



Core Beliefs

Equity – Disrupting systemic inequities requires inclusive, culturally responsive and high-quality teaching and learning within institutions committed to anti-racism.

Excellence – Districts, schools and classrooms improve when educators aspire for bold improvements and reimagine what is possible for students.

Teaching and Learning – teaching and learning within the classroom is the primary vehicle for transforming the educational experience of students.

Leadership – leadership from the top and throughout the organization is essential for large-scale improvement.

Systems – large-scale improvement requires redesigning the interconnected networks of education so they are aligned, coherent, anti-racist, and intentional.

Coherence – large-scale improvement requires district leaders to recognize the interdependence of strategy, alignment, systems, and organizational culture; work to help people in the system experience the work as unified and connected.

Sustainability – meaningful change requires leaders proactively and intentionally develop systems and structures with breadth, depth, and flexibility to sustain the improvement efforts over time.

Continuous Improvement – changing schools for the better demands a disciplined continuous improvement process grounded in data, guided by collective inquiry, and executed through routines.

Capacity – improvement requires consistent development of organizational and individual capacity.

Community Partnership – outcomes are optimized when schools partner with families and community stakeholders toward a common vision for students.

Context Matters – success in improvement efforts requires adjusting strategy to the local context.

Research and Evidence – sound research applied with discipline should inform improvement decisions.

Student Voice – the perspective of students, education’s primary client, is essential for informing improvement efforts.