

Handout #2 - OLi⁴ Non-Negotiables

CORE VALUES

- **OLi⁴ promotes equity and social justice.**

School district policies, procedures and funding are aligned with Equity Non-Negotiables, and Federal and state legislation is leveraged to eliminate inequities. All students, including those with disabilities, benefit academically, behaviorally, and socially from practices that support inclusion. Therefore, schools and school districts must commit to a set of goals focused on inclusive practices and high-leverage strategies to improve and maximize students' postsecondary opportunities, which are tied to their full participation in reform efforts across federal, state, and district levels, including inclusion in assessment and accountability systems.

- **OLi⁴ presumes the competence of all learners.**

The collective responsibility of educators to provide high quality instruction aligned with teacher level content to all students is realized through presuming competence and setting high expectations for all students. Curriculum and instruction should be rigorous, culturally relevant, and universally designed and accessible to all students, who are best served by being held to high expectations.

- **OLi⁴ regards access to a high-quality general education curriculum as every student's educational right.**

All students, regardless of socioeconomic status, disability or ability level, race or ethnicity, are expected to have access to the general education curriculum and learn grade-level content. Instruction to introduce and teach concepts and skills of the core curriculum offers viable, research-based options for all learners to achieve and demonstrate mastery

WARRANTED BELIEFS ABOUT CHANGE

- **Improved learning – both for students and staff – must be the central focus of districts' and schools' efforts to foster systems change.**

The district's and school's improvement process supports students' learning of core curricular concepts and skills and educators' learning about effective instructional and assessment practices through engagement with and understanding of precise, relevant, and timely feedback.

- **Systems change requires focused action.**

Districts support and engage in collaborative leadership that plans, implements, and monitors a continuous cycle of team-based decision-making focused on targeted achievement goals; the most promising research-based instructional strategies for addressing the goals; and data-gathering and analysis that is in keeping with the targeted goals and strategies.

- **Systems change requires capacity-building.**

Development of collective capacity is accomplished through collaborative leadership that systematically and continuously identifies and addresses improvement, resource, and professional development needs at all levels of the school system.

- **Systems change requires shared leadership.**

Shared leadership practiced through collaborative teaming at the district-, building-, and grade-level engages all educators in a process of collective inquiry, data-based planning, and accountability for improved instruction.

- **Shared leadership builds collective responsibility and shared accountability.**

Educators' collective responsibility and shared accountability for the education of every student, regardless of categorical labels, program designations, or funding streams, is manifest in a district- and school-wide culture of inquiry supported by collaborative learning teams that plan, implement, and evaluate instruction in keeping with principles of adult and student learner accessibility and inclusion.