<table>
<thead>
<tr>
<th>Right Drivers</th>
<th>Wrong Drivers (Enablers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity building</td>
<td>Accountability</td>
</tr>
<tr>
<td>Collaborative work</td>
<td>Individual teacher and leadership quality</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Technology</td>
</tr>
<tr>
<td>Systemness</td>
<td>Fragmented strategies</td>
</tr>
</tbody>
</table>
Core Principles of Accountability that Sticks

1. Ongoing feedback relative to standards is critical
2. Transparency is vital
3. Predominant mode is growth
4. Lead with social/decisional capital; LPC is the bedrock of performance
5. Make LCAP about capacity building and action oriented
6. Participate in purposeful networks
7. Intervene selectively
8. Explicitly design the broader accountability framework to support the above 7.

(LPC= Local Professional Capital)
What has a greater impact on teacher learning?

- Teacher appraisal
- Professional development
- Collaborative cultures
Professional Capital
- Human Capital
- Social Capital
- Decisional Capital
Human Capital

The human resources or personnel dimension of the quality of the teachers in the school—their basic teaching talents
Social Capital

The quality and quantity of interactions and relationships among people. In a school, it affects teachers ‘access to knowledge, and information, their sense of expectation, obligation, and trust; and their commitment to work together for a common cause.
The resources of knowledge, intelligence, and energy that are required to put the human and social capital to effective use. The capacity to choose well and make good decisions.

Decisional Capital
Professional Capital

Cultivating human and social capital over time, deliberating, identifying and spreading the instructional practices that are the most effective for meeting the learning goals of the school.
The principal does not lead all instructional learning. The principal works to ensure that intense instructional focus and continuous learning are the core work of the school and does this by being a talent scout and social engineer, building a culture for learning, tapping others to co-lead, and, well, basically being a learning leader for all.

Fullan, 2014 (p.90)
Leading Learning

Models learning and shapes the conditions for all to learn.
Professional Capital

- Talented schools will improve a weak teacher
- Talented teachers will leave a weak school
- Good collaboration reduces bad variation
- Networks of schools and districts