



# THE ENGAGEMENT PLAYBOOK

A Toolkit for Engaging Stakeholders  
Around the Four Domains of  
Rapid School Improvement

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**About the Center on School Turnaround (CST).** The CST is one of 7 national Content Centers in a federal network of 22 Comprehensive Centers. The U.S. Department of Education charges the centers with building the capacity of state education agencies (SEAs) to assist districts and schools in meeting student achievement goals. The goal of the CST is to provide technical assistance and to identify, synthesize, and disseminate research-based practices and emerging promising practices that will lead to the increased capacity of SEAs to support districts in turning around their lowest-performing schools. The CST is a partnership of WestEd and the Academic Development Institute, the Darden/Curry Partnership for Leaders in Education at the University of Virginia, and the National Implementation Research Network.

<http://centeronschoolturnaround.org/>

**About the National Center for Systemic Improvement (NCSI):** WestEd's National Center for Systemic Improvement (NCSI) helps states transform their systems to improve outcomes for infants, toddlers, children, and youth with disabilities. NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities.

<https://ncsi.wested.org/>

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# Introduction

As researchers, decision-makers, and practitioners focus on continuous improvement in education, local-level change is gaining importance. Yet, many local school improvement efforts fail to be fully implemented. Even those that are fully implemented often fail to sustain improvements because the schools are embedded in systems that face multiple challenges. Can decision-makers and everyone who is responsible for implementing school improvement efforts come together to build a better, more sustainable approach to local improvement? This toolkit attempts to support such coming together by combining a powerful framework for school turnaround with a focus on the human side of change. The toolkit is built on the intersections between *Leading by Convening*, a blueprint for authentic engagement in school improvement developed by 50 national organizations and adopted by the National Center for Systemic Improvement, and the *Four Domains for Rapid School Improvement*, a framework developed by the national Center on School Turnaround (CST).

Building the capacity of individuals working in schools, districts, and states to support reform efforts is critical. Also critical to sustainable and systemic school improvement efforts is ensuring that individuals across all levels of the system are engaged in reform. This document focuses on capacity and efforts to engage stakeholders across the system to support rapid improvement. In doing so, this toolkit is intended to support states, districts, and schools in their efforts to improve schools. This toolkit incorporates the *Leading by Convening* approach as a way to build capacity and engage stakeholders in the implementation of the Center on School Turnaround's *Four Domains for Rapid School Improvement*. Readers of this toolkit may use it to build capacity across the domains.

**About *Leading by Convening*:** Over the course of more than 15 years, cross-stakeholder groups from national organizations and their members worked through the National Association of State Directors of Special Education's IDEA Partnership to develop the *Leading by Convening (LbC)* guide. In 2014, *LbC* was adopted by the National Center for Systemic Improvement as its approach in supporting more authentic stakeholder engagement. *LbC* focuses on the human side — also referred to as “adaptive” side — of change by describing and supporting three kinds of interaction that *LbC*'s creators believe should become habits of any improvement effort: coalescing around issues, ensuring relevant participation, and doing work together. *LbC* is intended to guide the process of collaborating by educators, decision-makers, and stakeholders, across multiple roles at multiple levels of the education system, to address a common problem such as implementing a new school reform initiative. It describes the adaptive, or human, leadership skills that can add value to any implementation effort.

**About the *Four Domains for Rapid School Improvement*:** Created by a task force, convened by the CST at WestEd, that included state and local leaders and educators responsible for the implementation of school improvement initiatives, the rapid school improvement framework is based on the research on turnaround and promising practices learned from school improvement efforts, particularly under the No Child Left Behind Act and the School Improvement Grants program. Using practical language, the *Four Domains* framework describes critical aspects of successful school turnaround in four domains: turnaround leadership, talent development, instructional transformation, and culture

shift. The framework is intended for state agency staff and district and school leaders who oversee and support school turnaround efforts.

**Touch Points Between the Four Domains and LbC:** When comparing two frameworks, we rarely find a one-to-one correspondence, but we often see connections we refer to as *touch points*. Touch points are complementary pieces that address basic beliefs, approaches, and understandings that are common in many frameworks and provide connections that can deepen and enhance each of the frameworks.

In this document, we explore the touch points between the *Four Domains for Rapid School Improvement* and *Leading by Convening*. The toolkit is organized by the domain areas listed in the *Four Domains* framework. This toolkit emphasizes alignment across the system by focusing first on school-level change, and then back-mapping district and state efforts to create coherent approaches and permit learning across sites and levels. Included in each domain section are pointers to tools from *Leading by Convening*, the *Four Domains*, and other resources that may be used to build capacity and engage stakeholders, as well as reflection questions drawn from the *Four Domains* framework.

Turnaround efforts that achieve sustainable change in practice are worthy investments. Their goals are not easily accomplished and are too easily derailed. Progress in practice demands coherence and alignment of approaches across levels of the system. Efforts at school, district, and state levels must be coordinated in a learning system with a shared focus on knowledge, skills, and dispositions that support turnaround.

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## Useful Resources in All Domains

*Four Domains for Rapid School Improvement:*

[http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST\\_Four-Domains-Framework-Final.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf)

Reflection questions for all domains can be found in Domain 1 of the framework.

*Leading by Convening:*

<http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf>

*LbC* tools that can be useful for particular issues that may arise in your work:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

*LbC* rubrics that can be useful for beginning to collect data on engagement across all practices in the four domains:

<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>

# Touch Points in Domain 1: Turnaround Leadership

Turnaround leaders across all levels (school, district, state) drive initiatives to facilitate rapid, significant improvement for low-performing schools. These leaders meet both technical and adaptive challenges by drawing on expert knowledge, evidence-based practices, and validated approaches to implement new strategies. Addressing adaptive challenges requires leaders to recognize and address the beliefs, biases, assumptions, and fears that staff and stakeholders bring into the change effort.

Turnaround efforts demand new kinds of partnerships to meet multiple challenges. Adaptive leaders in turnaround schools recognize that families understand the conditions and complex factors that contribute to low achievement in ways that school staff cannot. They create leadership roles for families and bring families and staff together as allies. They coalesce the school community and the broader community around the issues that need to be addressed.

## Practice 1A: Prioritize improvement and communicate its urgency

Coalesce around issues	Ensure relevant participation	Work together
<p>Set the strategic direction for turnaround. Establish clear policies, structures, and expectations for constituents to work toward ambitious improvement goals.</p> <p>Articulate a commitment to turning around the lowest-performing schools and advocate fiercely for these schools to all audiences.</p> <p>Closely monitor, discuss, report, and act upon the progress of schools undertaking rapid improvement.</p>	<p>Setting a strategic direction is not the same as building support for a strategic direction. Recognize that there are many stakeholders who can be connected to your effort in differing ways.</p> <p>Ask yourself: To what extent has the school community (staff, families, and the community at large) helped to define the direction?</p> <p>Audiences are more receptive to information on progress when they have had a role in developing the direction.</p>	<p>Create a core team that is responsible to move in the strategic direction but moves <i>with</i> their stakeholders.</p> <p>Be aware that a core team that is narrowly constructed and charged with ambitious goals quickly sees the work differently from those impacted by the work.</p> <p>Make sure that your core team understands and values the role of learning with implementers and families in order to create sustainable change.</p>

Practice 1A: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Develop leadership teams and, among the school staff, build leadership capacity for turnaround. Increasingly distribute leadership among faculty and staff to solidify commitment, increase collaboration, and provide faculty and staff with new challenges to keep them meaningfully engaged in the turnaround effort. Share turnaround priorities with students, faculty, and the school community, leveraging local media outlets to announce the school's commitment to change and to enlist parent and community partners in the effort.</p>	<p>Coalesce the school community around a common vision. Consider the roles that faculty, staff, and families may play. Think about the challenges of school turnaround from their perspectives.</p> <p>Ask yourself: Are you addressing their motivations for change? How will you overcome their past disappointments with change that wasn't sustained and with leaders who did not include them in change efforts?</p> <p>Create ways for many people to participate and lead. Not all school community members can lead in the same way. Develop ways to use faculty knowledge and skills. Seek family and community leaders. Empower them to be active partners in creating new energy around school turnaround.</p>	<p>Begin building the trust necessary to create and sustain change. Assess the comfort level of school staff with such efforts. Help staff to appreciate shared leadership and examine their own leadership styles.</p> <p>Pose questions that underlie the need for change.</p> <p>Do more listening than talking at first. Let the implementers and the families tell you how they understand your proposed plans.</p> <p>Pay attention to what you hear in each conversation with school staff and families. What assumptions does the conversation reveal? Make conversations with stakeholders a regular part of your work, as they will raise points that may help explain implementation data (good and bad).</p> <p>Use the conversations to identify emerging/potential leaders. Create ways for stakeholders to lead or co-lead activities.</p>



## Tools and Reflection for Practice 1A: At the school level

### Tools

- “Are You Managing or Engaging Your Stakeholders?” infographic (<https://ncsi-library.wested.org/resources/203>): Use this stakeholder-developed tool from the National Center for Systemic Improvement to help staff understand the difference between managing and engaging. Regularly use it for a simple self-assessment or reflection.
- “Four Simple Questions” from *LbC* (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Learn who cares and why they care. Identify shared work and how to deepen connections.
- “Seeds of Trust” from *LbC* (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/SeedsOfTrust.pdf>): Focus on simple activities that show that you value engagement in every encounter.

### Reflection

- What are your school turnaround goals? Is there consensus?
- How do you define success regarding meeting school turnaround goals?
- Do system goals differ from the school community’s goals?

Practice 1A: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Identify a senior district official to lead a team that oversees local turnaround initiatives, including overseeing principal support and development, policy development, districtwide data analysis, and overall strategy direction.</p> <p>Ensure that the superintendent articulates the need for turnaround, connecting the state's championing of it to local contexts and inviting local community members to further inform implementation efforts, policy, and resource distribution.</p>	<p>Recognize the need to lead school administrators in exercises to rethink leadership.</p> <p>Emphasize the importance of technical strategies (data, teaming, the right evidence-based practices) and adaptive aspects of change (energy, trust, engagement).</p> <p>Ensure that the messages are customized to the audiences that will receive them. The messages to state agency decision-makers may not be the same messages that will resonate with families. Understand your target audiences and their motivation for turnaround.</p>	<p>Encourage every school to have regular conversations with implementers and families. Let these stakeholders know what you changed — or what you avoided — by working with them in a partnership. In district administrative meetings, use the conversations to bring the district's data to life.</p> <p>Reflect often on the benefits of shared leadership. Ask administrators to reflect regularly on whether or how they are changing.</p> <p>Showcase the contributions of your staff and families in community broadcast and print media as well as district publications. Make every story a story of <i>shared</i> work.</p>

## Tools and Reflection for Practice 1A: At the district level

### Tools

- “Are You Managing or Engaging Your Stakeholders?” (<https://ncsi-library.wested.org/resources/203>): Use this tool with a district focus.
- “Seeds of Trust” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/SeedsOfTrust.pdf>): Use this tool with a district focus.
- “How People Are” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/HowPeopleAre.pdf>): Use this tool’s thought-provoking quotes about change to help to clarify beliefs, with a district focus.
- “Coalescing Around Evidence-Based Practices” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>): Use this tool with a district focus.

### Reflection

- What structure(s) or processes are in place to assess whether your efforts are successful? Who will be held accountable for creating timelines and updating the leadership team regarding continuous progress? Are roles defined, including stakeholder roles?
- How will your progress on data-referenced goals be monitored, tracked, and communicated? How will your stakeholders be involved?

Practice 1A: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Establish an office or core cadre of personnel responsible for policies and programs that support turnaround initiatives.</p> <p>Ensure that state leaders advocate for the social and moral imperative of school turnaround through multiple public forums, leveraging communication and other strategies to garner parent and community support.</p>	<p>Create a “campaign” that unites turnaround schools. Help them learn from and with each other, with the state staff as an ally.</p> <p>Ensure that the state agency learns why some strategies take hold and others do not. Help the state agency to be the conduit for learning across turnaround sites and to build energy and commitment among turnaround leaders.</p>	<p>Focus on both the technical and adaptive sides of change in creating a statewide plan for supporting turnaround. Include engaging stakeholders as a key strategy along with an emphasis on evidence-based strategies and data-based decision-making. Assess the comfort level of state staff to lead such efforts.</p> <p>Convene districts that are involved in turnaround efforts to learn from each other. If possible, hold at least one in-person meeting of schools that will commit to building a learning partnership as the centerpiece of their turnaround efforts. Don’t let the cross-site connections end when your convening ends. Begin building a learning community among stakeholders and the districts and schools doing turnaround work.</p> <p>Invest resources in peer support and peer coaching. Hold virtual sharing and problem-solving sessions regularly.</p> <p>Include families and community members in your turnaround community to bring a new perspective — and new energy — to the work.</p> <p>Seek out natural collaborators to facilitate the turnaround community. Choose people who can share leadership. Create ways for many people to lead or participate actively.</p>

## Tools and Reflection for Practice 1A: At the state level

### Tools

- “Are You Managing or Engaging Your Stakeholders?” (<https://ncsi-library.wested.org/resources/203>): Use this tool with a state focus.
- “Seeds of Trust” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/SeedsOfTrust.pdf>): Use this tool with a state focus.
- “How People Are” (<http://www.ideapartnership.org/documents/Leading By Convening/Coalescing Around Issues/HowPeopleAre.pdf>): Use this tool with a state focus.

### Reflection

- How will you publicly advocate for your lowest-performing schools and your turnaround process? What steps need to be established for this advocacy process? Who will be held accountable?

**Practice 1B: Monitor short-term and long-term goals**

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Develop goals informed by assessments of recent performance trends and identify practices aimed at realizing a clearly articulated turnaround vision of significantly improved student learning.</p> <p>Establish milestones for gauging progress. Continually update timelines and tasks to maintain the pace needed to accomplish meaningful goals quickly.</p> <p>Respond to regular feedback on progress toward goal-directed milestones. Make timely changes in policy, programs, and personnel to get on track in achieving desired results for students.</p> <p>Capitalize on initial turnaround successes and momentum to shift the focus from change itself to incorporating and establishing effective organizational processes, structures, and interactions that contribute to continuous organizational improvement.</p>	<p>Ensure that the participation in turnaround efforts is broadened in order to enable information to be translated to different constituencies and assure that the vision remains clear to all. Enable the entire school community to articulate goals and understand the significance of data that are shared regarding progress.</p>	<p>Use stories to communicate the ways that people can contribute to the turnaround effort. Project what will happen and when each contributor plays a role. Get commitments for big and small contributions to the turnaround effort. Offer coaching and support to current and emerging leaders.</p>

Practice 1B: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Develop and update the turnaround plan to ensure that it has clear short-term and long-term goals. Monitor the progress of implementation and make changes in personnel, programs, and methods as needed to keep the turnaround effort on track. Intervene swiftly if progress wanes.</p>	<p>Ensure that the turnaround core team includes individuals who can articulate challenges from every sector of the school community and communicate progress to all members of the school community.</p> <p>Set targets and communicate the progress toward targets regularly. Describe how working with the entire school community has enabled a more rapid change.</p> <p>Tell people what you have learned by working more collaboratively.</p>	<p>Hold regular sessions with staff to examine data. Include sessions that teach the skills necessary to understand how the data might suggest strategies and new partners.</p> <p>Help teachers and families to understand data and the people and situations behind the data. Use simple ways to convey complex information. Consider co-creating infographics to share data and enable many other people to retell the story of progress.</p> <p>Compare what might have happened in the past with what is happening now. Let people see and feel their contribution to progress. Let them know that as a leader, you have learned the lessons of engagement.</p> <p>Help people to understand that new practices are the result of shared learning by doing.</p>

## Tools and Reflection for Practice 1B: At the school level

### Tools

- “Are You Managing or Engaging Your Stakeholders?” (<https://ncsi-library.wested.org/resources/203>): Use this tool with a focus on the principal or core team.
- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Use this tool with a community focus.
- “Coalescing Around Evidence-Based Practices” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>): Use this tool with a focus across staff and the school community.

### Reflection

- Who will determine what interim assessments will be administered and analyzed?
- Who will be held accountable for analyzing and reporting the results of the interim assessments?
- How will the results of the interim assessments be reported to everyone involved?



Practice 1B: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide intensive, tiered support to principals and school leadership teams to help them develop action items, timelines, and responsibilities aligned with their school’s turnaround plan. Provide access to data to inform goal-directed milestones, including markers for implementation, changes in professional practice, and interim and annual student assessments. Provide schools with resources, time, and concrete feedback to support them in refining and advancing their turnaround plans.</p>	<p>Convene schools that are involved in turnaround. Surface technical challenges (implementing evidence-based practice, data-based decision-making) and adaptive challenges (vision, understanding, engagement, commitment).</p>	<p>Spend time talking with administrators about leadership competencies. Give equal attention to technical and adaptive leadership. Help administrators to learn from and with others. Help administrators engage rather than manage the staff and school community.</p>

**Tools and Reflection for Practice 1B: At the district level**

**Tools**

- “Are You Managing or Engaging Your Stakeholders?” (<https://ncsi-library.wested.org/resources/203>): Use this tool with a district focus.
- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Use this tool with a community focus.
- “Coalescing Around Evidence-Based Practices” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>): Use this tool with a focus across schools.

**Reflection**

- Who will determine what interim assessments will be administered and analyzed?
- Who will be held accountable for analyzing and reporting the results of the interim assessments?
- How will the results of the interim assessments be reported to everyone involved?

Practice 1B: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Create overarching expectations for improved student outcomes that are clearly articulated and measurable and that can be adapted for local contexts. Share clear expectations for high-performing schools, along with aspirational examples of schools that have made rapid improvement.</p>	<p>Along with promoting technical strategies for turnaround, promote engagement of stakeholders as a key strategy that supports turnaround. Use differentiated approaches to public relations to focus on engaging stakeholders as a driver for any evidence-based practice or turnaround approach.</p>	<p>Convene turnaround districts and schools. Invest in a statewide Community of Practice (CoP) to build support across turnaround sites. Enable learning across sites that share evidence-based practice knowledge and field-based practice knowledge. Engage with the sites regularly as a CoP partner.</p> <p>Tell the sites what you have learned and what you have changed as a result of working with them. Help others learn from the examples of the turnaround sites. Use state affiliates of professional organizations and family groups to extend learning.</p>

**Tools and Reflection for Practice 1B: At the state level**

**Tools**

- “Are You Managing or Engaging Your Stakeholders?” (<https://ncsi-library.wested.org/resources/203>)
- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>)
- “Meet the Stakeholders” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/MeetTheStakeholders.pdf>): Use this tool to consider authority and influence as elements of change. Who has it? Whom do you need to engage to leverage it?
- “Communities of Practice” (<http://www.ideapartnership.org/creating-community/getting-started.html>): Use this tool for a new approach to persistent educational problems.

**Reflection**

- How will data be used to customize support for turnaround and improvement efforts?
- How will you consider the sustainability of improvement efforts from the start?

## Practice 1C: Provide customized, targeted, and timely support for turnaround efforts

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide customized, targeted, and timely support for turnaround efforts.</p> <p>Align support to ensure coherence and integration with other necessary initiatives. Eliminate unnecessary initiatives.</p> <p>Regularly monitor progress to identify support needs and then act quickly and competently to address those needs.</p>	<p>Identify initiatives or efforts that share a common purpose but are being implemented independently of each other. Align and connect them.</p> <p>Pay attention to the human investment in initiatives. Sometimes individuals' identities are tied to initiatives. Find ways to make sure that identity needs continue to be met in new, combined, or streamlined initiatives.</p> <p>Do frequent data and perception checks. Act quickly on what you learn from both.</p>	<p>Help people find commonalities among initiatives that have different vocabulary and funding.</p> <p>Honor the work that came before your re-alignment. Be sure to convey the way in which past efforts and people contribute to the current knowledge and capacity to change. Ask them to continue their involvement and share their practice knowledge.</p> <p>Model the capacity for system learning. Engage staff and stakeholders as allies in reaching established goals. Build on the growing trust to surface support and challenges.</p>

### Tools and Reflection for Practice 1C

#### Tools

- “Learn the Language: Make the Connection” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/LearningTheLanguage.pdf>): Help leaders, staff, and stakeholders find common goals in discrete initiatives.
- “Are You Managing or Engaging Your Stakeholders?” infographic (<https://ncsi-library.wested.org/resources/203>): Reflect on your individual or team changes toward stakeholder engagement.
- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): Surface the beliefs and biases that impact your success.

#### Reflection

- What tools, systems, and structures are needed in order to provide flexibility to turnaround leadership?

Practice 1C: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Identify the priority needs of the school, focusing on three to five immediate priorities. Request flexibility from established policies and/or procedures, as justified by the data, turnaround plan, and school capacity.</p>	<p>Involve the school community (faculty, staff, families) in prioritizing needs and actions.</p>	<p>Recognize that competing priorities in turnaround schools all demand attention, but some enable deeper change and should be pursued. Discover how the faculty, staff, and community prioritize efforts.</p>

**Tools and Reflection for Practice 1C: At the school level**

**Tools**

- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): Surface the beliefs and biases that impact your success.

**Reflection**

- What tools, systems, and structures are needed in order to provide flexibility to turnaround leadership?

Practice 1C: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide tailored support to each school, based on deep root-cause analysis and needs assessment to inform the school's priorities. Customize each school's level of autonomy for personnel hiring, placement, and replacement and for other key decisions, based on school capacity.</p>	<p>Support strategies that respond to each school's unique context, but keep all schools focused on the turnaround strategy. Expect sites to explain how their unique approaches support turnaround.</p>	<p>Expect each school to have a theory of change. Design activities and invite partners that can help carry out the theory of change.</p>

**Tools and Reflection for Practice 1C: At the district level**

**Tools**

- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Use this tool to assess the extent to which you are engaging partners who can help.
- “Coalescing Around Evidence-Based Practices” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>): Use this tool to assess and shape practice.

**Reflection**

- How do you define flexibility? How will you offer flexibility to your turnaround leadership?
- What tools, systems, and structures are needed in order to provide flexibility to turnaround leadership?

Practice 1C: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Conduct site visits to monitor plan implementation. Target district support based on identified priorities and progress. As an incentive to drive change, allow earned autonomy for local leaders in making key decisions. Share templates and tools to enable local leaders to make the best decisions. Provide professional learning activities for district and school leaders to establish and strengthen organizational leadership.</p>	<p>Reshape site visits to focus on coaching change and learning what works. Invest in technology that helps turnaround sites learn from each other.</p> <p>Enable the spread of expert advice and practitioner wisdom through Communities of Practice as a statewide approach to supporting practice change.</p>	<p>Convene turnaround schools at least annually, if possible. Use face-to-face meetings to build relationships and develop interests around specific issues in turnaround.</p> <p>Connect people around the specific issues. Empower them to develop insights and share with the entire turnaround community.</p> <p>Create a rhythm of interaction. Facilitate a turnaround community and participate as a learning ally. Develop the community as a source of advice and support. Evaluate the Community of Practice as one of the state’s strategies for improving outcomes.</p>

**Tools and Reflection for Practice 1C: At the state level**

**Tools**

- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Assess the extent to which you are encouraging districts and schools to engage partners who can help.
- “Coalescing Around Evidence-Based Practices” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>): Assess and shape practice at the state level.

**Reflection**

- How do you define flexibility, and how will you offer it to your turnaround leadership?
- What tools, systems, and structures are needed in order to provide flexibility to turnaround leadership?

## Resources for Domain 1

Explore the *Four Domains* reflection questions for Domain 1:

[http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST\\_Four-Domains-Framework-Final.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf)

Use the *LbC* tools for particular issues that may arise in your work:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

Use the *LbC* rubrics to begin collecting data on engagement across all practices in Domain 1:

<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Coalescing-Around-Evidence-Based-Practices.pdf>

## Touch Points in Domain 2: Talent Development

Turnaround efforts need the support of competent and committed personnel in all positions at the school, district, and state levels. As well, turnaround efforts must build capacity in family and community stakeholders and build learning partnerships that go beyond school staff to sustain hard-won gains.

A focus on the adaptive strategies helps to ensure that turnaround leaders facilitate relevant participation by the right mix of stakeholders to accomplish important goals. In addition to leaders in formal positions, families and community members can contribute in meaningful ways.

Adaptive leaders in turnaround schools ask themselves, *“Who are we engaging? How, and how often, are we engaging them authentically as partners in creating change?”* Their reflection serves to increase their understanding of how to develop all the talent that can support progress in practice.



**Practice 2A: Recruit, develop, retain, and sustain talent**

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Plan for recruiting and developing talent with turnaround-specific competencies to quickly fill the vacancies which will inevitably occur during the turnaround process.</p> <p>Use multiple sources of data to match candidate skills and competencies to school needs, prioritizing the highest-need schools.</p> <p>Institute succession planning activities by creating locally based preparation programs focused on fostering turnaround competencies to develop future turnaround leaders and teachers.</p>	<p>In addition to ensuring that leadership teams have the right technical skills, look for staff and stakeholders who can surface and address the human needs for safety and participation during the change process.</p> <p>Consider those who are affected by or care about the issue of school performance and invite them to join the discussion and the work of turnaround. Genuinely welcome diverse stakeholders and perspectives, creating engagement opportunities to develop collective understanding of the issues.</p> <p>Build interaction between school staff and family leaders. Expand the pool of individuals who take active roles in turnaround efforts.</p>	<p>With your leadership team, use questions 1 and 2 in the Four Simple Questions (<a href="http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf">http://www.ideapartnership.org/documents/Leading By Convening/Coalescing Around Issues/FourSimpleQuestions.pdf</a>) to scan the potential pool of partners. Assess the extent to which individuals from diverse roles are included in your work. Reach out to build greater diversity in your leadership efforts.</p> <p>When recruiting stakeholders to get involved in turnaround efforts, check to see how your perceptions match up with their perceptions of their interest in turnaround. Learn about their perspectives on your goals. Help them identify the ways in which they can contribute to pursuing turnaround goals.</p> <p>Identify individuals who have particular insights and skills. Actively involve them and develop them as potential leaders in one or more areas. Continuously look for emerging leaders and cultivate them by engaging them in selected leadership roles.</p>

Practice 2A: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Collaborate with the district to develop a school-specific competency model for turnaround teachers to discern which competencies should be prioritized when the school hires teachers.</p> <p>Take this opportunity to develop a shared vocabulary about turnaround and the needed talent to make your effort a success. Recognize that staff may feel uncomfortable being honest about their level of knowledge or skills around the competency model.</p> <p>Allow time for discussion and disagreement until consensus is reached on the competencies needed. Be prepared to demonstrate willingness to make changes in the school schedule to provide the technical assistance and coaching required by the turnaround model.</p>	<p>Invite the participation of diverse stakeholders to identify the relevant competencies that teachers and leaders must embody for turnaround success. Invite representation of relevant, knowledgeable, and influential stakeholders.</p> <p>Utilize the district turnaround talent pool as the main source for hiring assistant principals and teachers. Encourage aspiring leaders to participate in turnaround preparation programs.</p>	<p>Create an environment in which individuals with the right talents have opportunities to develop and succeed as turnaround leaders.</p> <p>Help staff examine which turnaround competencies they have mastered and which they need to further develop, ensuring a safe and supportive environment to do so.</p> <p>Use sensitivity and empathy when discussing the turnaround efforts. Openly recognize that behavior change is hard for all staff and encourage them to voice their concerns in the early stages of exploration and initiation.</p> <p>Be timely and responsive when staff express the need for additional supports to carry out turnaround strategies.</p> <p>Constantly revisit who you have invited to participate in talent development efforts at your school. Ask: <i>“Whose perspective is not represented? What do the staff need to further develop their competencies to serve as instructional and transformational leaders in the turnaround?”</i></p> <p>Provide informal opportunities to learn from stakeholders. Create ways for stakeholders to lead or co-lead activities.</p>

## Tools and Reflection for Practice 2A: At the school level

### Tools

- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Identify driving forces behind personal commitment.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>): Plan multiple ways to engage the full range of staff and stakeholders.
- “Learn the Language: Make the Connection” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/LearningTheLanguage.pdf>): Help people find commonality in discrete initiatives.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Identify and track your progress in engagement.

### Reflection

- Do you use turnaround competencies for the identification of teachers for low-performing schools? If so, what are the turnaround competencies for teachers in your context?
- What competencies might be developed for family and community stakeholders to aspire to?

Practice 2A: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Create a model for selecting and placing teachers and school leaders who have turnaround competencies, ensuring that turnaround schools have preferential access to teaching candidates.</p> <p>Challenge and support human resources staff to design programs that identify and support the development of potential turnaround leaders and teachers.</p> <p>Develop multiple measures and data sources to closely analyze an individual's turnaround readiness and potential as a turnaround teacher or leader (e.g., observe candidates over time in various settings).</p>	<p>Empower district staff to engage in talent development efforts as partners with school staff and leaders. Make sure that there is cross-stakeholder engagement to ensure that it becomes a habit of collaboration.</p> <p>Invite school leaders and educators to the discussion with district staff to develop policies and processes to support recruitment, selection, and retention of talent.</p> <p>Take care to recognize situations when a person of authority and a person under their supervision are both representatives to the group. It may be necessary to listen to their views separately to gain a true understanding of their points of view.</p> <p>Leverage the expertise of human resources staff when inviting the perspective of diverse stakeholders to support the vision for talent development.</p>	<p>Provide multiple opportunities to engage with stakeholders on a regular basis to inform talent development policies and procedures. However, be sensitive to holding too many meetings and be flexible in scheduling meetings at different times to enable stakeholders to attend.</p> <p>Bring school staff together to learn from each other's experiences in recruiting, selecting, developing, and retaining turnaround teachers and leaders. Cross-walk terminology, approaches, and programs relevant to talent development to look for coherence opportunities.</p> <p>Invite feedback, even (or especially) when it is difficult to hear. Model how to accept constructive criticism and use the feedback to make meaningful improvements. Share with stakeholders how feedback is being used to make improvements.</p>

## Tools and Reflection for Practice 2A: At the district level

### Tools

- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Use this tool for district-led meetings.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>): Use this tool to define district working teams.
- “Learn the Language: Make the Connection” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/LearningTheLanguage.pdf>): Use this tool to examine district programs.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool with a district focus, across schools.

### Reflection

- Do you use turnaround competencies for the identification of principals for low-performing schools? If so, what are the turnaround competencies for leaders in your context?
- To what extent do these competencies include adaptive leadership and stakeholder engagement competencies?

Practice 2A: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Establish an office or core cadre of personnel responsible for supporting policy, programmatic, and implementation efforts to lead turnaround initiatives.</p> <p>Advocate for the social and moral imperative of school turnaround through multiple public forums, leveraging communication and other strategies to garner parent and community support.</p>	<p>Be intentional in collaboration beyond the office or cadre of turnaround leaders. Provide opportunities for districts to learn from and with each other. Invite representatives from teacher preparation programs, school psychologists, counselors, administrators, parent organizations, and so on, to engage in efforts.</p> <p>Serve as a facilitator, convener, and ally in developing shared ownership for talent development at all levels of the system. Develop structures to support districts and schools in generating or adapting talent-development solutions to fit their contexts.</p>	<p>Focus on both the technical and adaptive sides of change in creating a statewide plan for talent development. Balance the emphasis on evidence-based strategy and data-based decisions with a focus on stakeholder engagement as a deliberate strategy.</p> <p>Assess the comfort level of state staff to lead such efforts. Provide them with the necessary technical assistance and ongoing coaching or supports to create learning partnerships across stakeholder groups. Help them understand and recognize that developing relationships with stakeholders is a strategic investment.</p> <p>Convene district personnel in person and virtually to discuss talent recruitment, selection, development, and retention. Take an inquiry approach and invite everyone to engage in collective problem solving. Provide opportunities for collective learning, and use those opportunities to consider how state support could help those efforts. Begin building a learning community among the districts and schools doing turnaround work with their stakeholders.</p>

## Tools and Reflection for Practice 2A: At the state level

### Tools

- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Use this tool for state-led meetings.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>): Use this tool to define state working teams.
- “Learn the Language: Make the Connection” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/LearningTheLanguage.pdf>): Use this tool to examine state programs.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool with a state focus, across turnaround sites.

### Reflection

- Do you use turnaround competencies to ground state-supported turnaround initiatives for low-performing schools? If so, what are the turnaround competencies for supporting turnaround initiatives?
- To what extent do these competencies include adaptive leadership and stakeholder engagement competencies?

### Practice 2B: Target professional learning opportunities

Coalesce around issues	Ensure relevant participation	Work together
<p>Offer high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for rapid school improvement.</p> <p>Offer regular opportunities for job-embedded learning, including coaching, mentoring, and observation (including peer observation).</p> <p>Develop a set of actionable goals, reflective of various needs and perspectives, to anchor and assess professional learning opportunities. Include activities that build interaction between staff and stakeholders in professional development activities.</p>	<p>Acknowledge the different perspectives that contribute to identifying and meeting professional learning needs. Engage diverse stakeholders in a process to understand underlying issues and determine which issues they want to collectively influence through professional learning.</p> <p>Help high-performing staff to feel competent in modeling new, more inclusive behavior. Meet regularly to assess support needs and progress on agreed-upon goals.</p> <p>Leverage and maximize the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.</p>	<p>Revisit professional learning planning. Use staff and stakeholder engagement data with performance data to revise goals and plans.</p>



Practice 2B: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Create a cadre of instructional leaders (drawing from assistant principals, department coordinators, team leaders, and teachers with demonstrated instructional coaching capacity) who each respond to the professional learning needs of a manageable portion of the faculty and use data to identify those needs. Provide opportunities for leaders and teachers to learn side-by-side and share how their own ongoing growth impacts their individual practice as instructional and organizational leaders. Ensure that learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school's turnaround priorities.</p>	<p>Seek diverse participation in instructional leadership development opportunities. Invite potential leaders to shadow current instructional leaders. Welcome their perspectives and input to shape professional learning. Recognize that learning together can be intimidating for some teachers and leaders; provide appropriate supports to ensure a safe learning environment for all. Be open to different pairings based on changing needs, personalities, experiences, and engagement levels. Use feedback from teachers to shape professional learning opportunities and leadership supports.</p>	<p>Build a diverse group of instructional leaders committed to shared leadership. Offer opportunities for different members to take on leadership roles based on the topic and group needs. Collectively use data to shape professional learning opportunities, set goals, and assess progress.</p> <p>Engage a diverse set of instructional leaders and reach out to those who disagree with the school's approach to learn more about their perspective. Create ways for stakeholders to lead or co-lead professional learning activities.</p>

## Tools and Reflection for Practice 2B: At the school level

### Tools

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Learn to identify the technical and adaptive side of any situation.
- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Use this tool applied to individuals and the school level.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool with a school-level focus.

### Reflection

- What are the professional learning needs of turnaround leadership and staff? What steps need to be accomplished to fulfill those needs?
- What capacity-building efforts need to be undertaken to engage stakeholders in meaningful roles?

Practice 2B: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Create timelines and other accountability systems that remind principals to regularly examine teacher performance and to rapidly adjust professional learning plans based on identified needs. Provide district staff with job-embedded professional learning and opportunities to learn side-by-side with school leaders. Ensure that district-offered professional learning experiences are differentiated, purposeful, targeted, and reflective of what is known about successful adult learning and the turnaround endeavor.</p>	<p>Co-develop timelines and accountability systems with district staff, school leaders, and teachers to reflect varied perspectives. Model continuous improvement by soliciting feedback, examining data, and engaging stakeholders in program improvement. Empower district staff to engage in professional learning opportunities as leaders and learners with school staff. Recognize that learning together can be intimidating; model reflective learning and open discussion of growth and limitations.</p>	<p>Welcome regular input from stakeholders to inform professional learning plans and use this input to improve the plans. Serve as a supportive and reflective partner, offering the time and space to examine collective issues and creative solutions. Provide framing and support for a cohesive approach to professional learning across schools in the district.</p>

**Tools and Reflection for Practice 2B: At the district level**

**Tools**

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Apply this tool to district-focused issues.
- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Apply this tool to district-focused issues.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool with a district-level focus across schools.

**Reflection**

- What are the professional learning needs of turnaround leadership and staff? What steps need to be accomplished at the district level to fulfill those needs?
- What capacity-building efforts need to be undertaken to help schools engage stakeholders in meaningful roles?

Practice 2B: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide training to districts on how to develop and implement a teacher professional learning model focused on individualization and job-embedded processes. Provide funding preference to professional learning opportunities that reflect these processes. Share examples of how districts and schools have implemented peer coaching, mentoring, and peer observation. Model a willingness to learn and grow. Ensure that development opportunities offered to districts model the formats and principles of effective professional learning.</p>	<p>Emphasize the importance of local context and local knowledge in implementing change. Invite district leaders and community leaders to co-develop trainings with state staff to reflect local perspectives. Demonstrate how data are used to improve state processes to support professional learning. Provide opportunities (time and space) for districts to share experiences and learn from each other.</p>	<p>In developing professional learning that is targeted for turnaround schools, identify opportunities to attend to both the technical and adaptive sides of change. Provide support to state and district staff as they engage in the work of supporting turnaround efforts, acknowledging the difficulty and vulnerability of co-developing and co-learning.</p> <p>Model a community-oriented inquiry approach to learn collectively and apply that learning to improve. Provide opportunities and supports for diverse stakeholders to develop, reflect, and learn together.</p>

**Tools and Reflection for Practice 2B: At the state level**

**Tools**

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Use this tool focused on personal barriers to facilitate more participatory professional development.
- “What’s in It for Me?” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/WhatsInItFor.pdf>): Apply this tool to state-led meetings.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool with a state-level focus across turnaround sites.

**Reflection**

- What are the professional learning needs of turnaround leadership and staff? What steps at the state level are needed to fulfill those needs?
- What steps need to be taken to support turnaround programs in capacity-building efforts to engage stakeholders in meaningful roles?

**Practice 2C: Set clear performance expectations**

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Create and share expectations for professional performance by every role in the system.</p> <p>Develop and implement performance-management processes that include clear means for monitoring progress, flexibility to rapidly respond to professional learning needs, and opportunities to revise milestones as needed.</p>	<p>Ensure that leaders meaningfully engage stakeholders, reflecting multiple perspectives as they co-develop tools and systems for advancing turnaround, and that they model how to value multiple perspectives and expect more inclusive practice by others as well.</p> <p>Ensure that performance management systems reflect these diverse perspectives and offer opportunities for ongoing review of progress.</p>	<p>Help staff and stakeholders understand the varying depth of engagement that is achievable. Use existing rubrics or develop your own.</p> <p>Regularly monitor levels of engagement by both staff and family/community stakeholders.</p>

Practice 2C: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Define expectations for teachers, clearly and realistically considering how to effectively leverage teacher time and effort. Develop daily and weekly schedules that reflect this priority of effective use of teacher time. When asking more of a teacher, consider removing another responsibility.</p> <p>Discuss the opportunity that having shared expectations offers teachers and leaders.</p>	<p>Engage teachers in the development of role expectations and regularly convene groups to discuss these expectations and how they are supported in your school. Invite teachers to contribute to the development of schedules that maximize their time and allow for reflection, collaboration, and growth. Leverage teacher knowledge and expertise.</p>	<p>Invite and actively seek out teacher input on role expectations.</p> <p>Provide support and coaching for teachers so they can meet and exceed expectations. Which expectations need more collective support? Ask: <i>“How can expectations reflect diverse perspectives? How can we more meaningfully engage teachers in co-developing expectations?”</i></p> <p>Engage family and community stakeholders actively in discussing expectations for teachers.</p> <p>Ask: <i>“How can we learn from various stakeholders? How will we assess how well the expectations for teachers meet our local context?”</i></p>

## Tools and Reflection for Practice 2C: At the school level

### Tools

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Use this tool focused on personal barriers to support more participatory professional development.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>)
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool to identify and track your progress in engagement, customizing it for input from both staff and stakeholders.

### Reflection

- Who will be held accountable for setting clear performance expectations for school staff? How will they determine those expectations?
- How will staff be assessed or held accountable for achieving those performance expectations?
- To what extent do expectations include more inclusive engagement practice?

Practice 2C: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Identify which district-level roles will contribute to school turnaround efforts; review and refine job expectations and descriptions to reflect realistic and high-leverage responsibilities to support rapid school improvement.</p>	<p>Invite the perspective of school-level staff in developing district-level role expectations. Build opportunities for district staff across departments to engage in turnaround work as allies, advocates, and supporters. Provide support on developing shared language to reflect role expectations.</p>	<p>Convene stakeholders regularly to examine, revisit, and revise role expectations.</p> <p>Serve as a connector across role types to discuss expectation development and refinement. Cross-walk terminology, approaches, and programs relevant to talent development to look for coherence across different role expectations.</p> <p>Examine support structures available for district and school staff to meet and exceed expectations. Invite and act on stakeholder feedback.</p>

**Tools and Reflection for Practice 2C: At the district level**

**Tools**

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Use this tool focused on district supports and structures to advance more participatory professional development.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>)
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool to identify and track your progress in engagement, customizing it for input from both staff and stakeholders.

**Reflection**

- Who will be held accountable for setting clear performance expectations for district staff? How will they determine those expectations?
- How will staff be assessed or held accountable for achieving those performance expectations?
- To what extent do expectations include more inclusive engagement practice?



Practice 2C: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Develop protocols to assist districts in analyzing role expectations and adapting those expectations to support school turnaround. Provide support and tools to help districts establish and monitor milestones.</p>	<p>Offer districts and schools examples of role expectations and support structures. Serve as a facilitator, convener, and ally in developing shared ownership for talent development role expectations.</p>	<p>Share examples of both the technical and adaptive sides of role expectations.</p> <p>Ask turnaround sites to share: <i>How are various stakeholder perspectives reflected in the expectations? Which perspectives are missing?</i></p> <p>Offer opportunities for districts to reflect together on how to customize expectations to fit their local needs and how to design support systems based on these needs.</p>

**Tools and Reflection for Practice 2C: At the state level**

**Tools**

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Use this tool focused across turnaround sites.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>)
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Use this tool to identify and track your progress in engagement, targeted to understanding district efforts focused on data across turnaround sites.

**Reflection**

- Who will be held accountable for setting clear performance expectations for state staff? How will they determine those expectations?
- How will staff be assessed or held accountable for achieving those performance expectations?
- To what extent do expectations include more inclusive engagement practices?

## Resources for Domain 2

Explore the full set of reflection questions in the *Four Domains for Rapid School Improvement*:

[http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST\\_Four-Domains-Framework-Final.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf)

Use the full set of engagement tools from *Leading by Convening* for all levels of the system:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

Begin collecting data on engagement by using the rubrics as shown in the following tool:

<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>

## Touch Points in Domain 3: Instructional Transformation

*Improvement in student learning outcomes depends on systemwide support for change in classroom instruction.* But changing practice at the classroom level is challenging. In many cases, educators have been defining their own personal practice, which may or may not fit with the direction being set for turnaround.

Educators are key actors in transformation. They act on evidenced-based professional development opportunities and on their own practice knowledge. Adaptive leaders in turnaround schools value and appreciate the opportunities for professional growth as well as the challenges to security and autonomy in professional practice. They practice shared leadership. They recognize, encourage, and support the personal investment in instructional transformation.

In schools that have many challenges, individuals from across the school community can communicate, support, and reinforce the work of staff around instructional transformation. As data plays a foundational role in turnaround, data literacy is an important skill that both staff and stakeholders need in order to contribute meaningfully. Adaptive leaders recognize that they must build the capacity of both staff and family/community stakeholders to participate actively in transformation work.

### Practice 3A: Diagnose and respond to student learning needs

Coalesce around issues	Ensure relevant participation	Work together
<p>Diagnose student learning needs and use identified needs to drive all instructional decisions.</p> <p>Adapt to student learning needs by using fluid, rapid assessment and adjustment of instructional grouping and delivery.</p> <p>Incorporate effective student supports and instructional interventions into school systems.</p>	<p>Recognize that individuals vary on the extent to which they understand how data on student performance drives improvement strategies. Incorporate supports for data literacy and dialogue on the meaning of data as important features of a shared leadership effort to transform instruction.</p> <p>Recognize that not everyone “sees” the same thing in the data. Make the connection between data and the supports and interventions designed to address findings revealed by data.</p> <p>Develop a protocol for responding to issues that may surface regarding interventions that are designed jointly.</p>	<p>Recognize that creating initiatives to drive improvements in student outcomes does not guarantee systemwide support, so there is a practical advantage to recognizing a diversity of perspectives on instructional transformation. Bring together individuals from a variety of roles to discuss the challenges of transformation.</p> <p>Work toward a culture of shared leadership. Allow staff and stakeholders to explore issues that can change classroom instruction.</p> <p>Create schoolwide support by cultivating an environment where personal investment is valued and used in instructional transformation.</p> <p>Unite leaders, staff, and stakeholders in a Community of Practice in which all work together to create an environment of high expectations and support for improved outcomes.</p>

Practice 3A: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Regularly examine individual student data in team meetings, professional learning communities, or planning sessions as part of teachers' regular work and expectations.</p> <p>Creatively use fluid instructional groupings rather than year-long assignments that may not meet students' (and teachers') needs. For example, when students struggle with a certain concept, consider assigning them temporarily to a teacher whose data demonstrate that he or she teaches the concept well or differently from the students' current teacher(s), or placing them in a small group for reteaching, or giving them individualized instruction.</p> <p>Give teachers time within the school day to analyze data and develop plans to address identified needs. Also hold teachers accountable for doing so and for carrying out the plans that they develop for students.</p>	<p>Build a Community of Practice around data. Learn what staff and stakeholders "see" in the data. Enable teachers to convey their insights and lead conversations about their own data.</p> <p>Enable staff and stakeholders to understand and support fluid strategies. Listen for what they know about context that will reduce issues. Involve teachers in overcoming obstacles in the schedule.</p> <p>Learn the value of diversity that creates a practical advantage by bringing together different perspectives.</p> <p>Think about how active participation builds a personal investment.</p>	<p>Engage staff and stakeholders in defining the value of using data to diagnose student learning needs.</p> <p>Build data literacy in staff and stakeholders.</p> <p>Identify the technical and adaptive elements in the school transformation goals.</p> <p>Engage the staff and stakeholders in discovering potential threats to turnaround and opportunities for advancing turnaround.</p> <p>Continuously reflect on building widespread capacity to participate in instructional transformation.</p>

### Tools and Reflection for Practice 3A: At the school level

#### Tools

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): Co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwo-wayLearning.pdf>): Examine the extent to which your interactions invite engagement.
- “Building Support Through Data” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Building-Support-Through-Data.pdf>): Measure the extent to which the entire school community understands the decisions grounded in data.

#### Reflection

- How will teachers diagnose each individual student’s learning needs? What tools, systems, and structures need to be established?
- How will teachers be involved in planning and implementing change?
- How could fluid grouping of students be implemented and supported?
- How will you involve staff in avoiding logistical issues that unnecessarily complicate efforts?

Practice 3A: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Develop protocols to assist teachers in drilling down into data to identify individual student needs and in creating instructional action plans aligned to those needs. Explore creative uses of instructional time, which may include options for extended learning, such as longer school days, weeks, or summer sessions to support each student’s needs. Be sure to structure any additional instructional time and staffing to ensure that high-quality learning will occur (rather than simply a perpetuation of ineffective practices). Ensure that data sources (e.g., benchmark assessments) exist for teachers to frequently monitor progress on student outcomes.</p>	<p>Build an appreciation for the diversity of perspectives across schools.</p> <p>Use stakeholder networks to communicate to families, school board members, and the community about how having flexible strategies contributes to school improvement.</p> <p>Encourage schools to share information about their efforts to build teachers’ personal investment in instructional improvement.</p> <p>Examine district efforts to help staff understand the importance of data-driven instruction.</p> <p>Examine district efforts to establish a culture of data use by investing in data literacy and by modeling data use.</p>	<p>Identify the technical and adaptive aspects of meeting the district goals for instructional transformation.</p> <p>Engage the schools and districtwide stakeholders in discovering potential threats to turnaround and opportunities for advancing turnaround.</p> <p>Continuously reflect on building widespread capacity to participate in instructional transformation.</p>

## Tools and Reflection for Practice 3A: At the district level

### Tools

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): Use this tool with a district focus to define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): Use this tool with a district focus, across schools, to co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): Use this tool with a district focus, with internal and external partners, to examine the extent to which your interactions invite engagement.
- “Building Support Through Data” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Building-Support-Through-Data.pdf>): Measure the extent to which the individual schools understand how to involve staff and stakeholders in conveying decisions grounded in data.

### Reflection

- What learning benchmarks will teachers use in order to guide and track the progress of students?
- How will you build data literacy within staff, families, and community stakeholders?



Practice 3A: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide incentives such as funding and support for districts and schools that target staffing improvements to ensure that teachers have the time and capacity to diagnose and respond to each student's needs. Provide training on fluid instructional groupings.</p>	<p>Reach out to statewide affiliates of professional organizations whose members are critical to instructional transformation.</p> <p>Bring turnaround sites together in face-to-face or virtual environments around data-driven instruction, collaboration, and instructional transformation.</p> <p>Co-create messages about instructional transformation with important stakeholder groups and ask them to promote the messages through their regular channels.</p>	<p>Identify the technical and adaptive aspects of meeting the state goals for instructional transformation.</p> <p>Engage turnaround programs and statewide stakeholders in discovering potential threats to turnaround and opportunities for advancing turnaround.</p> <p>Continuously reflect on investments in building capacity to participate in instructional transformation.</p>

### Tools and Reflection for Practice 3A: At the state level

#### Tools

- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): With a state focus, define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): With a state focus, across turnaround sites, co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwo-wayLearning.pdf>): Examine the extent to which your interactions invite engagement.
- “Building Support Through Data” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Building-Support-Through-Data.pdf>): Measure the extent to which the individual turnaround programs understand how to involve staff and stakeholders in conveying decisions grounded in data.

#### Reflection

- How can funds be leveraged by your schools to provide additional academic supports, extended learning opportunities, credit recovery programs, and virtual courses? Are there stakeholders who would be willing to financially support these programs?
- How can you build support through data?

### Practice 3B: Provide rigorous evidence-based instruction

Coalesce around issues	Ensure relevant participation	Work together
<p>Set high academic standards and ensure access to rigorous standards-based curricula.</p> <p>Provide supports to ensure that evidence informs instructional planning and facilitation of student learning.</p> <p>As gaps are identified in the curriculum or instructional delivery, develop plans to strengthen the components needed to bridge the gaps.</p>	<p>Recognize that setting high academic standards does not automatically equate to supporting best instructional practices. Examine the assumptions that staff and stakeholders hold about the practical changes needed to reach higher standards. Help families understand and support challenging instruction and more rigorous course choices.</p> <p>Ensure that teachers see the development of evidence as an important part of effective practice and not an evaluative exercise.</p> <p>Engage teachers in designing the professional learning needed to support evidence-based instruction that is aligned with the high academic standards.</p> <p>Involve teachers actively in solving instructional problems.</p> <p>Build an inclusive professional development program that connects school-based efforts with family efforts.</p>	<p>Build a Community of Practice around instructional transformation.</p> <p>Enable families to communicate key messages about practice change to other families.</p> <p>Institute school practices that reinforce expectations for professional learning and professional practice.</p> <p>Help leaders and staff to understand families' perspectives and support families' goals for their students' achievement. Help families to understand the school's focused commitment to instructional transformation.</p>

Practice 3B: At the school level

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Conduct a curriculum analysis and map lesson plans against standards to ensure that the plans adequately represent the standards. Determine whether adjustments and supports are needed to ensure that all students have access to the curricula. Ensure that in each instructional mode utilized — whether whole-class, small-group, or technology-based instruction; independent work; or homework — teachers routinely utilize the best instructional practices for that mode and school leaders support their development of those practices.</p>	<p>Ensure that the core team, including staff and stakeholders serving on the core team, can articulate the value and process of curriculum analysis.</p> <p>Build a cadre of stakeholders to consider adjustment and supports that may be needed.</p> <p>Help the school staff to understand differentiated instruction as a way for teachers to meet the needs of all students.</p>	<p>Surface staff beliefs and assumptions about general curricula and differentiated/ personalized instruction.</p> <p>Explore and address challenges to staff members' sense of security in their personal practice.</p> <p>Explore and address motivators to changing professional practice.</p>

### Tools and Reflection for Practice 3B: At the school level

#### Tools

- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): Surface beliefs, biases, and assumptions around practice change.
- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): With a school focus, define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): With a school-based team focus, co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): With a focus on school practice, examine the extent to which your interactions invite engagement.

#### Reflection

- What interventions are used to help students who are falling behind? How might those be adjusted or changed? Who will be included in the team to adjust or change those interventions?
- How will adjustments and interventions be communicated to the school community?

Practice 3B: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Work with schools' instructional leadership teams to refresh, update, and bolster teachers' content knowledge and evidence-based instructional skills through ongoing professional learning opportunities.</p> <p>Coordinate vertical alignment such that teachers have an understanding of what their students should have learned the prior year, before entering their classroom, and what their students will be expected to learn the following year.</p> <p>Examine curricular and instructional supports to ensure that they are grounded in evidence, rigor, and the state standards.</p>	<p>Communicate a vision of standards-based instruction. Coordinate with schools' instructional leaders to plan professional learning opportunities based on needs. Allow teacher leaders to model good standards-based instruction. Create a framework of vertical alignment for coordinated movement of information among teachers as students transition from one grade to the next. Ask stakeholders for input on needs related to vertical alignment. Demonstrate shared leadership by empowering teachers in the process.</p>	<p>Pay attention to the outcomes that the strategies are intended to address.</p> <p>Make sure that staff connect the new strategy with progress toward a worthy outcome that is supported by all.</p> <p>Probe understanding and commitment to personal practice change.</p> <p>Look for indicators that staff are committed to new practices. If you do not see indicators of personal practice change, surface the issue and try to learn what is restraining acceptance of new instructional practices.</p> <p>Maintain focus on evidence-based practices, but focus on learning what quality in professional learning looks like from the staff's perspective.</p> <p>Work with staff to customize professional learning in ways that add value and enable them to act on their new learning.</p>

### Tools and Reflection for Practice 3B: At the district level

#### Tools

- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): Surface beliefs, biases, and assumptions around practice change.
- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): With a district focus, across schools, define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): With a district-based team focus, co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): With a focus on district practice, examine the extent to which your interactions invite engagement.

#### Reflection

- How will alignment of instruction with standards be facilitated?
- How will the district garner support from families and the community for a standards-based curriculum?

Practice 3B: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide district leaders with professional learning on state standards that enables them, in turn, to plan and provide learning opportunities that bolster teacher content knowledge, when needed. Provide guidance on using evidence to select curricular and instructional supports.</p> <p>Support district leaders in providing professional learning on state standards and guidance around evidence-based practices.</p> <p>Unite turnaround sites in a clear understanding of access to a standards-based curriculum for all students.</p>	<p>Provide a variety of opportunities for interaction around the guidance.</p>	<p>In your interactions with district and school leaders, balance your focus on content and practice with the need to address the safety and security needs of new staff and of experienced staff who need to upgrade their skills.</p>



## Tools and Reflection for Practice 3B: At the state level

### Tools

- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): With a state focus, across sites, surface beliefs, biases, and assumptions around practice change.
- “Problems Come Bundled” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/ProblemsComeBundled.pdf>): With a state focus, across sites, define the technical and adaptive considerations on any issue.
- “Defining Our Core” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/DefiningOurCore.pdf>): With a state-based team and cross-division focus, co-create a powerfully simple message that can be shared and easily understood.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): With a focus on state practice, examine the extent to which your interactions invite engagement.

### Reflection

- How will alignment of instruction with standards be facilitated?
- What is the state role in garnering support from families and the community for a standards-based curriculum?

**Practice 3C: Remove barriers and provide opportunities**

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Systematically identify barriers to student learning and opportunities to enhance learning opportunities for students who demonstrate early mastery.</p> <p>Partner with community-based organizations, such as with health and wellness organizations, youth organizations, and other service providers, to support students in overcoming obstacles and developing the personal competencies that propel success in school and life.</p>	<p>Recognize that identifying barriers and opportunities is not the same as taking action to remove barriers and providing opportunities to leverage resources. Take the important next step of partnering with individual and groups who can address barriers.</p> <p>Recognize that families and community stakeholders are essential in leveraging resources to overcome barriers. Recognize that if a learning partnership has been built, action to remove barriers will be well-understood and have support, and that potential partners are much more inclined to be actively involved and help sustain change if they are engaged in many aspects of turnaround.</p>	<p>Engage families and community groups consistently in turnaround efforts. Avoid reaching out only when there is a need. Build support through engagement.</p> <p>Build the relationship before you need it. Create ways that many people can feel connected to your efforts. Differentiate kinds of participation and maintain connections to families and community groups.</p>

Practice 3C: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Track student progress and help students regain lost ground through academic supports (e.g., tutoring, co-curricular activities, tiered interventions), extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs), credit-recovery programs, and virtual courses. Give students who demonstrate sufficient prior mastery access to higher-level assignments and courses. Network with nearby organizations in the community to identify available supports — or to generate new supports — for students. Consider having medical and dental services available on-site on a regular basis. Provide on-site laundry service for families in need. Provide food for students during extended learning sessions and other periods when they are at school outside of regular school hours.</p>	<p>Engage community stakeholders in conversations about their roles in eliminating barriers to student learning. Develop a tracking system through a Community of Practice to identify students in need and develop interventions to help them succeed.</p>	<p>Learn about the array of available family and community services that already serve your school and your students/families.</p> <p>Build relationships with service providers over time and help community groups see how their support of your needs also meets their goals.</p> <p>Drawing on what your partners have learned by engaging with your work, collaborate to develop new services.</p>

## Tools and Reflection for Practice 3C: At the school level

### Tools

- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Use questions 1–4 to establish or deepen instrumental relationships with groups that can help address barriers.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>): Identify ways that many people/groups can take an active role in your work and feel connected to your efforts.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): Focusing on school practice, examine the extent to which your interactions invite engagement.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): Measure your progress in maintaining family/community connections to eliminate barriers.

### Reflection

- How will teachers guide and track the progress of each student? What tools, systems, and structures need to be established?
- What relationships need to be developed with families and the community?

Practice 3C: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Identify and remove any barriers (whether policies or practices) that stand in the way of every student having an opportunity to learn at higher levels. Identify the district’s most prevalent non-academic barriers to student learning. Disseminate this information to principals. During meetings with principal supervisors, continually revisit how community resources can be leveraged creatively to meet students’ basic needs.</p>	<p>Involve stakeholder groups that are already engaged with schools by asking them to serve as “ambassadors” to school and community groups in order to help take down barriers to turnaround and build new opportunities for students.</p> <p>Leverage support from stakeholders based on understanding of and participation in your work over time.</p>	<p>Learn about the array of available family and community services that already serve your school and your students/families.</p> <p>Build relationships with service providers over time and help community groups see how their support of your needs also meets their goals.</p> <p>Drawing on what your partners have learned by engaging with your work, collaborate to develop new services.</p>

## Tools and Reflection for Practice 3C: At the district level

### Tools

- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): With a communitywide focus, across schools, use questions 1–4 to establish or deepen instrumental relationships with groups that can help address barriers.
- “Engaging Everybody” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf>): With a communitywide focus, across schools, identify ways that many people/groups can take an active role in your work and feel connected to your efforts.
- “One-Way, Two-Way Learning” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Doing%20Work%20Together/One-wayAndTwowayLearning.pdf>): Use this tool with a focus on district practice to examine the extent to which your interactions invite engagement.
- “Creating Active Engagement” rubric (<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>): With a communitywide focus, measure your progress in maintaining family/community connections to eliminate barriers.

### Reflection

- How do your schools involve community members and stakeholders in offering internships, career exploration, and service learning opportunities? Who will be held accountable for helping to make these connections for your students?
- Who will be responsible for authentic and ongoing engagement of stakeholders?

Practice 3C: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Support districts in developing early warning systems to identify students who may be falling behind, giving the school the opportunity for timely intervention. Identify and network with other state-level entities that could serve as partners for schools and districts. Create access to services that districts can tap into in order to meet students' needs that, if left unaddressed, can impede learning (e.g., health care, clothing, nutrition).</p>	<p>Learn how current practices put students at risk of failure.</p>	<p>Promote professional learning around the need for and access to early warning systems.</p> <p>Invest in strategies that help districts, schools, and teachers to appreciate early warning and identify their professional practice changes that will put students less at risk for failure.</p>

**Tools and Reflection for Practice 3C: At the state level**

**Tools**

- “Grounding Assumptions” (<https://ncsi-library.wested.org/resources/210>): With a state focus, across sites, surface beliefs, biases, and assumptions around early warning and intervention.
- “Four Simple Questions” (<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Coalescing%20Around%20Issues/FourSimpleQuestions.pdf>): Use questions 1–4 to understand who can influence change and/or respond to needs and how to create connections that can change practice.

**Reflection**

- What types of early warning systems will identify students who may be falling behind? Who will be held accountable for establishing those early warning systems?
- What state agencies may already provide or be willing to develop what you need? How will you make a case for shared work?

### Resources for Domain 3

Explore the full set of reflection questions in the *Four Domains for Rapid School Improvement*:

[http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST\\_Four-Domains-Framework-Final.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf)

Use the full set of engagement tools from *Leading by Convening* for all levels of the system:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

Begin collecting data on engagement by using the rubrics as shown in the following tool:

<https://ncsi.wested.org/wp-content/uploads/2017/02/LbC-Rubric-Creating-Active-Engagement.pdf>



## Touch Points in Domain 4: Culture Change

A turnaround culture fuses strong community cohesion with an urgent emphasis on improving academics; one without the other is insufficient. This understanding underlies the rationale and creates the energy for the ideas that are expressed in this document. Turnaround research provides the science behind improvement; adaptive strategies constitute the art of engaging those who can help to make the change deep and sustainable.

Actively identifying shared concerns is foundational to the work of change. Stakeholders, including leaders, staff, families, and the community, must be able to identify how they can individually and collectively increase their learning and ability to act positively toward improvement.

Engaged stakeholders, internal and external to the school, are the key to change. In every role, stakeholders must recognize how they could contribute and what is expected in their chosen role to communicate, advance, and effectively support change efforts. Culture change is a goal that underlies every turnaround effort. This understanding helps to frame every tool and strategy described in the three previous domains as tools and strategies for culture change.

## Practice 4A: Build a strong community that is intensely focused on student learning

Coalesce around issues	Ensure relevant participation	Work together
<p>Celebrate the successes of students, families, teachers, and leaders — starting with quick wins early in the turnaround process. Early success promotes an expectation for further success and engenders confidence in the competence of colleagues.</p> <p>Provide explicit expectations and support for each person’s role (expected behaviors), both in the turnaround and in student progress.</p> <p>Create opportunities for members of the school community to come together to discuss, explore, and reflect on student learning.</p> <p>Champion high expectations (of self and others), embed them in everyday practice and language, and reinforce them through shared accountability and follow-through on strategies for dramatically improving student outcomes.</p>	<p>Recognize that many stakeholders will want to be involved in the change process but, due to time or other commitments, will not be able to fully engage in the process. Provide a way for stakeholders to self-identify their level of engagement in the work, allowing inclusivity within a structure.</p> <p>Recognize that while explicit expectations are important, it is also important for groups to develop consensus around the expectations, and that personal belief in and connection to the expectations can deepen the strength of the commitment.</p> <p>Ask yourself: <i>“Are discussion and reflection enough to bring the school community together? What roles might external stakeholders play?”</i></p> <p>While you model high expectations, ask yourself: <i>“How can I help others to make high expectations a part of their thinking and behavior?”</i></p>	<p>Note that this toolkit’s previous sections have introduced foundational tools that can be used regularly to build adaptive skills in a cohesive approach at the school, district, and state levels. Use these tools over time and in targeted ways to build deep and lasting change.</p> <p><b>Four Simple Questions:</b> Develop a habit of interaction by using this tool regularly as a coaching tool for leaders to think about the complexity of situations that happen in turnaround.</p> <p><b>Engaging Everybody:</b> Regularly use this tool to think strategically about who needs to be involved and in what ways. Regular use helps school staff to translate broad goals into specific ways that many people can contribute.</p> <p><b>One-Way, Two-Way Learning:</b> Regularly check the extent to which you are talking to or engaging with your internal and external stakeholders. Plot your interactions in the four quadrants at least quarterly and draw some insights about your leadership behavior.</p> <p><b>Rubrics from <i>Leading by Convening</i>:</b> Use rubrics regularly to help leaders self-assess their adaptive competencies. Individual rubrics are suggested for each domain. In assessing progress toward a culture change, use the “Bringing It All Together Individual Reflection Rubric” and “Doing the Work Together Rubric” (<a href="#">pp. 34 and 39</a>) to reflect on the depth of change in the educational system and the people in the system.</p>

Practice 4A: At the school level

<b>Coalesce around issues</b>	<b>Ensure relevant participation</b>	<b>Work together</b>
<p>Establish systems (e.g., structures, policies, procedures, and routines) for focused collaborative work; recognize student effort and academic mastery; recognize job satisfaction and camaraderie among staff as essential assets in a turnaround. Maintain a positive, encouraging classroom and school culture for students, where students feel safe and supported to share their needs, struggles, and concerns. Recognize each incremental improvement but keep the focus on ultimate results at the student, teacher, and school levels. Celebrate team accomplishments and offer recognition for hard work and improvement. With stakeholders, frequently and openly review and discuss data on turnaround progress (including data on implementation and leading indicators).</p>	<p>Establish the structure of participation of stakeholders, internal and external to the school. Recognize the contribution of the many roles needed to make incremental progress that represents significant change in challenging situations. Engage a variety of roles in the work to learn what people know and may be willing to do.</p>	<p>Use the foundational tools in the context of your school and return to them often to maintain your adaptive focus.</p>

Practice 4A: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide systems and structures to support collaborative district and school work, such as dedicated time for reflection and collaboration. Align personnel evaluations with the role expectations for turnaround. Offer opportunities and avenues for sharing turnaround progress and successes.</p>	<p>Establish the structure for districtwide support for turnaround efforts. Connect every new strategy with the rationale for making and sustaining improvement. Help people to see and appreciate how the district is supporting deeper practice change. Make the expectations for turnaround explicit. Help people to see what is behind the change.</p>	<p>Adapt the foundational tools for the district context; be consistent in establishing cross-school dialogue and learning. Promote the use of the foundational tools. Use the alignment of foundational tools to provide deeper learning opportunities across schools.</p>

Practice 4A: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide districts with tools for tracking, analyzing, and sharing data on school performance, professional practice, and student opportunities; share findings and exemplary practices across districts; set policies that require a demanding curriculum for all students.</p>	<p>Build a relationship among turnaround districts and schools that is focused on learning from each other. Act as a convener and facilitator of learning across districts and schools. Coalesce districts and schools around promising tools and strategies.</p> <p>Build adaptive leadership skills along with technical knowledge of evidence-based practices and implementation strategies.</p> <p>Communicate opportunities for flexibility while also clearly establishing the state’s desired outcomes.</p>	<p>Adapt the foundational tools for the state context; be consistent in establishing cross-district dialogue and learning. Promote the use of the foundational tools. Use the alignment of foundational tools to provide deeper learning opportunities across turnaround sites.</p>

## Practice 4B: Solicit and act upon stakeholder input

Coalesce around issues	Ensure relevant participation	Work together
<p>Gather collective perceptions — held by school personnel, students, families, and the broader community — about the degree to which their school climate is or is not positive. Use this information to gauge the climate-related work to be done by a school striving for turnaround.</p> <p>Consider stakeholder perceptions when identifying priorities and improving the underlying conditions that contribute to school climate issues.</p> <p>Acknowledge and respond to constructive feedback, suggestions, and criticism.</p>	<p>Recognize that no one comes to the turnaround work from the exact same entry point, that perspectives are born from experience and must be honored, and that underlying all perspectives are assumptions. Identify grounding assumptions. Learn what assumptions have support across the internal and external stakeholders.</p> <p>Make sure that you are engaging, not just communicating with, internal and external stakeholders. Begin with dialogue but create roles for active engagement.</p> <p>Let your internal and external stakeholders tell you what is clear and what needs clarification. Let them help you by acting as conduits to the key groups you need to reach.</p> <p>Tell your stakeholders what you have learned, what you changed, and what mistakes you avoided by working with them.</p>	<p>Acknowledge that turnaround leaders hold their own assumptions about stakeholder engagement. Spend time talking with leaders about the importance of adaptive leadership. Learn what your leaders think and are willing to do. Recognize their need for support in developing new competencies.</p> <p>Revisit and apply the following foundational tools to authentically engage stakeholders at <i>any</i> level:</p> <p><b><u>Stakeholder Management/Engagement Infographic and Simple Assessment:</u></b> Build awareness of leadership tendencies toward management and engagement; move toward engagement by using the simple assessment regularly as a leadership team or as an individual.</p> <p><b><u>Grounding Assumptions:</u></b> Stakeholder Engagement, Exercise 1 with User Guide: Discover what leaders believe about engaging stakeholders as a strategy for deep and sustainable change.</p> <p><b><u>Customizable Grounding Assumptions:</u></b> Discover what staff and stakeholders believe about issues and topics by surfacing grounding assumptions and determining which have the most and least support; use adaptive tools to follow up on what you learn.</p> <p><b><u>Rubric: Stakeholder engagement in evaluation:</u></b> Build a commitment to authentic engagement of stakeholders and allies by developing practices and measures in your evaluation.</p>

Practice 4B: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Learn what constituents think about turnaround by conducting surveys, forums, focus groups, and suggestion boxes. Share and act on what is learned. Take constituent input into account when making programmatic decisions. Consistently demonstrate that all voices are heard.</p>	<p>Recognize that authentic engagement demands</p> <ul style="list-style-type: none"> <li>• attention to diverse perspectives (be intentional about reaching out to supporters and critics);</li> <li>• regular interaction (build the habit of interaction; make interaction routine, not episodic); and</li> <li>• opportunities to take on new roles (develop ways that many can contribute to a shared vision of the future).</li> </ul>	<p>Adapt the foundational tools for use in your school context. Pay attention to supporters of the turnaround effort and detractors from the effort; interact with both regularly to understand better what may drive and constrain change.</p>

Practice 4B: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Administer a diagnostic instrument to solicit feedback from school personnel, families, students, and community members early in the turnaround process, with periodic follow-up surveys to assess perceptions of the school and the turnaround effort. Provide training for school leaders on assessing stakeholder perceptions and acting on what they learn.</p>	<p>Support the schools in engaging stakeholders to build a shared vision for the future. Provide opportunities for schools to see how they can contribute to a district vision that supports them in achieving their own goals while working toward broader district goals.</p> <p>Make sure that tools and methods for collecting feedback (such as surveys) are user-friendly, free of jargon, and provide some context that is expressed simply.</p>	<p>Adapt the foundational tools for the district context and promote their use. Be consistent in establishing cross-school dialogue and learning. Use the alignment of foundational tools to provide deeper learning opportunities across turnaround sites.</p>

Practice 4B: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide instruments and protocols for districts and schools to conduct local perception surveys, forums, and focus groups. Provide opportunities for parents and community members to provide feedback at state and local levels.</p>	<p>Communicate clearly and consistently the importance and value of engaging stakeholders around the vision for the future. Model stakeholder outreach by engaging state-level stakeholders. Recognize that your successes and frustrations can help you to understand the challenge at the district and school levels more personally.</p> <p>Build opportunities to bring districts together around influencing change through both technical and adaptive leadership.</p>	<p>Adapt the foundational tools for the state context; be consistent in establishing cross-district dialogue and learning. Promote the use of the foundational tools. Use the alignment of foundational tools to provide deeper learning opportunities across turnaround districts.</p>

## Practice 4C: Engage students and families in pursuing education goals

Coalesce around issues	Ensure relevant participation	Work together
<p>Intentionally build students' personal competencies to pursue goals, persist with tasks, appraise their progress, hone learning strategies, and direct their own learning to further enhance their capacity to learn and succeed.</p> <p>Provide students with opportunities to connect their learning in school with their interests and aspirations.</p> <p>Meaningfully engage parents in their child's learning, progress, interests, and long-term goals.</p>	<p>Engage families as stakeholders. Think critically about active engagement of students to help them see that they are stakeholders in their own success. Develop student leadership early and build engagement at an age-appropriate level across the grades.</p> <p>Engage families and students as allies who can help make school experiences richer.</p> <p>Help families to understand the education system and negotiate a path across the school years. Build family leadership and help families to reach out to other families.</p> <p>Focus on improved communication with families and students; promote conflict reduction.</p>	<p>Think about engagement from the perspective of families and students.</p> <p>Go beyond what is required to what is needed to truly enable families and youth to knowledgeably participate in and guide the school experience.</p> <p>Revisit and apply the following foundational tools for increasing family and student engagement at every level.</p> <p><b>Four Simple Questions:</b> Concentrate on the perspective of families and youth in answering questions 1 and 2; focus on new, family-informed opportunities in answering questions 3 and 4.</p> <p><b>One-Way and Two-Way Learning:</b> Be intentional about how you engage with families. Regularly assess your interactions. Build more interactions with families and reduce the number of activities where you are just "talking to" families.</p> <p><b>Leading by Convening Rubric</b> (p. 19): Coalescing around an issue: Stay aware of the depth of engagement with this rubric. Use it in meetings to assess leadership and staff perceptions. Use it in meetings with families to understand how your engagement effort "feels" to them. Reflect on the responses and plan your next steps.</p> <p>Try the following tool to create a fun and motivating visual of your work:</p> <p><b>A Quick Chronology of Engagement:</b> Identify people, activities, accomplishments, and relationships that are important to your work by using this highly engaging activity that produces a visual that can be prominently displayed on a wall. Lead participants in talking about why things helped. Write short stories of value to capture and share the insights broadly.</p> <p>Try the following tool to create a brand for your school turnaround and help direct your effort on engagement:</p> <p><b>Your Brand:</b> Use these eight questions to think about what others say about you and what you want them to say about you and your work.</p>



Practice 4C: At the school level

Coalesce around issues	Ensure relevant participation	Work together
<p>Identify the priority needs of the school, focusing on three to five immediate priorities. Request flexibility from established policies and/or procedures as justified by the data, turnaround plan, and school capacity.</p> <p>Programmatically and systematically build students' skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and toward their postsecondary goals. Inform and engage families in planning and supporting their students' education goals. Provide students and their families with a full explanation of assessment results and interest inventories to help them make the best decisions. Tap community resources and expertise to expand students' understanding of potential careers and education options.</p>	<p>Learn what families know and understand about the school's practices. Be intentional about communicating the goals behind school practices in clear, jargon-free language.</p> <p>Build family knowledge and make family learning a regular investment of time. Don't expect families to be confident partners in making important decisions following just one meeting or a few newsletter items. Invest in family learning and build family leadership opportunities.</p>	<p>Cultivate staff awareness and attention to families' knowledge of school priorities.</p> <p>Help staff learn to communicate the reasons behind their priorities. Engage staff in learning how to speak simply about school goals, connecting them to the success of students now and in the future.</p> <p>Co-create materials with families that will help them to understand and be better prepared to talk about the priorities with school staff and other families.</p>

Practice 4C: At the district level

Coalesce around issues	Ensure relevant participation	Work together
<p>Provide resources for sharing assessments, interest inventories, and career and college information with students and families. Provide planning templates for students to plan coursework and college and career pathways. Provide line items in the school budget for resources related to family engagement for the specific purpose of supporting student learning. Include information about the school’s data-supported progress with family engagement in monthly board reports. Set aside time and provide structures for parent groups focused on improving student learning.</p>	<p>Prioritize active engagement of families as a strategy for sustainable change.</p> <p>Build and share successful strategies to <i>meaningfully</i> involve families across schools.</p> <p>Set the expectation that engagement should build family capacity to interact with the school and act in ways that will benefit their child’s school experience.</p> <p>Include family voices in every district effort targeted to families. Engage families as ideas are being developed, not after the ideas are ready to be implemented.</p>	<p>Convene leaders and staff from across schools and facilitate learning about how to engage families across the district.</p> <p>With families, build your own rubric for gauging family engagement around district issues. Help leaders, staff, and families to define shallow and deep levels of engagement. Use the rubric to measure practices that are important to your district.</p>

Practice 4C: At the state level

Coalesce around issues	Ensure relevant participation	Work together
<p>Require evidence of direct linkage between family and community engagement and student outcomes in turnaround and improvement plans and reports. Provide training and resources on family and community engagement. Provide professional learning on student goal-setting, self-regulation of learning, and family engagement in the student's progress.</p>	<p>Show districts and schools how to collect qualitative and quantitative data on family and student engagement for the purpose of evaluating engagement efforts. Help turnaround leaders to understand how to change family outcomes by spotlighting stories of successful engagement and practice change.</p>	<p>Model the importance of including families in sustainable change. Spotlight how interaction has changed family engagement change <i>and</i> how the focus on engagement has changed staff and leaders. Connect these changes to changes in data whenever possible.</p> <p>Build relationships with statewide family groups that have family leadership as their mission. Provide opportunities for them to share with districts and schools that are engaged in turnaround.</p> <p>Reach out to family groups that can help in building the capacity to participate among families with special challenges to participation.</p>

**Resources for Domain 4**

Explore the full set of reflection questions in the *Four Domains for Rapid School Improvement*:

[http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST\\_Four-Domains-Framework-Final.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf)

Explore the full set of *Leading by Convening* tools at all levels of the system:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

Begin collecting data on engagement by using the rubrics as shown in the following tool:

<http://www.ideapartnership.org/documents/Leading%20By%20Convening/Bringing%20it%20all%20Together/MeasuringProgress.pdf>



THE ENGAGEMENT PLAYBOOK  
A Toolkit for Engaging Stakeholders  
Around the Four Domains of  
Rapid School Improvement

