

Alignment of the Five Fundamentals for School Success with Other Research

Model	Elements				
CPS Five Fundamentals for School Success	Instruction	Instructional Leadership	Professional Capacity	Learning Climate	Family and Community Involvement
Consortium on Chicago School Research - Essential Supports for School Improvement	Ambitious Instruction	Leadership	Professional Capacity	Student-Centered Learning Climate	Parent-Community Ties
Boston Public Schools Whole-School Improvement – The Six Essentials	Effective Instruction; Student Work & Data	Shared Leadership; Resources	Professional Development		Families & Community

		<i>CPS Five Fundamentals Dimensions</i>	<i>Boston Public Schools Six Essentials</i>	<i>Consortium on Chicago School Research</i>	
				<i>Essential Supports Framework</i>	<i>Indicators Measuring the Essential Supports</i>
Instruction	I-1 Instructional vision : School staff share an instructional vision that informs classroom-level and school-wide practices.				(Leadership) Program coherence - teachers' views of whether there is a focus on quality and coordination of programs within the school
	I-2 High-quality content : Teachers engage all students with rigorous lessons aligned with state and college readiness standards and the school's curriculum.	(Instruction) BPS literacy and math initiatives are consistently implemented	Curricular alignment; Intellectual challenge		(Instruction) Curricular alignment - change at each grade level in the difficulty of math content teachers reported emphasizing, which is compared to knowledge needed to meet national norms
	I-3 Data-driven improvement : Teachers meet all students' needs by using student work and assessments to make instructional decisions.	(St Work) Instructional teams use student work and data to improve instruction (St Work) Instructional Leadership Team (ILT) uses student work and data to make school-wide instructional decisions			

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Instructional Leadership	IL-1 Goal setting: The principal and leadership team collaborate to establish and communicate instructional goals for school success.	(Resources) Staff are hired and assigned to support targeted instruction	Inclusive leadership focused on instruction	(Leadership) Instructional leadership - teachers view principal as setting high standards and exercising leadership for instructional reform	
	IL-2 Resource management: The leadership team allocates and manages resources to support the school's instructional program.	(Resources) School hires, inducts, supports, and retains high-quality teachers	Strategic orientation; Quality of human resources		
	IL-3 Shared leadership: School staff share leadership responsibilities and participate in decision making that advances the school's mission.	(Leadership) Shared leadership develops through collaborative planning, review, and reflection (Leadership) Leadership development is explicitly planned	Faculty [/parent/ community] influence	(Leadership) Teacher influence - measures the extent of teachers' involvement in school decision making	
Professional Capacity	PC-1 Focused PD: All staff participate in concrete, targeted professional development aligned with SIPAAA priorities.	(Prof.) Professional development plan addresses needs and builds ownership	Quality of professional development		
	PC-2 Peer collaboration: School leaders schedule and protect sufficient planning time, which teachers use to build collegiality and collaborate on instruction.	(Leadership) School schedule maximizes time for instruction and planning	Values and beliefs about teacher responsibility for change	School commitment - teachers' reports of how loyal and committed they are to the school	
	PC-3 Continuous learning: The leadership team facilitates dialogue focused on progress and actively engages with staff to improve instruction.	(Prof.) Collaborative Coaching and Learning (CCL) builds adult knowledge	Professional community	(Prof.) Teacher orientation toward innovation - teachers' reports of whether they are continually learning, seeking new ideas, and have a "can do" attitude	

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Learning Climate	LC-1 Expectations: All members of the school community demonstrate high expectations for themselves and others.	(Instruction) School reflects a collaborative learning climate		(Climate) Classroom disruptions - teachers' reports of disruptions due to students' behavior and due to administrative interruptions	
	LC-2 Environment: Students and staff establish and maintain a safe, welcoming school environment.		Safety and order	(Climate) Safety - students' perceptions of personal safety inside and outside the school and traveling to and from the school	
	LC-3 Relationships: All school-based interactions are mutually respectful, caring, and personalized.		Press toward academic achievement coupled with personal concerns for students		
Family & Community	FCI-1 Communication: There is regular, effective, two-way communication between school staff and families about expectations and student progress.		Staff engages parents and community in strengthening student learning	(Family) Teacher outreach to parents - teachers' views of the effort to develop common goals and understandings with parents and work together to strengthen student learning	
	FCI-2 Partnerships: The school and community share leadership and resources, including time, expertise, and facilities.	(Family) School welcomes and includes families as partners	Teachers learn about student culture and local community	(Family) Parent involvement in the school - teachers' reports of how often parents pick up report cards, attend parent-teacher conferences, attend school events, and other activities	
	FCI-3 Community investment: Community members recognize the school as an integral part of the neighborhood and support school improvement.	(Family) Community resources support student learning	[Faculty/] parent/ community influence	(Leadership) Inclusive leadership - teachers view principal as an inclusive, facilitative leader, focused on parental and community involvement and creating a sense of community in the school	