

Standard 2: Student Learning

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

Competencies	Indicators/Examples of Best Practice
<p>Clear Expectations– Sets and communicates high expectations for student learning with clear goals and a focus on strengthening instruction.</p>	<ol style="list-style-type: none"> 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. 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.) 3. Discusses and identifies with staff leadership the desired amount of “stretch” for student learning goals and targets. 4. Establishes or approves priority goals and targets with “stretch” for improving instruction and student learning. 5. Sets expectations for the staff to describe the alignment between the evidence-based staff initiatives and the priority student learning goal(s).



<p>Conditions for Success– Supports conditions for success through board actions and decisions.</p>	<ol style="list-style-type: none"> 6. Learns and can describe the alignment between key district initiatives/staff actions and the district’s priority student learning goals. 7. Ensures improvement actions align with and support a culture to enable the district to reach its student learning goals. 8. Learns from district leadership at the board table about key supports needed to implement improvement initiatives/actions to achieve priority goals. 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. 10. Ensures the budget includes funding to support the district’s priority student learning goals and initiatives. 11. Ensures powerful instruction, rigorous standards, and assessment are driving district improvement efforts.
<p>Accountability– Holds the system accountable to reach student learning goals.</p>	<ol style="list-style-type: none"> 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.) 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. 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. 15. Engages in regular reflection and self-evaluation to hold itself accountable for maintaining a focus on student learning.

<p>Collective Commitment– 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>Team Learning – 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>

