

Key Points
Rowland-Ball Partnership Agreement
Fall 2008 Site Visits

Rowland Unified School District Strategic Plan

The mission of Rowland Unified School District, the progressive international community united in learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

Strategy I: We will ensure that each student's individual learning plan actualizes his/her multi-dimensional potential.

Strategy II: We will transform teaching and learning to ensure the actualization of each student's unique potential.

Strategy III: We will ensure optimal learning environments that nurture the actualization of each student's potential.

Strategy IV: We will provide all students with an array of learning experiences in a global context.

Strategy V: We will ensure superior classified and certificated staff.

Strategy VI: We will engage all families as active participants in student learning.

Strategy VII: We will ensure the district has a reciprocal relationship with the community.

Strategy VIII: We will ensure a coherent, constantly emerging system.

Ball Design Principles for Organizational Learning and Change

Design Principles	Implications for Working with Partners
<i>Build shared purpose</i>	Bring people together to discover what they really care about, to determine their highest aspirations for students, and invite them into something larger than themselves
<i>Create adaptive solutions</i>	Co-create with partners ways to acquire, share and use information that generate new relationships and connections to solve problems
<i>Use inquiry to guide practice</i>	Bring people together in dialogue, in learning and reflection where they ask questions that matter, seek relevant information and data, and plan and implement actions with ongoing feedback
<i>Build on assets</i>	Identify and build on strengths, values, traditions, practices and accomplishments
<i>Access the capacity of stakeholders</i>	Engage staff, students, parents and community members in learning about the district, sharing what is important and making choices about what is best for the school district
<i>Work in systemic ways</i>	Engage people in ways that help them gain access to each other and to information and see interconnections among grade levels, subject areas, schools, families, neighborhoods, processes and relationships
<i>Attend to content and process</i>	Create learning processes that make meaning and find connections among ideas, people and situations

Section 4.2 of Partnership Agreement

Over the life of the mutual work of the Parties, major cornerstones of practice and adult learning will emerge. The Parties believe that every action step outlined in the yearly plans in this Agreement should reflect the presence of one or more of these cornerstones of the work. The list includes:

- Engagement of every staff member of the District as a learner of best practice.
- Building common understanding, vocabulary, and agreements about what literacy is, about what great literacy practice is, and about how all staff and stakeholders can work together to ensure great literacy instruction for all students.
- Using inquiry to develop common understanding and agreements about how individual and collective practices lead to improved student learning.
- Creation of networks of learners based upon the energy and learning needs of the practitioners as they identify their learning agendas. (Ball’s term for these networks when fully developed is Communities of Practice.)
- Creation of networks to bridge the dissonance between knowledge and practice.
- Ensuring rich and diverse professional learning opportunities for all staff.
- Use of a social architecture in the District framed on peer-to-peer inquiry, research, ongoing reflection about practice, hard conversations, acting on commonly shared principles, and the de-isolation of practice replaced by acting on shared goals and shared commitments.
- Creation of a leaderful environment where each individual holds himself/herself accountable for his/her own learning and the learning of all peers and students.
- The engagement of parents as full partners in the learning journey of their students.
- Increased awareness and understanding of the District as a complex system, and development of understanding for creating conditions in that system that make emergence more likely.
- Development and implementation of feedback loops for all staff to use in information-rich environments.