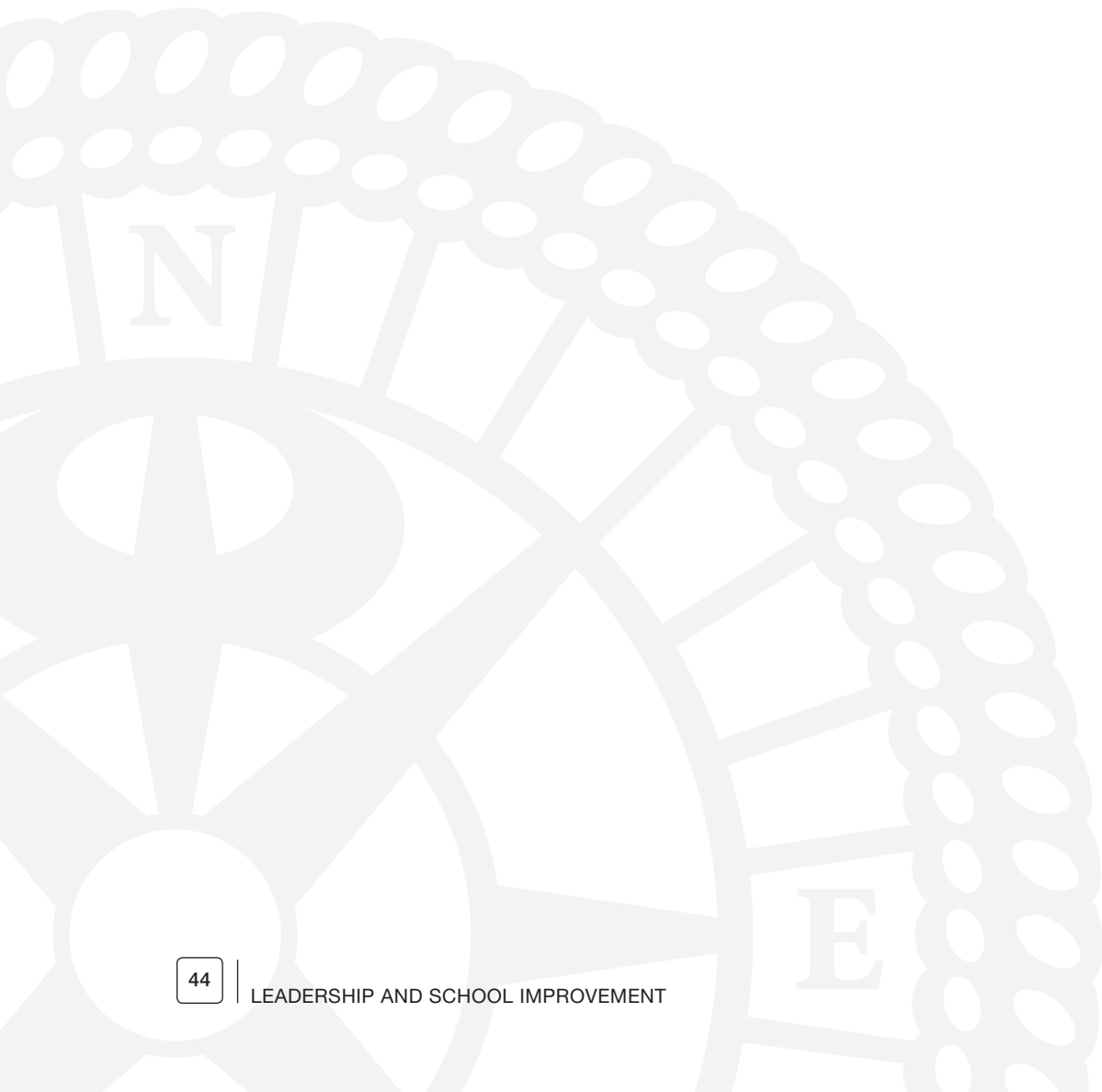


IV.1 Leadership and School Improvement: **Providing Leadership in Curriculum, Instruction, and School Culture**

Overview

Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing Expeditionary Learning, allocate resources for professional development, and partner with Expeditionary Learning staff.



BENCHMARK 1:

PROVIDING LEADERSHIP IN CURRICULUM, INSTRUCTION, AND SCHOOL CULTURE

A. Leading Professional Learning

1. The principal models on-going professional development by participating in Expeditionary Learning's on-site institutes, workshops, and planning sessions, and by participating in off-site conferences, institutes, summits, regional programming, and Outward Bound courses.
2. School leaders continue to develop their own knowledge and skills in effective leadership strategies, literacy and other instructional practices, subject area content, and school culture.
3. School leaders motivate teachers to develop their content knowledge and instructional repertoire, and provide the resources needed.
4. The principal models effective instructional practices in staff meetings, professional development sessions, and team meetings.
5. Inquiry-based staff development approaches such as study groups, peer coaching, and structured observations help teachers focus on practice and its relationship to student learning.
6. School leaders reinforce and institutionalize the implementation of Expeditionary Learning practices through their regular observation, coaching, and evaluation processes.

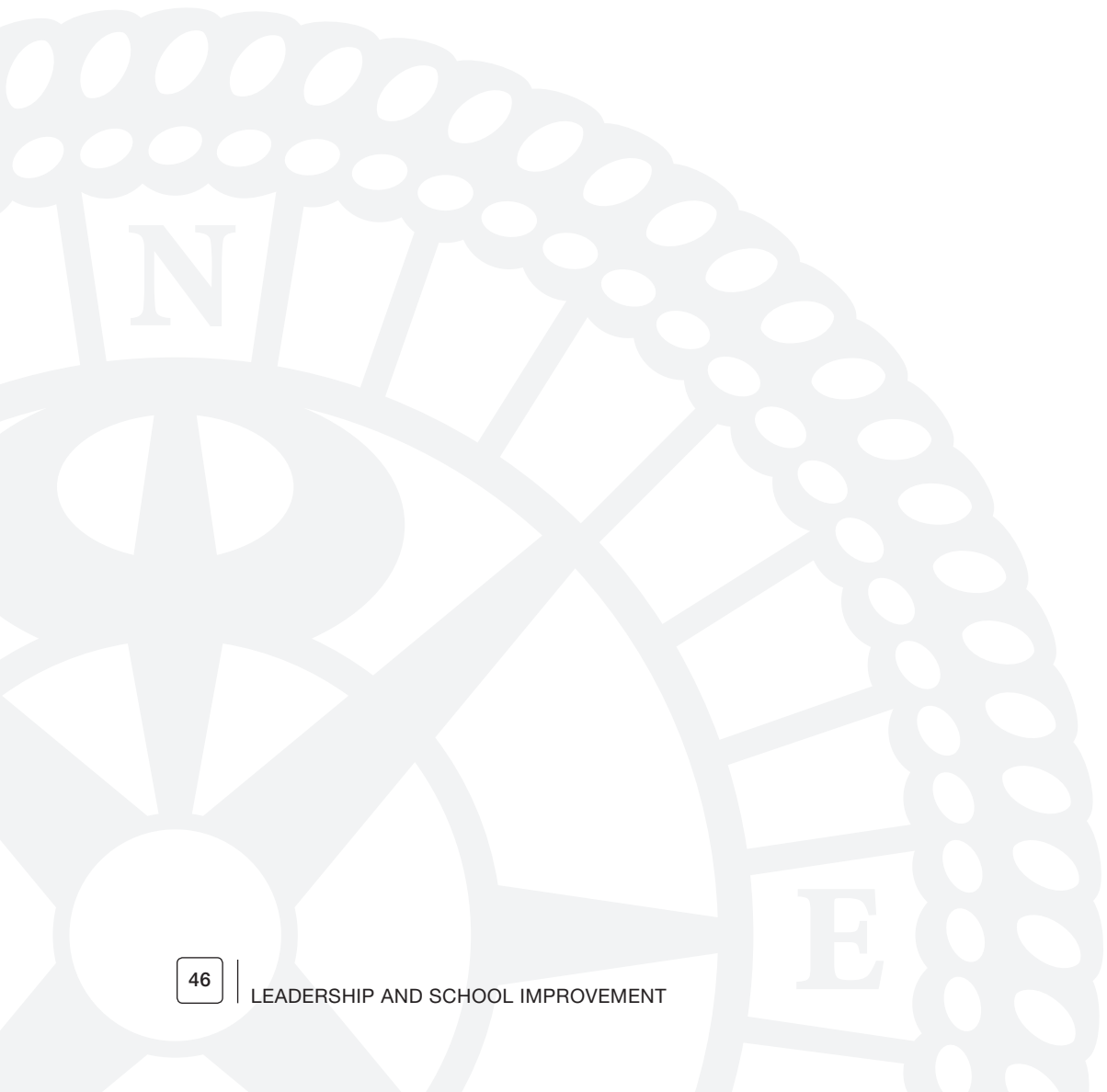
B. Working with Expeditionary Learning

1. School leaders assume responsibility for implementing Expeditionary Learning, coordinating professional development, and co-facilitating on-site work.
2. The principal regularly works with the school designer to plan professional development, assess implementation progress, and design the next steps.
3. School leaders participate in the annual implementation review and use Expeditionary Learning's implementation report to guide school planning.
4. School leaders make sure that teachers have time to work with Expeditionary Learning staff.
5. The principal works with the leadership team to analyze budgets and maximize resource allocation for professional development.
6. The principal takes full advantage of the contract by ensuring a high level of staff participation in on-site and off-site professional development.
7. Teachers who create exemplary expeditions and use effective Expeditionary Learning practices are encouraged to present their work at the Expeditionary Learning National Conference and to write articles for Expeditionary Learning's newsletter, *Fieldwork*.

Leadership and School Improvement: Sharing Leadership and Building Partnerships

Overview

The principal leads and encourages teachers, school staff, and families to assume leadership roles. The school has a clearly articulated governance structure and a clear process for making, communicating, and implementing decisions. School leaders build and sustain partnerships with community organizations and cultural institutions.



BENCHMARK 2:

SHARING LEADERSHIP AND BUILDING PARTNERSHIPS

A. Shared Leadership

1. The principal creates a leadership team that represents grade levels, subject areas, and families.
2. The leadership team has agreed upon structures, formal roles, and a clear decision-making process.
3. The leadership team stewards the implementation of Expeditionary Learning and the direction of school improvement.
4. School leaders create opportunities for teachers to take leadership roles in their areas of expertise.

B. Decision Making

1. The school's decision-making model articulates the kinds of decisions to be made and who is responsible for making what kind of decision.
2. The school has effective mechanisms for communicating and implementing decisions.
3. The staff acts professionally and does not undermine decisions.

C. Partnerships

1. School leaders and teachers build and sustain relationships with community organizations and cultural institutions.
2. The principal develops a broad constituency within the community to advocate for the school and its program.
3. The school promotes progress and good work, and maintains positive relationships with the community.

IV.3 Leadership and School Improvement: **Using Multiple Sources of Data to Improve Student Achievement**

Overview

Teachers and school leaders in Expeditionary Learning schools collect data to understand student achievement, assess teaching practices, and make informed decisions about instruction. They analyze and disaggregate test data to determine patterns of performance and collect and use multiple sources of data beyond test scores (e.g., data on school-level assessments, student engagement, family participation, and teaching practices). Expeditionary Learning school leaders use data to tell their schools' stories, and to leverage change and resources.

BENCHMARK 3:

USING MULTIPLE SOURCES OF DATA TO IMPROVE STUDENT ACHIEVEMENT

A. Analyzing Student Work and Data on Student Achievement

1. Principals lead their faculties in examining student achievement data from school-based, district, and/or state-mandated assessments.
2. Teachers examine data with colleagues to understand their class profiles and analyze the achievement of individual students.
3. Teachers analyze test items to understand the nature of the assessment and their students' performance in particular areas.
4. In addition to required tests, school leaders systematically collect other kinds of student assessment data (e.g., performance assessment, reading inventories, etc.) that inform decisions about teaching and learning.
5. Teachers analyze examples of student work to identify problems and strengths.

B. Using Data to Ensure Equity

1. School leaders and teachers disaggregate and examine test scores and other data for subpopulations and study achievement patterns by socioeconomic status, gender, and ethnicity.
2. Teachers know the achievement patterns of subgroups of students in their classrooms and of sub-populations in the school as a whole.
3. School leaders and teachers use data to monitor and address achievement gaps.

C. Collecting Other Data

1. School leaders and teachers collect and analyze data on student, family, and faculty participation and engagement (e.g., attendance, family participation, student discipline, graduation and promotion rates and transfers, professional development, etc.).
2. School leaders and teachers use the data from Expeditionary Learning's annual implementation review to assess teaching practice and focus on improving instruction.

D. Using Data to Tell the Story of The School

1. School leaders go beyond mandated reporting or district report cards to collect such data as student and family participation, graduation rates, and college enrollment to tell their school's story.
2. The school maintains a schoolwide portfolio for documenting the school's story.

Leadership and School Improvement: Linking Expeditionary Learning and School Improvement

Overview

Expeditionary Learning school leaders apply Expeditionary Learning's core practices as the central means for improving instruction, student achievement, and school culture. During the annual improvement planning process, the staff examines achievement data, student work, and teaching practices to reflect on and analyze progress. The process of reflection and analysis leads to a focused and manageable set of school improvement goals and action steps. Expeditionary Learning professional development is the primary means of realizing these goals.

BENCHMARK 4:

LINKING EXPEDITIONARY LEARNING AND SCHOOL IMPROVEMENT

A. Assessing Progress

1. School leaders use feedback from Expeditionary Learning's annual implementation review along with other sources of data to assess instruction and target improvements.
2. School leaders organize achievement data and other evidence so that they can be analyzed collaboratively.
3. Structured time is set aside and used for school improvement planning.
4. The school's leadership team solicits input on the school improvement plan from staff, families, and other partners including Expeditionary Learning staff.

B. Planning for Improvement

1. The annual school improvement plan and the Expeditionary Learning implementation review are planned and conducted as one process.
2. The improvement plan and the Expeditionary Learning review result in a limited number of important and realistic goals focused on improving student achievement, instructional practice, and school culture.
3. School leaders partner with Expeditionary Learning to provide organized, strategic professional development designed to meet the school improvement goals.
4. School improvement goals are regularly monitored and modified. Data collection is ongoing.