

CONNECTICUT LIGHTHOUSE

Condition #1 Connections across the system

- 11. Describe how decisions are made in your school district. (C-1)
- 12. Information is shared openly between all areas of the district (the board, central office, school, and classroom level). (C-1)
- 20. The board of education considers information from many sources when making decisions.(C-1)
- 29. Everyone has an opportunity (regardless of whether they represent the board, administration, teachers, or support staff) to become involved in decision making. (C-1)
- 36. Continuous instructional improvement is the focus of all groups in this school district. (C-1)

Condition #2 Knowing what it takes to change achievement

- 5. Our district has a small number of clear and focused goals for improving student achievement. (C-2)
- 13. Our improvement goals are based on data and information about student learning. (C-2)
- 19. Describe how teaching and learning get better in your school district. (C-2)
- 21. Resources (people, time, money) in the district are aligned to the improvement goals. (C-2)
- 28. What are the top 1 or 2 improvement goals for this district? (C-2)
- 37. Improving student achievement is approached collaboratively as a team. (C-2)

Condition #3 Workplace support

- 6. Staff members are confident in their ability to make significant improvement in student learning. (C-3)
- 14. Teachers and administrators are currently organized into small groups/teams that exist to improve student learning. (C-3)



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22. Time is designated regularly in the work calendar (day/week/month) for small groups/teams to meet and work together to improve instruction and student learning. (C-3)
30. Teams in this district are interdependent with other groups all working to improve student learning. (C-3)
35. Of all the leadership groups that exist in your district, name the one or two that have the biggest influence on improving student learning. (C-3)
45. Teachers, administrators and the board in this district see working collaboratively as an important part of improving student achievement. (C-3)

Condition #4 Professional development

15. Professional development activities are aligned with the improvement goals and student learning needs. (C-4)
23. Staff members participate in professional development as a part of a team. (C-4)
31. Professional development activities are focused on learning a limited number of new instructional practices through ongoing training over time with a system to support implementation. (C-4)
39. Student achievement improves as a result of professional development in this school district. (C-4)
43. Describe the impact of your professional development experiences over the past year on improving instruction. (C-4)
46. Professional development as conducted in this district is a good use of the district's resources.(C-4)
54. Professional development in this district focuses on student needs, over adult needs and preferences. (C-4)
59. Professional development is a priority in this district and is supported with adequate time and resources. (C-4)



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Condition #5 Data & information to support school sites

- 4. School building leaders have some autonomy in making decisions based on student data. (C-5)
- 8. In this district there is a clear districtwide direction and focus for improving student learning. (C-5)
- 16. In this district there is a balance between districtwide direction and building level autonomy for improving student learning. (C-5)
- 24. There is strong agreement that decisions in our district must be based on data. (C-5)
- 62. Describe how district leaders and building leaders work together. (C-5)

Condition #6 Community connection

- 9. The school district aggressively seeks community involvement. (C-6)
- 25. Community members are well informed about student achievement. (C-6)
- 38. Community members take responsibility for helping to ensure the school district meets its improvement goals. (C-6)
- 47. This school district communicates openly about needed improvements as well as strengths. (C-6)
- 53. Describe how community members are involved in school improvement. (C-6)
- 60. Community members believe that high standards of achievement are reasonable expectations for all students. (C-6)

Condition #7 Distributed leadership

- 18. The leadership in this district keeps the focus on the priority student learning goals in order to succeed. (C-7)
- 26. Leaders in this district help others solve problems and create solutions. (C-7)



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40. Leaders in this district create a sense of urgency for improvement. (C-7)

50. There is shared leadership in this school district. (C-7)

56. The board team can describe the level of student achievement in the district. (C-7)

61. Describe the role of leaders within the district. (C-7)

Beliefs

7. It is imperative that schools change dramatically in order to accelerate the learning of all students. (Beliefs) It is imperative that schools change dramatically in order to accelerate the learning of all students. (Beliefs)

10. Collaboration among adults within the school district is necessary for substantial improvement of student learning. (Beliefs)

17. Student achievement barriers, such as poverty and lack of family support, can be overcome by quality teaching. (Beliefs)

27. Schools should allocate resources to ensure children's earliest school experiences are successful. (Beliefs)

32. The community must be a partner with the school district in order for the school to improve student learning. (Beliefs)

33. Local school boards can impact their school system in ways that improve student achievement. (Beliefs)

34. If school districts want to change outcomes for students, they must improve educators' knowledge and skills. (Beliefs)

41. Frequent monitoring of student learning is critical to improving teaching and learning. (Beliefs)

42. High quality professional development must be a major priority for local school districts. (Beliefs)

44. What is your best guess about the percent of students in your district that are currently achieving at or above state standard or grade level? (Enter number without % symbol or text, e.g. 95) (Beliefs)



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48. What is your best guess about the percentage of the students in your school district can be expected to achieve at or above state standard or grade level? (Enter number without % symbol or text, e.g. 95) (Beliefs)

49. What are your reasons for thinking that percentage of students (your answer to previous question) can be expected to achieve at or above the state standard or grade level? Check any that apply. (Beliefs)

51. School districts must focus major attention on improving professional practices in the classroom. (Beliefs)

52. Virtually all children can learn at high levels. (Beliefs)

55. How well students learn in school depends on what the adults in the school do. (Beliefs)

57. The current level of student achievement in the district is lower than we can expect. (Beliefs)

58. In order for student learning to improve, schools must be organized and structured differently. (Beliefs)

63. In your district, what would it take for all students to achieve at a high level? Check any that apply. (Beliefs)

64. What has the biggest impact on student learning? (Beliefs)

