

Talent for Turnaround Leadership Academy: Partnering for Success

This document outlines activities, roles, responsibilities, and expectations for participation in the *Talent for Turnaround Leadership Academy (T4TLA)*. *T4TLA* is designed to help participants link talent management and school improvement systems at the state and district levels in order to attract, support, and retain effective educators in high-need schools and districts. Long-term goals include the following:

- Sustaining effective talent development systems in the highest need, lowest performing schools and districts;
- Attracting, supporting and retaining effective teachers and reducing equity gaps in the highest need, lowest performing schools and districts; and
- Closing achievement gaps through effective teaching and leadership in the highest need, lowest performing schools and districts.

Regional comprehensive centers (RCCs) will provide technical assistance and support to participating state education agencies (SEAs) and districts in both face-to-face and virtual venues at the national and regional levels. Two national meetings per year will serve as the “hub” of the *T4TLA* project, providing a common knowledge base of research- and evidence-based content to all participants. Two regional meetings, held before and after national meetings and hosted by the RCCs, will provide technical assistance support to assess initial needs set priorities, and provide ongoing support and assessment of progress. Two webinars prior to the national meetings will also be held, and at least two local trainings, coaching, or consulting sessions will be offered.

Expectations for each category of participant, SEA, RCC, and district are outlined in the section that follows.

SEA Expectations

1. *Conduct Readiness Self-Assessment*: In order to maximize participation and ensure optimal benefit, SEAs, with assistance from their RCCs, will self-assess their readiness and capacity for this work using the State Performing and Planning Rubric prior to the first national conference and at the end of year 1 of participation, emphasizing:
 - Capacity to assist districts in strengthening turnaround/talent development outcomes;
 - Commitment to work with the RCC and identified district representatives;
 - Leadership engagement and support at all levels;
 - Monitoring of progress regarding equitable access, educator effectiveness, and school turnaround policy alignment, particularly as tied to Every Student Succeeds Act (ESSA) opportunities;

- Performance management routines that include consistent communication, resource integration, and staff accountability measures;
 - Collaborative organizational structures that connect equitable access and school improvement efforts; and
 - Policy alignment.
2. *Identify one or two districts that have the interest, capacity, and potential to benefit from participation in the T4TLA.*
 3. *Establish, convene, and maintain a state leadership team* consisting of state and district staff members who represent equitable access (and/or educator effectiveness) and school turnaround systems; the state leadership team consists of at least two members from the RCC, two members from the SEA and one or two members from each participating district depending on district size.
 4. *Identify a lead* to serve as the primary point of contact for the state team. This is the point person for the project with whom *T4TLA* organizers will communicate most directly.
 5. *Actively participate in face-to-face and virtual meetings of the T4TLA at the national and regional levels.*
 6. *Successfully complete high-priority activities, including:*
 - Coherence and alignment review of equity and improvement plans;
 - Identification of which strategies are “working” and which could be improved or streamlined;
 - Leveraging ESSA funding for prioritized strategies;
 - Review and inventory of talent pipeline data to identify challenges;
 - Root cause analyses of challenges to closing the equity and achievement gaps in low-performing schools;
 - Selection of a key strategy to tackle an identified challenge;
 - Development of a strategy implementation timeline and plan, including key milestones; leading and lagging indicators and benchmark targets; and
 7. *Implement, monitor, and evaluate progress* on the high-priority activities identified during the *T4TLA* needs assessment and meetings.

LEA/District Expectations

1. *Actively participate in meetings and activities of the SEA and RCC involved in the T4TLA.* State leadership teams include state and district staff members who represent equitable access (and/or educator effectiveness) and school turnaround systems; the state leadership team consists of at least two members from the RCC, two members from the SEA and one or two members from each participating district depending on district size.

2. *Actively participate in face-to-face and virtual meetings of the T4TLA at the national and regional levels.*
3. *Successfully complete high-priority activities, including:*
 - Coherence and alignment review of equity and improvement plans;
 - Identification of which strategies are “working” and which could be improved or streamlined;
 - Leveraging ESSA funding for prioritized strategies;
 - Review and inventory of talent pipeline data to identify challenges;
 - Root cause analyses of challenges to closing the equity and achievement gaps in low-performing schools;
 - Selection of a key strategy to tackle an identified challenge;
 - Development of a strategy implementation timeline and plan, including key milestones leading and lagging indicators and benchmark targets; and
4. *Participate in SEA efforts to implement, monitor, and evaluate progress on the high-priority activities identified during the T4TLA needs assessment and meetings.*

RCC Expectations

1. Assist interested SEAs in conducting the *readiness self-assessment* using the State Performance and Planning Rubric, emphasizing:
 - Capacity to assist districts in strengthening turnaround/talent development outcomes;
 - Commitment to work with SEA and district representatives;
 - Leadership engagement and support at all levels;
 - Monitoring of progress regarding equitable access, educator effectiveness, and school turnaround policy alignment, particularly as tied to ESSA opportunities;
 - Performance management routines that include consistent communication, resource integration, and staff accountability measures;
 - Collaborative organizational structures that connect equitable access and school improvement efforts; and
 - Policy alignment.
2. Help the SEA(s) identify one or two districts that have the interest, capacity, and potential to benefit from participation in the T4TLA.
3. Provide technical assistance and support to state leadership teams to implement, monitor, and evaluate progress on their high-priority efforts and activities.
4. Host and collaborate with state leadership teams and T4TLA organizers to plan and deliver high-quality regional meetings that meet the needs of SEA and district participants.

5. Actively participate in face-to-face and virtual meetings of the T4TLA at the national and regional levels.
6. *Provide financial assistance* to support the attendance of state leadership team members at national and regional meetings.
7. *Include T4TLA activities and expectations in Year 5 Work Plans.*

National Partner Expectations:

1. Provide technical assistance and support to state leadership teams to implement, monitor, and evaluate progress on their high-priority efforts and activities.
2. Help coordinate efforts to provide customize technical assistance, just-in-time trainings, and access to national experts to support the work of SEA and district participants.
3. Collaborate in planning and facilitating face-to-face and virtual meetings at the national and regional levels.
4. Contribute to material development such as:
 - a. The *readiness self-assessment*,
 - b. Power point presentation decks,
 - c. Agendas for face-to-face and virtual meetings, and
 - d. Protocols to guide and facilitate work at the national, state and district level.
5. *Provide financial assistance* to support the participation of national partner staff as part of the T4TLA organizing team, presenters, and meeting facilitators in face-to-face and virtual meetings.
6. *Include T4TLA activities and expectations in Year 5 Work Plans*