

Building [Reconfiguration] Network

This Building Network is defined as the building principal, other building administrators (if any), and teacher leaders who often comprise the building’s leadership team. This team recognizes and reinforces the district’s sense of urgency to realize dramatic improvement in student, teacher, and leader performance in a short amount of time and strives to sustain that level of urgency throughout the building that is anchored in a culture of collective responsibility that is collegial, collaborative, and professional.

Note: Most districts utilize one of the following terms in lieu of *reconfiguration*: *turnaround*, *acceleration*, *achievement*, or *high impact performance*.

The Critical Role of the Building in Systemic Reconfiguration	
Evidence of Practice	Rationale
1. The building network utilizes and reinforces the district’s sense of urgency for the work of realizing dramatic improvement in student, teacher, and leader performance in a short amount of time.	“Ensure a transformational principal and high-capacity teachers in every school . . . Turning around a school requires a core of talented and committed teachers and other staff to change the culture, attitude, and instructional practices. This core staff must be big enough to provide critical mass for the reform effort and to provide support for the principal’s agenda. The principal needs to be able to create a team of people that work well together and that he or she works well with; putting together this kind of team may require changes in hiring and transfer rules. Principals need enough lead time to create a team before teachers are settled in other schools” (ERS, 2012, p. 56).
2. The building network promotes the professional risk-taking needed to realize dramatic improvement in student, teacher, and leader performance in a short amount of time.	
3. The building network develops structures within the building that promote collective responsibility.	
4. The building network navigates district-level <i>Blueprint</i> installation to create the systems and policies needed to support systemic reconfiguration and removes systemic barriers (within the building) that impede dramatic improvement in student, teacher, and leader performance in a short amount of time.	
5. The building network responds to district leadership in its reconfiguration efforts and leads <i>Blueprint</i> installation at the building-level at scale.	