

## Standard 2: Student Learning

Effective school boards provide leadership for quality instruction and high, equitable student learning.

Competencies	Indicators/Examples of Best Practice
<p><b>Clear Expectations</b>– Sets and communicates high expectations for student learning with clear goals and a focus on strengthening instruction.</p>	<ol style="list-style-type: none"> <li>1. Speaks with one voice about the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances and resources.</li> <li>2. Communicates high expectations to reinforce the district vision, mission, and goals (e.g. opening statements and comments to presenters and guests during board meetings, district website, conversations with the community, etc.)</li> <li>3. Discusses and identifies with staff leadership the desired amount of “stretch” for student learning goals and targets.</li> <li>4. Establishes or approves priority goals and targets with “stretch” for improving instruction and student learning.</li> <li>5. Sets expectations for the staff to describe the alignment between the evidence-based staff initiatives and the priority student learning goal(s).</li> </ol>

<p><b>Conditions for Success</b>– Supports conditions for success through board actions and decisions.</p>	<ol style="list-style-type: none"> <li>6. Learns and can describe the alignment between key district initiatives/staff actions and the district’s priority student learning goals.</li> <li>7. Ensures improvement actions align with and support a culture to enable the district to reach its student learning goals.</li> <li>8. Learns from district leadership at the board table about key supports needed to implement improvement initiatives/actions to achieve priority goals.</li> <li>9. Commits to provide the key supports to implement improvement initiatives/actions (e.g. time for professional development, resources, etc.); maintains focus and stays the course during challenges.</li> <li>10. Ensures the budget includes funding to support the district’s priority student learning goals and initiatives.</li> <li>11. Ensures powerful instruction, rigorous standards, and assessment are driving district improvement efforts.</li> </ol>
<p><b>Accountability</b>– Holds the system accountable to reach student learning goals.</p>	<ol style="list-style-type: none"> <li>12. Receives and discusses regular progress updates to ensure that a significant amount of the staff’s collective time and effort are spent on the district’s priority student learning goals (professional development on instructional improvement, strengthening assessment, etc.)</li> <li>13. Discusses summarized reports of both formative and summative student data throughout the year as a key way of monitoring progress toward the district’s student learning goals.</li> <li>14. Engages in regular discussions to support and hold the superintendent accountable for his/her leadership for making progress toward the district’s student learning goals.</li> <li>15. Engages in regular reflection and self-evaluation to hold itself accountable for maintaining a focus on student learning.</li> </ol>



<p><b>Collective Commitment</b>– Builds the collective commitment of community and staff to achieve the student learning goals.</p>	<p>16. Communicates with one voice to stakeholder groups about the district’s high expectations and goals for student learning to deepen commitment.</p> <p>17. Describes student learning goals and communicates a sense of urgency for improvement with community and staff at the board table and through conversations with individuals and groups away from the board table.</p> <p>18. Expects alignment among district, superintendent, and building goals.</p>
<p><b>Team Learning</b> – Learns together as a whole team to inform decision-making around the student learning goals.</p>	<p>19. Identifies whole-board team learning needs to enhance board knowledge and skills to provide leadership to achieve the district’s priority student learning goals and instructional improvement efforts.</p> <p>20. Dedicates whole-board learning time for work associated with the district’s student learning goals and instructional improvement efforts.</p> <p>21. Uses whole-board conversations to stay focused on and reinforce the board’s commitment to high expectations and the district’s priority goals.</p>

