

DIFFERENCES BEFORE AND AFTER THE CONTINUOUS SCHOOL IMPROVEMENT

BEFORE the Continuous School Improvement, We Saw, Heard, and Felt	AFTER the Continuous School Improvement, We See, Hear, and Feel
Schools starting new school improvement strategies every two years.	Schools truly implementing their visions for multiple years and assessing for improvement on a continuous basis.
Schools without a focus—just doing what they do every day and every year.	Schools using a framework for school improvement, focusing on a vision and students.
Schools wrestling with multiple plans.	Schools utilizing one comprehensive plan to implement the vision.
Schools buying stuff.	Schools buying only the things that they planned for that will help them implement the vision, and that will lead to improved student learning.
Schools doing the same things over and over and expecting different results.	Schools knowing if what they are doing is making a difference, and adjusting accordingly to get the results they want.
Schools wanting to get away from standardized testing.	Schools using consistent and ongoing measures at every grade level adding to summative assessments.
A feeling that lots of disparate things are going on in the school.	A feeling that something special and consistent is going on throughout the school.
Schools working hard and thinking they cannot take on one more thing.	Schools working smarter, not harder—dropping things that are not making a difference.
School staffs making decisions using hunches.	School staffs making decisions using data, with the vision as their target.
Schools reacting to many requirements.	Schools responding proactively to requests and requirements.
Principals doing most of the work of leading school improvement if and when they have time for it.	Teachers leading the implementation of the vision in all parts of the school, with regular meeting times.
Partners being sought for money and stuff.	Partners sought to support the implementation of the vision and student learning standards.
Professional development activities being politically driven.	Professional development focused on helping all staff members understand how to implement the vision in their roles.
Conversations in teachers' lounges about everything but the vision.	Conversations in the teachers' lounges about the vision, data, and improving student learning.
Teachers working independently in their classrooms.	Collaborative teams of teachers working together for all students.
Teachers working independently in their classrooms.	Teachers coaching and supporting each other in the implementation of the vision.
Teachers doing what they do, and getting the results they have always gotten.	Teachers assessing the impact of their actions on student learning and adjusting to get better results.
Teachers focused on their own classrooms and students.	Teachers feeling the ownership of every student's learning.
Teachers teaching what and how they want to teach.	Teachers teaching to a vision and student learning standards and building a continuum of learning that makes sense for students.
Teachers resisting data.	Teachers asking for more data.
Teachers reacting to assessments and to data analyses.	Teachers using data proactively to plan for results, and requesting more data to dig deeper.