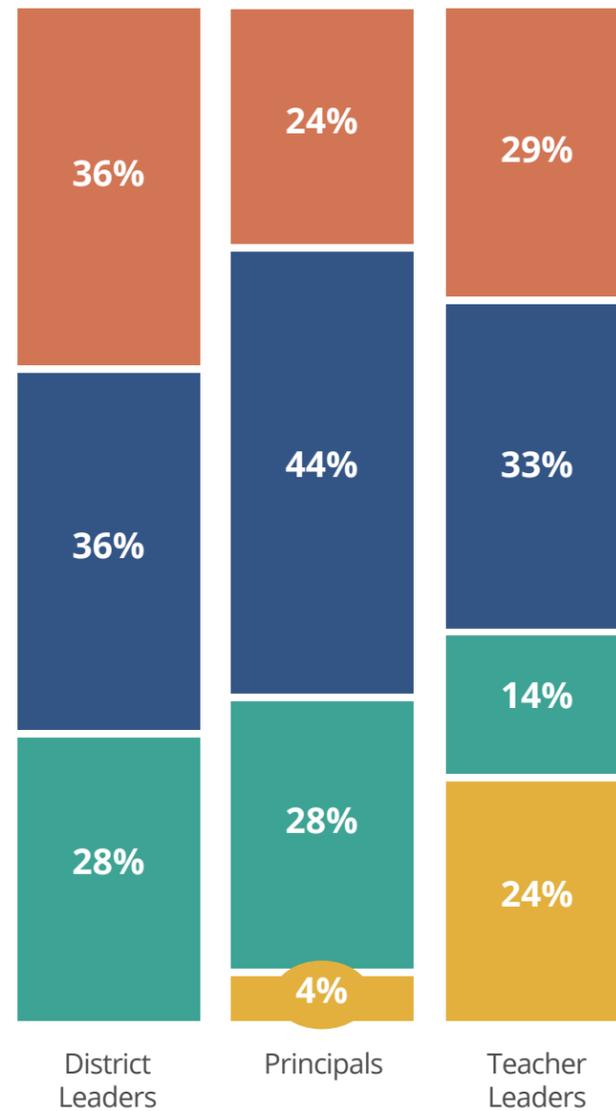


Principals, teacher leaders, and district leaders offered different perspectives on the level of support districts provide for standards implementation.

For more of *The Center's CA Insights* on LEADERS OF CHANGE IN SCHOOLS, visit us at TheCenter.WestEd.org/key/

Managing the change process in schools — moving from “business as usual” to site-wide buy-in of new standards — requires complex shifts in pedagogy and mindset. Leaders understand that schools cannot be expected to do it alone. But how do educators feel about the support they receive? The KEY STATE AND DISTRICT SUPPORTS domain explores how district leaders, principals, and teacher leaders perceive supports from all levels of the system.

WHAT LEVEL OF SUPPORT DOES THE DISTRICT PROVIDE PRINCIPALS TO EXECUTE THEIR (OR THEIR DISTRICT'S) VISION OF STANDARDS IMPLEMENTATION?



- 4. Comprehensive support: district support is aligned to the site vision and accountability plan
- 3. Strategic support: the district designs targeted support
- 2. Responsive support: upon request the district responds
- 1. Minimal support from the district

N=82 Source: 2017 District Interviews and Focus Groups

FOUR LEVELS OF SUPPORT: HOW INVOLVED IS THE DISTRICT?

- Principals and teacher leaders are less likely than district leaders to report that the district provides comprehensive support for standards implementation.
- Nearly a quarter of teacher leaders report that principals receive “minimal support.”



“The school district invited us to go in for a writer’s and reader’s workshop, but there was no training given. It took us a long time and then they said, ‘Here is a stack of books from Lucy Calkins. Go read it.’ It was not a training. It was like, ‘Here are the books. Go figure it out yourself.’ With the math, yes they do offer some support with the training but not everybody is required to go. Only if you want to go, and most people don’t want to go.”



– Teacher Leader on **Minimal Support**

“Principals will go back to their sites and work with their admin team and their leadership teams to execute professional development at the site level. The superintendent and myself have gone to staff meetings to watch this professional development unfold, or be implemented. Then we’ll walk through classrooms to see evidence of that professional development. We are not telling them what the professional development needs to look like or how it needs to rollout, but given these goals, what is your team going to do?”



– District Leader on **Comprehensive Support**

“I would say that they are more of a three [out of four], but I would rather have them be a two. I’d rather have them listen to me more, rather than having them just on their own what targeted support they want to give us.”



– Teacher Leader on **Strategic Support**

“I think we’re a two. I think we’re a squeaky wheels get the grease kind of module with principals. Our departments are very siloed. The central office in those departments hold on very tight to a lot of the centralized support, like teachers on special assignment.”



– Principal on **Responsive Support**