greatest impact on improving learning for all students?
4. How will evidence of learning inform both timely student feedback and adjustments of student learning supports?
5. What structures, processes and supports are needed to develop collective expertise through agile co-learning and productive collaboration?
6. What timeframes should guide our collective efforts with engaging students in short cycles of instruction and improving upon teaching and learning practices?