

District [Reconfiguration] Network

The District Network is defined as the school board, superintendent, and central office administrators who work collaboratively with association leadership to guide purposeful systemic reconfiguration and to sustain the organization’s sense of urgency in realizing dramatic improvement in student, teacher, and leader performance in a short amount of time.

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 District in Systemic Reconfiguration	
Evidence of Practice	Rationale
1. The district creates a sense of urgency for the work of systemic reconfiguration.	<p>“[This] work requires thinking systemically about how curriculum and instruction, professional development, [talent management], human resources, performance management tools, accountability, communications, and relational management can come together to improve instruction. Placing oversight at the highest administrative level – the superintendent’s office – allows leaders of the work to tap into all the above departments and connect the work to the overall strategic plan, and it provides a signal to the district and community that turnaround . . . is a district priority” (Zavadsky, 2012, p. 213).</p>
2. The district promotes professional risk-taking needed to realize dramatic improvement in student, teacher, and leader performance in a short amount of time.	
3. The district develops structures that promote collective responsibility.	
4. The district creates the systems and policies needed to support systemic reconfiguration and removes systemic barriers that impede dramatic improvement in student, teacher, and leader performance in a short amount of time.	
5. The district leads the <i>Blueprint’s</i> systemic reconfiguration efforts at scale.	