

Our Core Beliefs:

The Model Secondary Schools Project provides school development and technical support services to schools and districts working to significantly improve student performance. We work from a few core beliefs:

- 1. Today's students, no matter their history, family conditions, prior performance or current attitude, have the capacity to think deeply, act on their values, explore new zones of knowledge, and play well with others.**

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- 2. Today's teachers, administrators and support staff have a deeper well of experience and knowledge than ever before but are constrained by a variety of social and educational traditions that effectively neutralize their heartfelt intentions as educators. (Much more so than financial or regulatory constraints.)**

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- 3. Schools can make much better use of existing and developing information and communications tools to actively engage in gathering information, discussing options professionally and making instructional and strategic decisions by analyzing valid data.**

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- 4. Changing schools must be a transparent, collaborative process that engages representative stakeholders from all areas of the community.**

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- 5. Educational change performed in isolation that brings improved results in a single classroom is powerful for individual students and teachers, but it is unlikely to produce long term results. Our focus is on working for the long term.**

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- 6. Inconsistency in efforts to change schools is likely to yield only incremental improvements at best. Incremental improvement in the educational options and opportunities we offer our students will do little to address the underlying educational equity issues facing us today, let alone offer all our students a valuable education.**