Guiding Questions for Local School Boards:

Set clear and high expectations:
1. How are your local board conversations aligning with the state strategic priorities for accountability?
2. How will local board members be involved in setting Comprehensive District Improvement Plan (CDIP) goals for teacher and leader effectiveness based on the Unbridled Learning accountability model and Race to the Top (RTTT) metrics?
3. What are our expectations across the district for the new effectiveness system (i.e. roles of superintendent, administrators, teachers)?
4. How will local board members ensure expectations are high and are communicated clearly to every educator in the district as a model for growth and development?

Create the conditions for success:
1. What reallocation of resources will be needed to support the successful implementation of the Professional Growth and Effectiveness System?
2. What can the board do to support teachers and leaders long term as they build capacity within the district?
3. Does your system have the appropriate infrastructure in place to train, implement, and monitor the new system?
4. When or should local board policies be reviewed in order to ensure alignment of policies and support for the new system implementation?

Hold the system accountable:
1. What data will board members review at local board meetings and how often will data be shared from the superintendent and administrative leaders?
2. What can the board do to support the work of the superintendent, principals, SBDM councils and teachers to ensure that every school has highly effective teachers and principals?
3. How will the data be reported to board members to ensure the system is held accountable for use of the data to inform personnel decisions (i.e. retention, recruitment)?
4. How will local board members ensure personnel and leadership have received the appropriate training and support?

Create the public will to succeed:
1. What is our responsibility to positively communicate the new system and its impact to the public and its relationship to improved student learning outcomes?
2. Are there appropriate feedback loops established for stakeholder participation across the system, especially teachers to ensure their voices are heard (i.e. student-teacher-school-district-community)?
3. How will district progress and data be shared with the community?

Learn as a board team:
1. How will we be adequately informed about the new system so that we can hold people accountable, and provide appropriate support and resources?
2. How will we keep current of revisions and progress of the new system until it becomes part of accountability in 2014-15?
3. Once the system is implemented, how will the local board maintain a focus on continuous improvement for systems change?