

The Ball Foundation

Education Initiatives

Improving literacy achievement through whole-system change

Partnering with School Districts to Produce Sustainable Change for Learning

Grantmakers for Education Annual Conference

Wednesday, October 24, 2012

Learning Objectives:

- Recognize the value of long-term investments in school districts for building capacity of educators
- Share lessons about moving accountability for student achievement from a compliance to a commitment model
- Demonstrate methods of knowledge capture that feed program adaptation and evaluation
- Provide evidence that funders can engage school districts as powerful units of change

Table: Traditional and capacity building approaches to education reform

	Traditional Reform	Capacity Building
Where solutions reside	Outside the school or district	Inside the school or district
Goal for change effort	Replication of practices in expanding number of sites	Capacity to adapt, create, and respond to local needs
Role of educators and outside experts	Outside experts prescribe solutions	Educators investigate problems and determine solutions together
Expectations of educators	Buy-in, follow through and compliance	Shared ownership and follow through
Measures of scale	Efficacy of implementation of reform programs and policy directives	Changes in instruction, leadership, and organizational practices

Four elements of capacity building in the work of The Ball Foundation:

- Fostering effective collaboration
- Developing instructional leadership
- Translating professional learning into classroom practice; developing professional learning as a practice
- Using system-wide approaches to change


Rowland Unified School District: K-12 district in Los Angeles County, California, including Rowland Heights and parts of West Covina, La Puente, City of Industry, and Walnut

- Enrollment: 15,738
- Ethnicity: 64% Hispanic/Latino, 20% Asian, 8% Filipino, 4% White, 2% African-American
- Limited English proficient students: 42%
- Socioeconomically disadvantaged students: 61%
- Special education students: 9%
- Schools: 11 elementary (K-6), 3 K-8, 2 Intermediate (7-8), 3 High schools (9-12)

Data: California Department of Education, 2011-2012 school year

Developing Instructional Leadership

DEVELOPING INSTRUCTIONAL LEADERSHIP

BIG  In a culture where instructional leadership is valued there is a commitment to building collective and collaborative learning communities with shared purpose, shared accountability and shared decision making to create quality instruction and learning for all.




Fostering Effective Collaboration



Translating Professional Learning Into Classroom Practice

TRANSLATING PROFESSIONAL LEARNING INTO PRACTICE

BIG  The professional practice we're trying to establish within our system is a pattern of continual learning, which involves continual practice and inquiry.



Using System-wide Approaches to Change

SYSTEM-WIDE APPROACHES to CHANGE require building coherence through intentional focus on student learning and ongoing inquiry at all levels of the organization and community.

