



OHIO LEADERSHIP ADVISORY COUNCIL

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OHIO LEADERSHIP ADVISORY COUNCIL & THE OHIO IMPROVEMENT PROCESS CORE MESSAGES/NON-NEGOTIABLES

The core messages listed below represent the “non-negotiables” associated with the work of the Ohio Leadership Advisory Council (OLAC) and the Ohio Improvement Process (OIP). Based on research about the effective practices that must be in place for districts to make and sustain improvement in instructional practice and student performance, these tenets are reflected in the work of OLAC and are used to guide continuing development of products and services associated with OLAC and OIP.

1. **Leadership is a shared responsibility** and needs to be viewed, not as a role, but as a set of essential practices directed toward the improvement of instruction with the ultimate aim of increasing students’ learning.
2. **Leadership is a process distributed across an entire school system**—its central office and all of its buildings—involving shared responsibility for and concerted action on behalf of improved instructional practice and school performance.
3. **Accountability for school improvement requires leadership structures** (that is, district leadership teams, building leadership teams, and teacher-based teams) through which personnel take responsibility and hold one another accountable for organizing, implementing, monitoring, and learning from improvement processes.
4. **A collective focus on full and sustained implementation**—and monitoring of the degree of implementation—of a few potent yet flexible strategies provides the conditions necessary for school improvement.
5. **The Ohio Improvement Process (OIP)**—a structured process based on the use of a connected set of tools for reviewing, analyzing, and basing decisions on relevant data—provides a vehicle for initiating *Ohio’s Leadership Development Framework* in ways that are responsive to stakeholders’ insights about local commitments, needs, and assets.
6. **All learning, including teachers’ learning of instructional practices, depends on changes in behavior** that respond to precise and relevant feedback. Procedures (e.g., routine classroom monitoring) that provide teachers with feedback and support constitute the most powerful way to enable teachers to improve their instructional performance. For professional learning to occur teachers must be deeply engaged in understanding and responding to such feedback and support—not simply trying to comply with external requirements.



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