

## **Standards for the Work of a District Assistance and Intervention Team**

### **A. Governance**

1. The local educational agency's (LEA's) vision, mission, values, and priorities are focused on the achievement and needs of all students, especially English language learners and other special needs students.
2. The LEA plan provides a coherent, focused plan and a 'road map' to achievement for all student groups.
3. The LEA's policies, culture, and practices reflect a commitment to implementing systemic reform, innovative leadership, and high expectations to improve student achievement and learning.
4. The LEA plan builds on state requirements and initiatives, and on research-based practices, for improving student achievement and school leadership.
5. The LEA budget allocates aligned resources based on instructional priorities and student achievement needs.
6. The LEA has policies to fully implement the State Board of Education (SBE)-adopted Essential Program Components (EPCs) for Instructional Success. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.
7. The LEA applies student achievement data to establish and communicate instructional priorities and strategies for improved student learning and achievement.
8. The LEA holds teachers, site administrators, and district personnel accountable for student achievement.
9. The LEA policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members.
10. The local school board works within the scope of its role and responsibilities as a member of the district governance team.

### **B. Alignment of Curriculum, Instruction, and Assessments to State Standards**

1. The district optimizes all students' opportunities to access appropriate instruction, including underperforming students, students with disabilities, and English language learners.

2. The district has planned and implemented an academic program based upon California content standards, frameworks, and SBE-adopted/aligned materials, and articulated to curriculum, instruction, and assessments of the LEA plan.
3. The district provides and fully implements SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/language arts and mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science.
4. The district utilizes and interprets data to inform classroom instruction, school site decision-making, and district policies and practices.
5. The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with special instructional needs.
6. The district uses a variety of assessment systems to appropriately place students at grade level, and in intervention and other special support programs.
7. The LEA communicates systematically and clearly with all stakeholders, especially site administrators, teachers, students and parents, about student achievement, academic expectations, and accountability requirements.

### **C. Fiscal Operations**

1. The LEA has fiscal policies and a fiscal resource allocation plan that is aligned with measurable student achievement outcomes and instructional goals, including but not limited to, the EPCs.
2. The LEA and school plans align categorical expenditures with achievement and instructional goals.
3. The LEA plan details fiscal plans and expenditures as tied to achievement goals and priorities.

### **D. Parent and Community Involvement**

1. The LEA provides clear, timely, and two-way communications with parents, families, and community members about student achievement, academic and other expectations, accountability requirements, and support for their students' academic success.

2. The district has implemented family and parent involvement policies and programs at all schools.
3. The district's teachers and parents participate in decisions affecting school and categorical programs.
4. The district office and all schools provide multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and be a part of decision-making.

#### **E. Human Resources**

1. The district recruits, selects, and monitors principals with strong leadership skills, with a priority on placement of strong leaders at underperforming schools.
2. The LEA works with the teachers' association to recruit highly-qualified teachers, and to link evaluations to student success and to effective delivery of curriculum, instruction, and assessment.
3. The LEA provides support systems for teachers, especially for new teachers.
4. The district provides competitive salaries, wages, and benefits to classroom personnel.
5. The district has initiated incentives to recruit teachers from high achieving schools to teach in underperforming schools within the district.

#### **F. Data Systems and Achievement Monitoring**

1. The LEA provides and supports the use of information systems and technology, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement.
2. The district provides an accurate and timely school-level assessment and data system, as needed by teachers for the decision-making and monitoring of instruction.
3. The LEA provides and uses technology to assist with administrative functions that facilitate teachers in focusing on student learning.
4. District and school site staff analyze data from multiple sources, including Academic Performance Index, Adequate Yearly Performance, and student group data, to ensure that all applicable results can be used to improve student learning and achievement.

## **G. Professional Development**

1. The LEA plan includes budgeted coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge.
2. The LEA provides materials-based professional development, based on data and adoptions in use and focused on improving student achievement.
3. The LEA provides opportunities for professional development in reading/language arts, mathematics, and interventions, through Assembly Bill (AB) 430 (Nava/2005) *Principal Training Program*, AB 466 (Strom-Martin/2001) training for teachers, and other materials-based trainings as available.
4. The LEA provides opportunities for teachers to collaborate on the analysis and application of assessment data in improving curriculum, instruction, and student achievement.

## **Criteria for District Assistance and Intervention Team Providers**

### **A. Governance**

1. Advanced leadership skills in kindergarten through twelfth grade education, including:
  - Site administrative experience.
  - District-level experience.
  - Effective school management experience and leadership skills in “turning around” underperforming districts and schools.
  - Experience and skills applicable to coaching a superintendent, including how the superintendent fulfills his or her role as a member of the governance team and how the superintendent assists the local board in its appropriate role and responsibilities.
  - Experience and skills in supporting a local board in its role and responsibilities within the area of student learning and achievement, and in understanding the appropriate role of the governance team
2. Strong communications skills, including:
  - Experience communicating effectively with all stakeholders, particularly administrators, community leaders, parents, families, teachers, and students in underperforming districts.
3. Research knowledge and application skills, including:
  - Knowledge of sound research on strategies for improved student achievement, local district governance, and successful systemic reform and evaluation.
4. Substantial experience developing cohesive local educational agency (LEA) plans, which align student achievement priorities with budget allocations.
5. Extensive knowledge of state and federal education laws, including laws that relate to assessment and accountability.
6. Knowledge and experience working within diverse school districts and how this variability impacts governance, budgeting, collaborative relationships, and community relations.

## **B. Alignment of Curriculum, Instruction, and Assessments to State Standards**

1. Knowledge and experience with curriculum, instruction, and assessment, including:
  - Knowledge of State Board of Education (SBE)-adopted and aligned academic content standards and frameworks.
  - Experience in implementing SBE-adopted and standards-aligned texts in California kindergarten through twelfth grade public school classrooms.
  - Experience in effective teaching of standards-based reading, writing, language arts, and mathematics for students by grade span.
  - Knowledge and use of student achievement monitoring systems, including Student Testing and Reporting (STAR) assessments; curriculum-embedded assessments; standardized, criterion-referenced and other assessments; and application of assessment tools to improve achievement.
  - Knowledge of criteria for accelerated mathematics interventions and SBE-adopted reading intervention programs for underperforming schools and students.
2. Knowledge of instructional programs and achievement strategies for underperforming and language minority students, including:
  - Knowledge and experience with effective strategies and materials to help English language learners acquire full academic proficiency in English and meet grade-level standards in the context of state requirements.
  - Knowledge and experience in successful instruction of special education students.
3. Experience in applying Essential Program Components at the school level to improve achievement.
4. Knowledge and skills in education research, particularly pertaining to:
  - Evaluation and research-based reform strategies.

## **C. Fiscal Operations**

1. Experience in maximizing fiscal resources from general and categorical sources to accelerate the academic achievement of underperforming students.

2. Knowledge and experience in creating district and school budgets aligned with LEA and school improvement plans, which support academic achievement of underperforming students.
3. Knowledge of the collective bargaining process and of the impact of salary and benefits on budgeting processes.

#### **D. Parent and Community Involvement**

1. Strong communications skills, including:
  - Experience communicating effectively with parents, students, families, and community leaders in underperforming districts.
2. Knowledge of parent and family involvement programs and strategies at district and school levels.

#### **E. Human Resources**

1. Human resources knowledge, including:
  - Experience in maximizing and improving human resources at all district and school levels to accelerate the academic achievement of underperforming students.
  - Negotiation skills and experience with collective bargaining agents.
2. Knowledge of California's teacher credential requirements, including alternative approaches to meeting federal requirements for a "Highly Qualified Teacher."
3. Knowledge of California's school administrator credential requirements and of districts' contractual practices for hiring and retention of school administrators.

#### **F. Data Systems and Achievement Monitoring**

1. Experience in planning and utilizing student assessment data to monitor achievement and modify student instruction and learning, including:
  - Knowledge of various student achievement monitoring systems, such as curriculum embedded assessments, district and state assessments, and early and intermediate methods of assessment.
2. Experience in providing technical support to districts and school sites in

analyzing and applying evidence from student assessment data to improve instruction and student achievement.

## **G. Professional Development**

1. Expertise and skills in:
  - Professional development that addresses standards-based instruction focused on SBE-adopted (kindergarten through eighth grade) and standards-aligned (ninth through twelfth grade) instructional materials in use at a school.
  - Content of Assembly Bill (AB) 466 (Strom-Martin/2001) *Mathematics and Reading Professional Development Program* and AB 430 (Nava/2005) *Principal Training Program*.
  - Professional development that supports the analysis and application of data to improve student achievement.
  - Development of leadership skills in teachers and school and district administrators.
2. Coaching skills applicable to providing support for teachers, principals, district administrative staff, and superintendents.
3. Knowledge of research on effective professional development strategies.