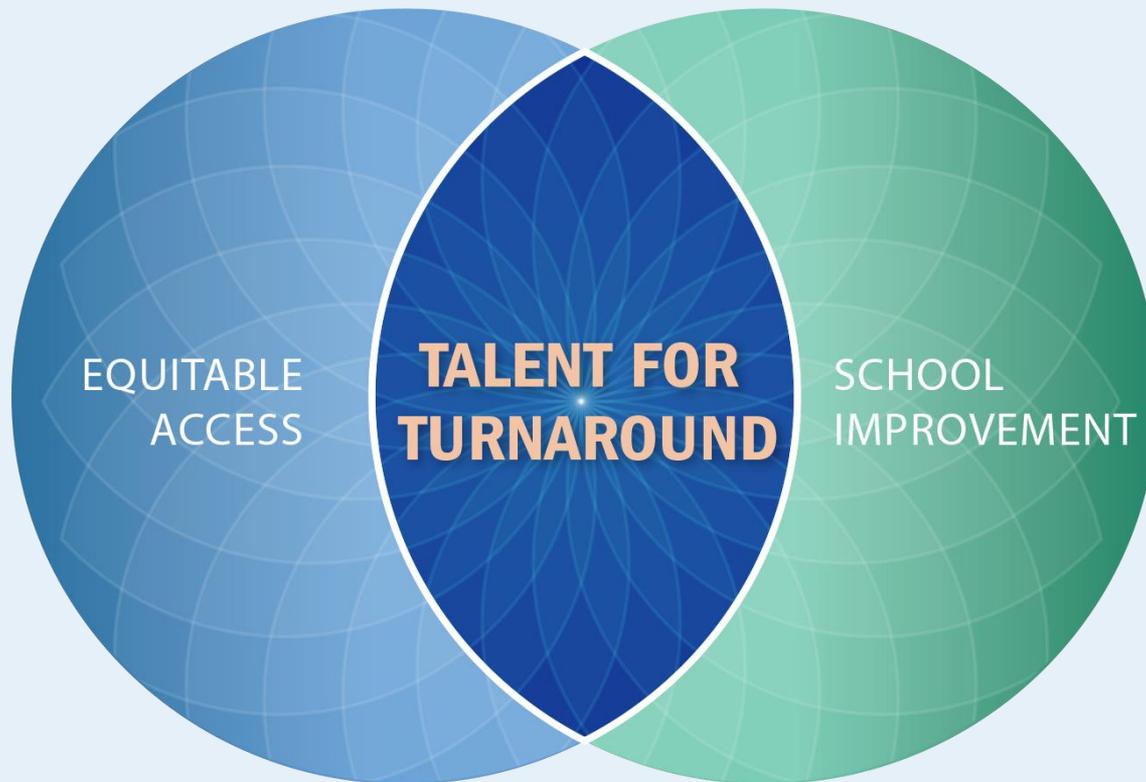


Talent for Turnaround Leadership Academy: School Improvement Through Equitable Access to Excellent Educators

May 11–12, 2017 | National Meeting 2 | Scottsdale, Arizona



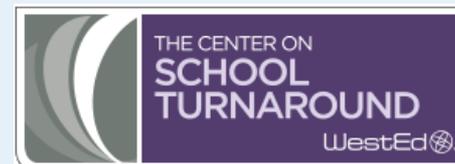
Welcome and Introductions: The Intersection of Talent Management and Turning Around Low-Performing Schools: Moving Beyond the Status Quo

Lynn Holdheide, Interim Director, Center on Great Teachers and Leaders

Paul Koehler, Director, Policy Center



NORTHEAST COMPREHENSIVE CENTER



Introductions

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



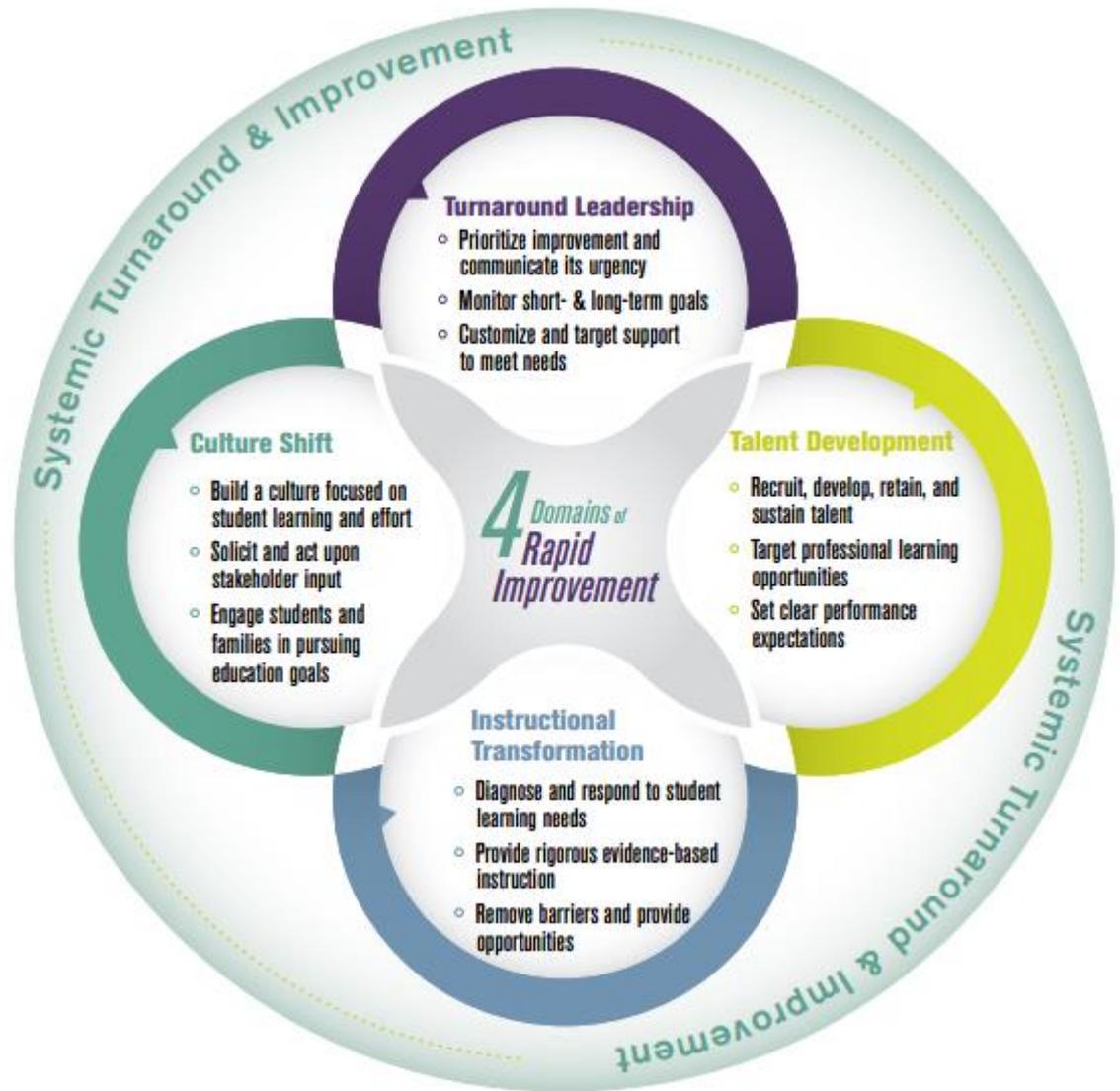
NORTHEAST COMPREHENSIVE CENTER



“I wouldn’t give a fig for simplicity on this side of complexity but I would give my life for simplicity on the other side of complexity.”

—Oliver Wendell Holmes

Four Domains of Rapid School Improvement



Source: WestEd (2017), *Four domains for rapid school improvement: a systems framework*



TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Opening Remarks

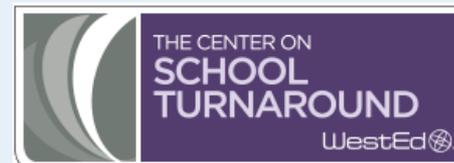
Dana Chambers, Deputy Director, Center on Great Teachers and Leaders

Kathy Dunne, Director of Professional Development, Northeast Comprehensive Center

May 11, 2017



NORTHEAST COMPREHENSIVE CENTER



Housekeeping Items

- This a paperless event. Visit the T4TLA GroupSite for materials (<http://t4tla.groupsites.com/>).
 - Session materials are loaded to the homepage as the agenda progresses.
 - GroupSite questions? Ask a T4TLA Planning Group member or send an e-mail to Bernardo Martinez (bmartin@wested.org).
- Power strips for charging are available at all tables.
- Regional comprehensive center (RCC), state, and district teams should be working and sitting together.
- Breakfast, lunch, and snacks are provided.
- Dinner is on your own.
 - There will be an optional networking gathering event in the hotel bar when we adjourn on Day 1 (cash bar with appetizers provided).

Setting the Context: Nine States, One Common Goal

Building a shared understanding of how coherent and aligned systems of talent management can be leveraged to **attract, support, and retain excellent educators** in the highest need and lowest performing schools.

Welcome Returning and New Cohort Members

Center on Great Teachers and Leaders
Center on School Turnaround
West Comprehensive Center
Northeast Comprehensive Center

Southeast CC

Georgia

Mississippi

Dougherty

Holmes

Yazoo

Northeast CC

Rhode
Island

New
Hampshire

Central
Falls

Farmington

Great Lakes CC

Indiana

Kokomo

Mid- Atlantic CC

District of
Columbia

National
Collegiate
Preparatory

Midwest CC

Illinois

Chicago

East St.
Louis

West CC

Colorado

Arizona

Huerfano

Chinle

Leona

Adams

Globe

Tucson



TALENT FOR TURNAROUND

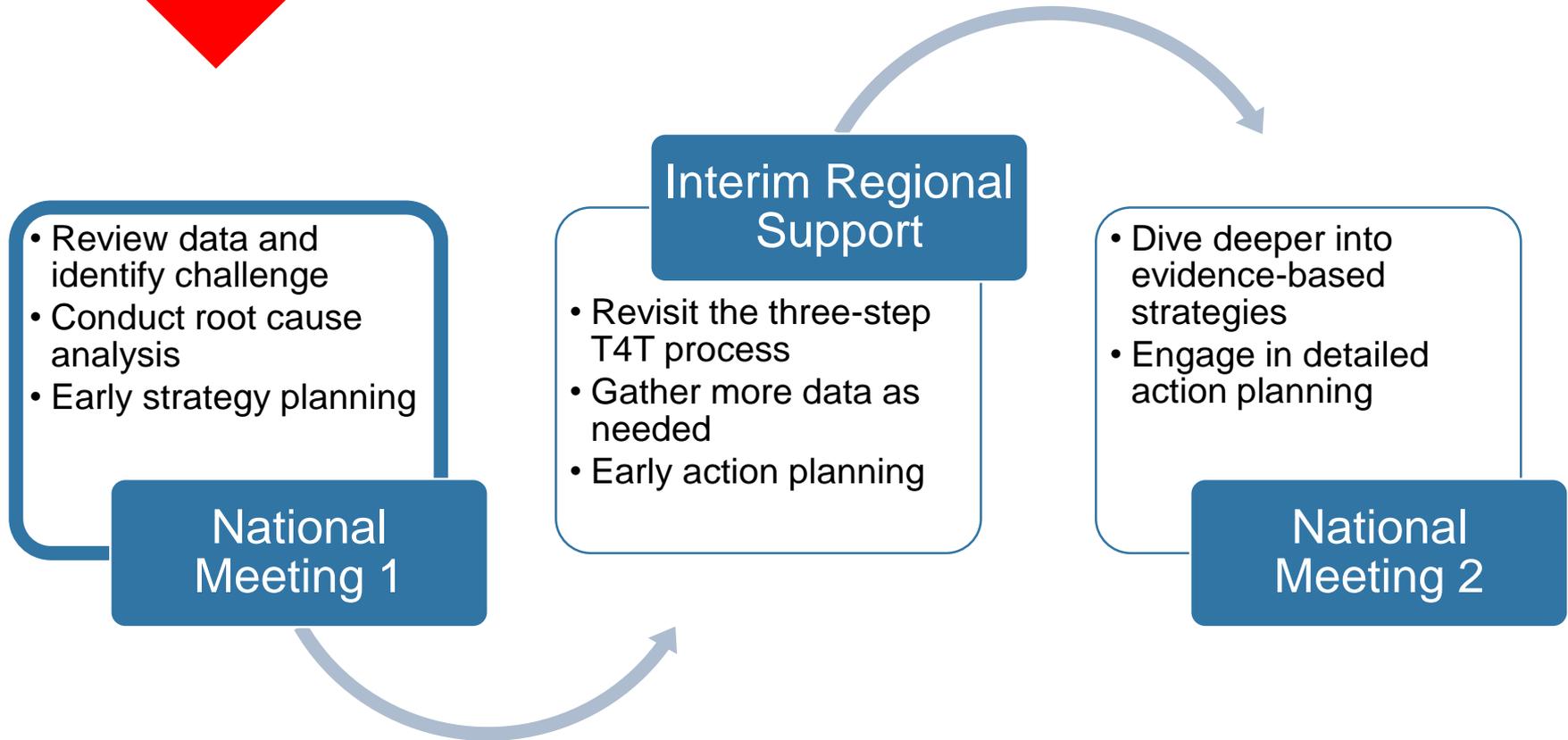
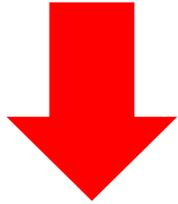
EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Where have we been....



... and where are we going next?

The Vision for Year 1 of T4TLA



T4TLA National Meeting 1 Road Map: Outcomes

Step 1. Identify Our Challenge

- What does our talent data tell us about challenges my district faces in attracting, supporting, and retaining excellent educators?

Outcomes

- Teams identify their key challenges in the talent management continuum.
- Is the biggest challenge to ATTRACT, SUPPORT, or RETAIN?

Step 2. Understanding Our Challenge

- What do we believe are the reasons for our talent management challenges? How do we know?

Outcomes

- Teams reach a shared understanding of the perceived causes of their talent management challenges.

Step 3. Address Our Challenge

- What are we doing already to address our talent management challenges? How can we be more bold in our vision?

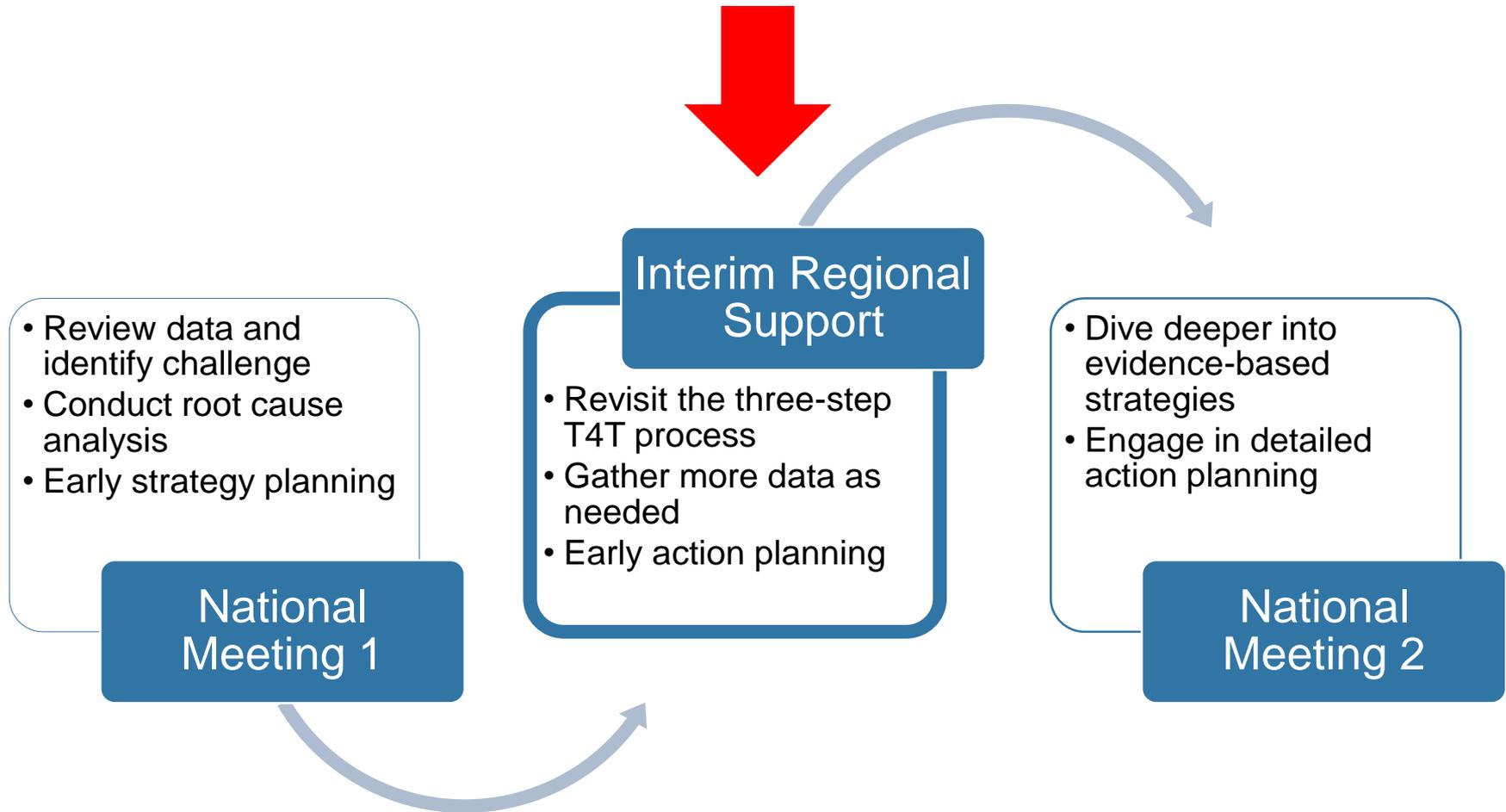
Outcomes

- Teams identify the extent to which existing strategies align to challenges.
- Teams begin to sketch out bold talent management strategies that align to boldness benchmarks.

“You Spoke, We Listened”: How Your Feedback Impacted Our Agenda

You Spoke	We Listened
Pacing and time to process: “We need more time to work as a team.”	Meeting includes two 90-minute team-time blocks and reflection time built into each breakout session.
Boldness benchmarks: “What does it ‘look like’ to be bold?”	Day 2 features a session to dive more deeply into the T4TLA Boldness Benchmarks
Space: “It was a little noisy in the ballroom.”	Breakout room space is available for planning time.
Content: “Now that I know my challenge, I need to learn about evidence-based strategies to address it.”	Breakout sessions on both days feature in-depth content knowledge on many teams’ selected strategies.
Planning: “What about implementation?”	We will spend time on both days planning for action and continuous improvement.

The Vision for Year 1 of T4TLA



In the Meantime, You Have Been Busy!

TALENT FOR TURNAROUND
EQUITABLE ACCESS | SCHOOL IMPROVEMENT

DISTRICT/SCHOOL NAME
CONTACT PERSON
CONTACT EMAIL

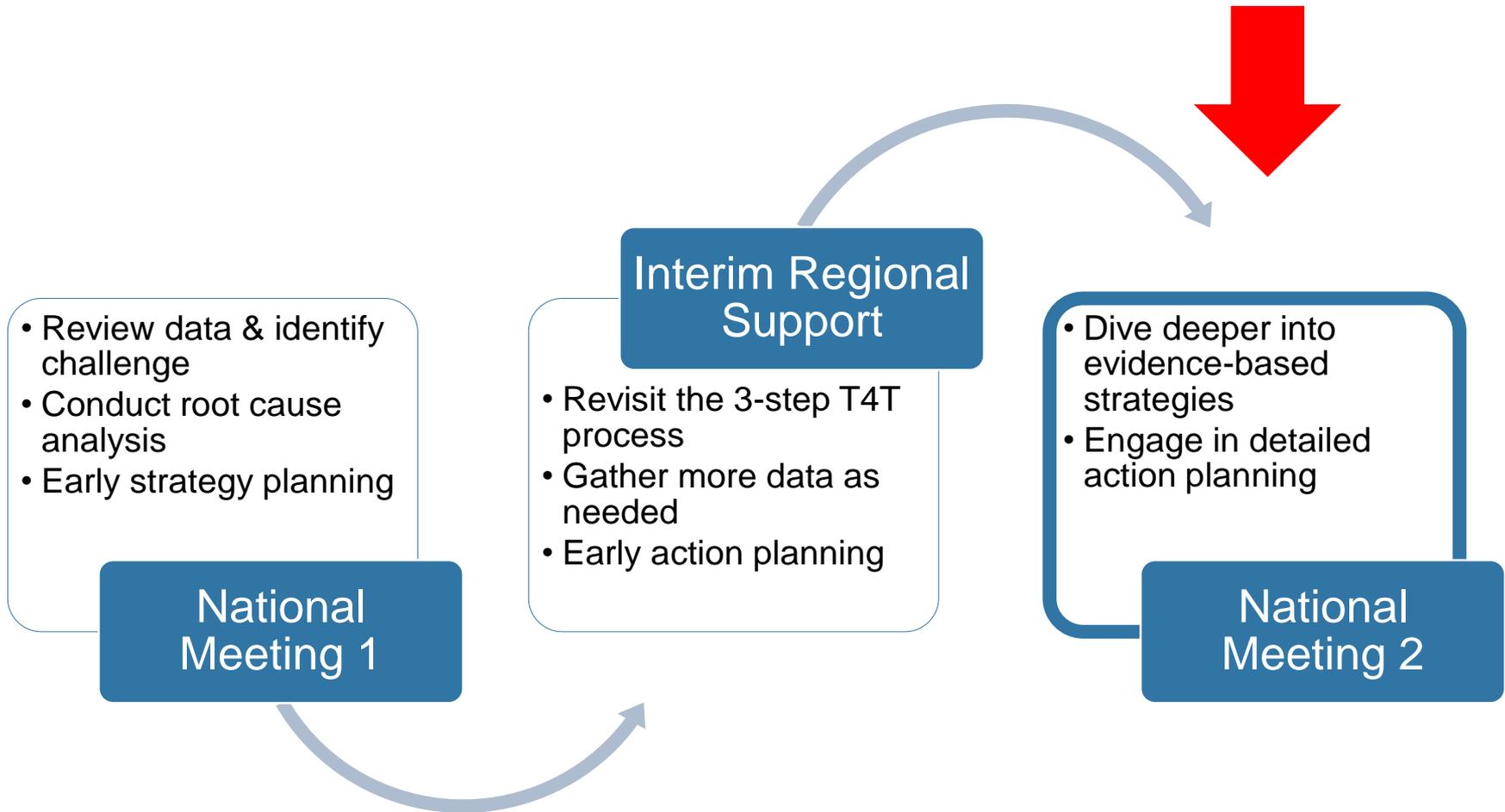
 Project Goals					
 Gaps & Root Causes					
 Achievements					

 **Questions We Are Pursuing**
Question 1
Question 2

 **Questions for Colleagues**
Question 1
Question 2



The Vision for Year 1 of T4TLA



T4TLA National Meeting 2: Participant Outcomes

State and district leaders will accomplish the following:

- Inform and learn from colleagues from other states and districts about the work being done to identify and address talent management challenges in high-need schools.
- Learn about and apply knowledge of developing the educator workforce needed for turning around our highest need schools.
- Use boldness benchmarks to assess and strengthen plans.
- Develop and share action plans that incorporate monitoring benchmarks and relevant new information that will guide future work.

Day 1 Agenda

Session Timing	Activity
7:00–8:00 a.m.	Breakfast and Registration
8:00–8:15 a.m.	Welcome Back and Overview
8:15–8:30 a.m.	Opening Remarks
8:30–9:30 a.m.	Breaking News: Team Check-ins
9:30–10:30 a.m.	School Turnaround Framework: Four Domains of Rapid Improvement
10:30–10:45 a.m.	Break
10:45 a.m. –12:15 p.m.	The Interactive Nature of the Domains “in Action”
12:15–12:30 p.m.	Action Planning – Introduction of Action Planning Template
12:30–1:15 p.m.	Lunch
1:15–2:45 p.m.	Concurrent Breakout Sessions: <ul style="list-style-type: none">✓ <i>Session 1:</i> Implementation and Monitoring to Drive Continuous Improvement✓ <i>Session 2:</i> Turnaround Leader Competencies✓ <i>Session 3:</i> Support for Principals and the Role of the Principal Supervisor✓ <i>Session 4:</i> Teacher Leadership and School Turnaround
2:45–3:00 p.m.	Break
3:00–4:20 p.m.	Team Time: Action Planning Session, Part I
4:20–4:25 p.m.	Transition
4:25–5:00 p.m.	Report Out and Wrap Up
5:00–6:30 p.m.	Optional Social Networking Event

Preview of Day 2

- Another round of breakout sessions
 - Session 1: Implementation and Monitoring to Drive Continuous Improvement
 - Session 2: Induction and Mentoring
 - Session 3: Working Conditions
- Deeper dive into Boldness Benchmarks
- More team time for action planning

Making the Most of Our Time at National Meeting 2

- **Divide and conquer!** We encourage you to send representatives from your team to multiple breakout sessions when appropriate.
- **Request expert consultation:** Put in a request on the consultation board for your team to work with a T4T planning group lead or session presenter during team time. We will try our best to make it happen!
- You do not need to finish it all here in Arizona!
 - **Continue the work back at home** with RCC support.
 - **Request technical assistance support** from RCCs or other technical assistance partners.
 - **Reconvene virtually** with the cohort to check in.

How Will Our T4TLA Team Work Together at the National Meeting?

- District teams work with state and RCC leads to select breakout sessions and engage in planning during team time.
- Each district team completes a **T4TLA Action Plan** (during team time on Days 1 and 2) and a **monitoring plan** (during the monitoring breakout session).
 - **Note:** The monitoring breakout session is offered both days. Each local education agency (LEA) team should plan to attend this session as a group on the same day.
- All participants may review and mark up the planning templates; select one central team note-taker to complete your plans and load them to GroupSite.

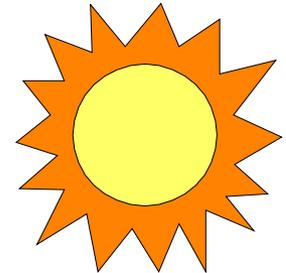
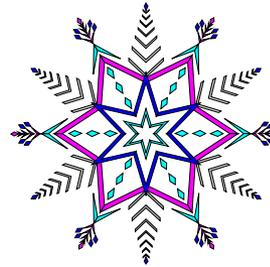
How Will Our T4TLA Team Work Together at The National Meeting?

- Decide which team members will attend which breakout sessions.
- Determine which day your LEA team will attend the monitoring session. Identify a state education agency team member to join you!
- Select one central note-taker to record the planning for each district.
- RCC team members serve as facilitators.

Take a moment with your team to clarify your team's plans to attend breakout sessions and identify a note-taker and facilitator(s).

Seasonal Learning Buddies

- Find someone to be your *seasonal buddy* for each season.
- Record the names of your *seasonal buddies* on the handout.



Questions?

Breaking News!

Team Check-ins and Museum Tour

Kathy Dunne, WestEd

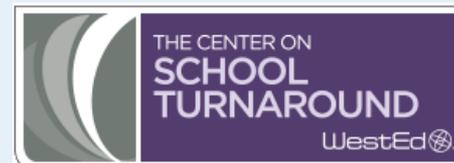
Andrew Morrill, WestEd

May 11, 2017

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at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Sharing Our Successes, Challenges, and Next Steps

- Set up for share out museum tour: State teams undertake these tasks.
- Display your state poster on the easel assigned to your table.
- Identify two docents to speak for your state's poster.

These docents will present your team's poster to visiting teams, narrating your state's work and progress since we met in December.

- *One docent is for the first four visiting teams.*
- *Switch to a second docent for the second four visiting teams.*

Lovely Day for a Tour— Museum Tour Format

- State teams move from poster to poster in 5-minute stops.
 - *Yes, we have a chime!*
- Teams read each state's breaking news, asking clarifying and probing questions of the docents.
- Gather the brilliance before you!
 - *Record possible continuing conversations, similar efforts and challenges, or the aha moments inspired by other states.*
- State teams, switch docents after four team visits.

After Museum Tour Table Discussion: Take 10

Following the Museum Tour, teams meet back at your tables for **10 minutes** to reflect on the following:

- **Share** the big aha moments from the tour.
- **Discuss** how what you heard could inform your own state or local education agency's work.
- **Be ready** to share aloud one observation from the museum tour that will inform your work going forward.
- **Record that!** On the sticky notes at your table, label your state and jot down questions prompted by the work and stories of other states.

(Andrew and Kathy will memorialize these on the Wall of Fame.)

School Turnaround Framework: Four Domains of Rapid Improvement

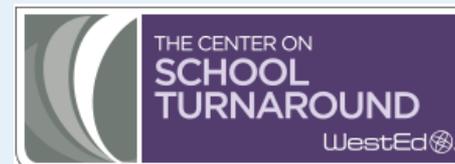
Lenay Dunn and Mary Peterson | Center on School Turnaround

May 11, 2017

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Session Outline

- 9:30–9:45 a.m. Overview, Lenay Dunn
- 9:45–10:25 a.m. Modified Jigsaw Reading and Discussion
- Step One: Form “Home Groups” (5 minutes)
 - Step Two: Form/Become “Expert Pairs” (10 minutes)
 - Step Three: Share Expertise (20 minutes)
 - Step Four: Reflect (5 minutes)
- 10:25–10:30 a.m. Questions and Answers Discussion

Change Efforts Fail When They Are...

Not focused on a few high-leverage priorities

Insufficiently rigorous in its expectations

Inadequately rooted in research-based practice

Not focused on implementation fidelity as well as program/intervention fidelity

Not monitored by a core team committed to its success

Too rigid, inflexible, and absent performance management procedures for making necessary changes in course

In complex change, **everybody** is a leader and a learner.



TALENT FOR TURNAROUND

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Framework Assumptions About Turnaround

Influenced by local context and implementation

Requires a systems approach

More than the initial jolt of bold change

Not a linear process with defined steps that guarantee positive results

Framework Development

Who

Led by a five-person task force from CST leadership team



What

Distill what is known about rapid school improvement from both research and practice and examine that knowledge through a systems lens.



Why

Develop a framework for how dramatic school improvement can be mutually fostered, supported, and extended by those at each level of the education system.

Framework Sources

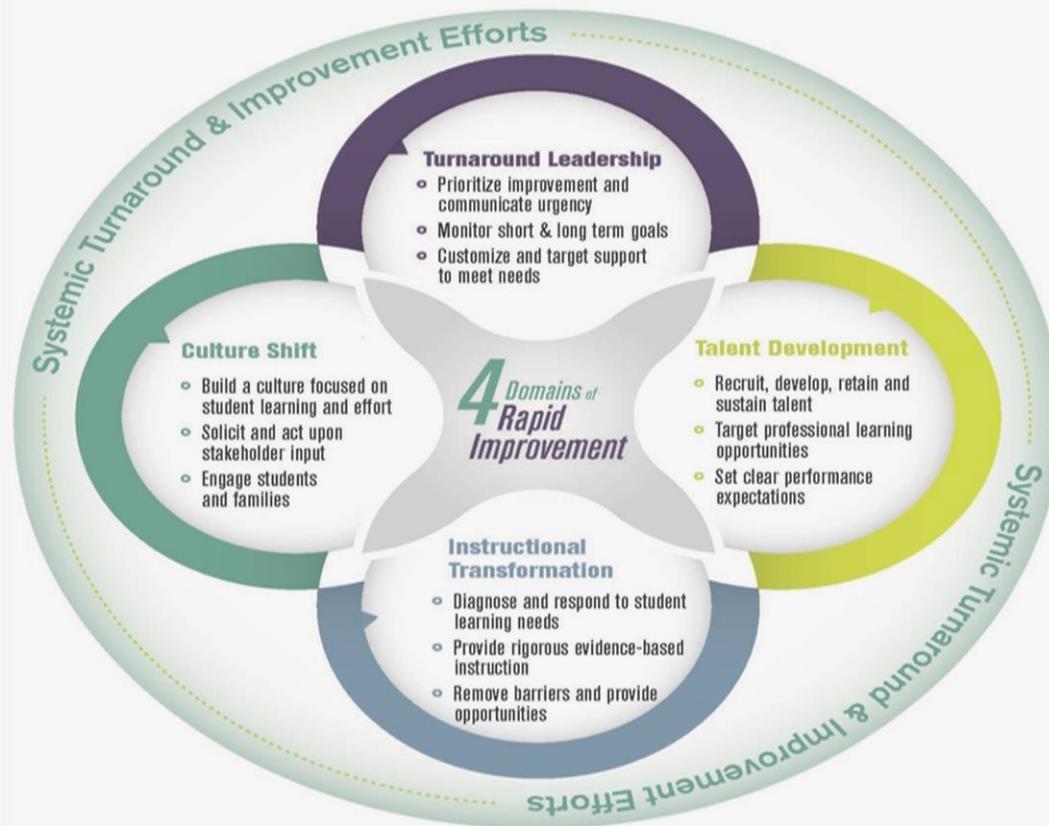
Synthesized
Research

Practical
Experience

Input From
the Field



The 4 Domains of Rapid School Improvement



Source: The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd.

Domains

Buckets of large conceptual areas

Used to group practices into the conditions and functions necessary to support turnaround

Include a set of three interrelated practices

Intended to be considered in tandem

Practices

Include descriptors of the elements for each practice.

Differentiate the roles of the state, district, and school and call out the role of each entity in turnaround.

Provide examples of how to enact the practice, which are meant to serve as examples, not a recipe, or magic bullet!

Step One: Form “Home Groups”

1. Find your **spring learning partner**.
2. Group together with three other pairs to form a group of eight.
3. Sit at a table together to form your “Home Group.”
4. Take your materials with you during this activity to regroup with others at a new table.

Step Two: Form/Become “Expert Pairs”

1. Subdivide your Home Group of eight into four pairs.
2. Identify which pair will read which of the following domains:
 - Domain 1: Turnaround Leadership, pp.4–10
 - Domain 2: Talent Development, pp. 11–17
 - Domain 3: Instructional Transformation, pp.18–24
 - Domain 4: Culture Shift, pp. 25–31
3. Take 8–10 minutes for quiet reading time. Highlight key messages from the reading and identify implications for the T4TLA work.

NOTE: It is important to maintain a quiet reading space during this part of the jigsaw process. If you finish early and absolutely have the need to talk, please walk out of the room and have a conversation versus talking while others are finishing their reading.

Step Three: Share Expertise

1. In pairs in your Home Group (at your table), talk about the section you both read and identify highlights and implications for T4TLA work.
2. Share highlights and implications for Domains 1, 2, 3, and 4 with your Home Group. Allow 5 minutes for each domain sharing.

NOTE: If you stop short of the 5-minute mark, please remain focused on that domain by asking probing questions, talking about connections to other domains, and so forth.

Step Four: Reflect

- Based on your reading and discussion about the turnaround domains, what is the greatest takeaway that you want to share with your team?
- What specific talent development strategies could you implement? What would that look like? How would begin to plan for implementation?

Lenay Dunn, PhD

Center on School Turnaround

ldunn@wested.org

602-322-7006

Mary Peterson

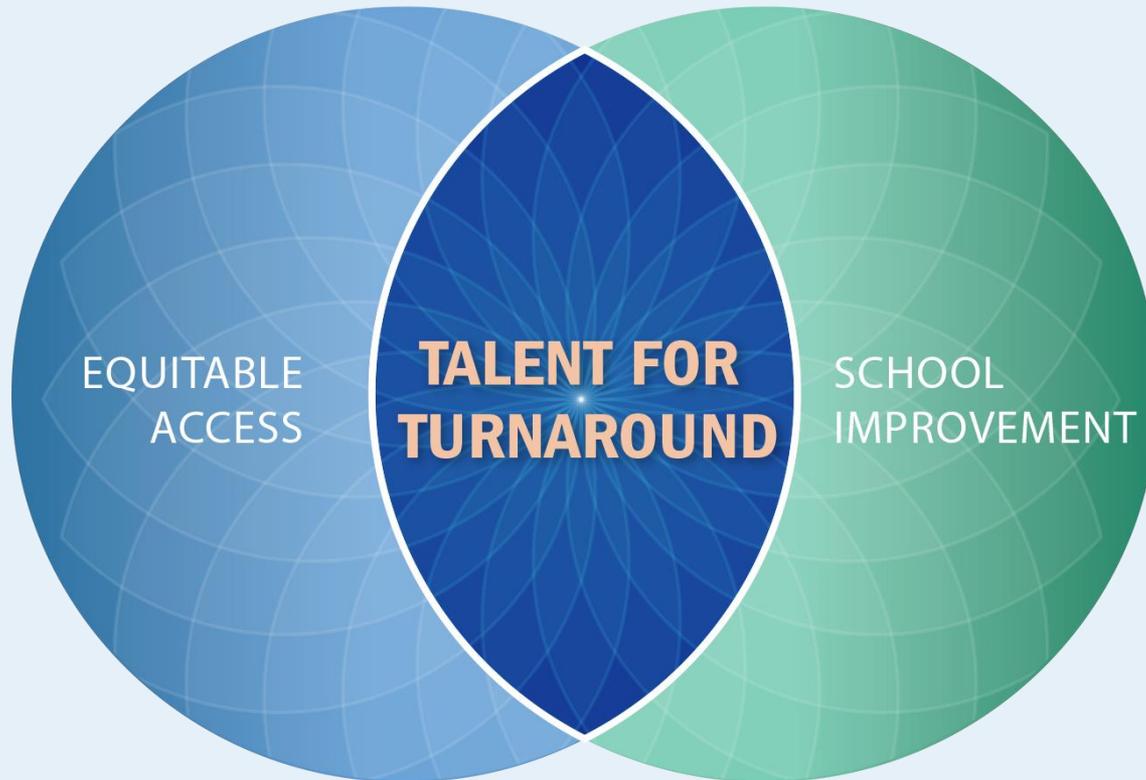
Center on School Turnaround

mpeters@wested.org

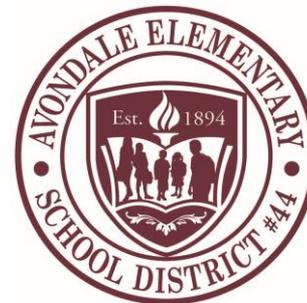
775-240-2707

Talent for Turnaround Leadership Academy

Break (15 minutes)



Avondale: Interactive Nature of Domains in Action



Betsy Hargrove, EdD; Wendy Kubasko, EdD; and Lori Goslar
Avondale Elementary School District

May 11, 2017

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

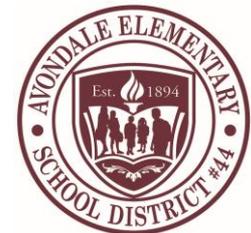


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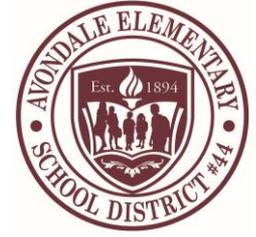


Goals of Session

- Learn about a turnaround journey in the Avondale, Arizona, district.
- Hear about how practical strategies related to the four domains helped advance turnaround in Avondale.
- Consider challenges faced in Avondale and how strategies in the four domains might be levers for change.
- Hear about lessons learned in Avondale.
- Reflect on the four domains as resources for action by your team(s).



Presenters



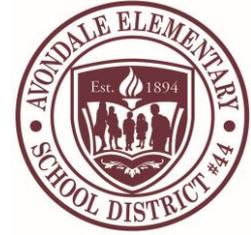
Betsy Hargrove, EdD, Superintendent

Wendy Kubasko, EdD, Assistant Superintendent

Lori Goslar, Principal of Michael Anderson School



Process



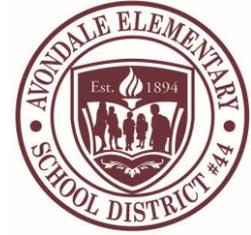
- The Avondale Story: Part I (20 minutes)
- Team Talk and Reflect/Questions (10 minutes)
- Domains in Action: Part II (20 minutes)
- Team Talk and Reflect/Questions (10 minutes)
- Questions and Answers (15 minutes)



Avondale's Story



The Avondale Story: Part I

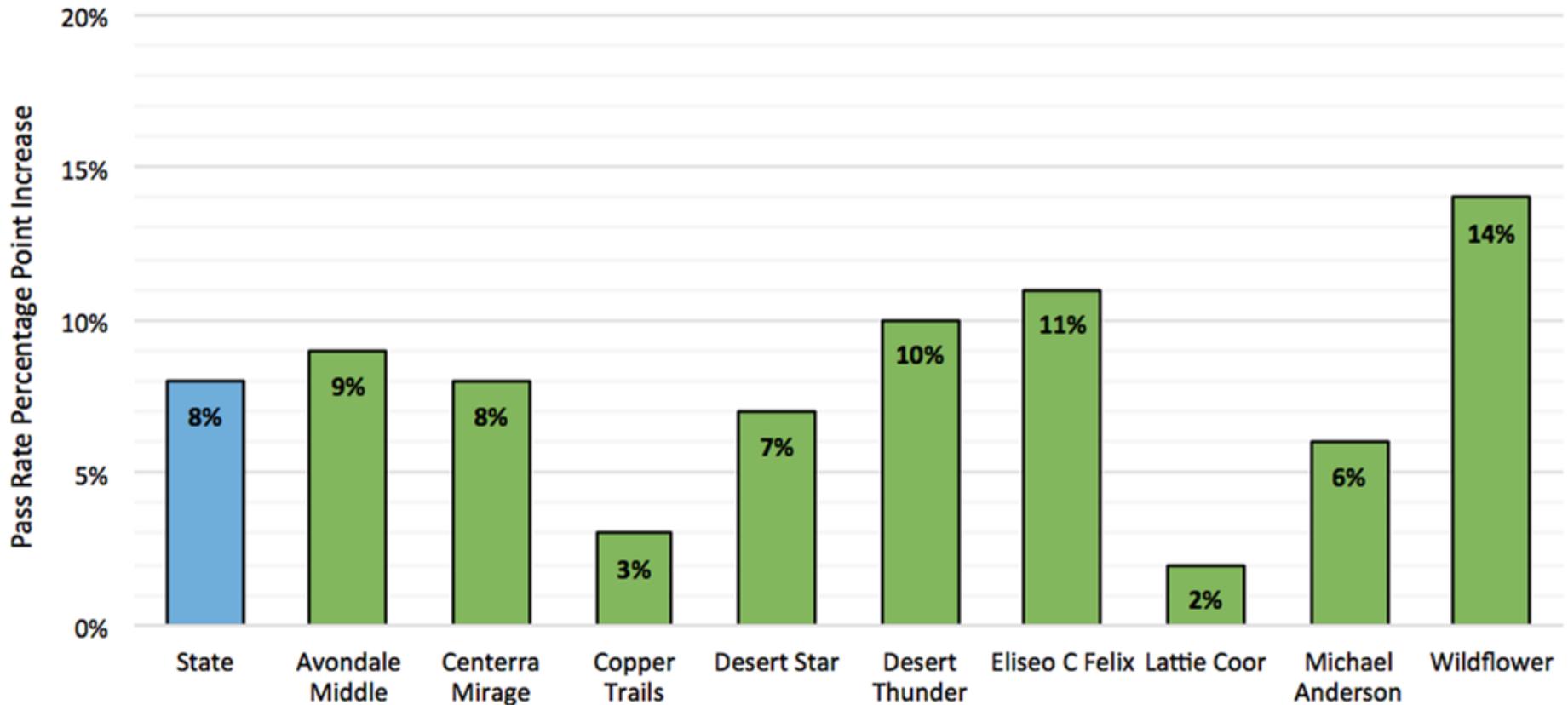


- Student Population
- Free or Reduced-Price Meals
- English Language Learners
- Mobility



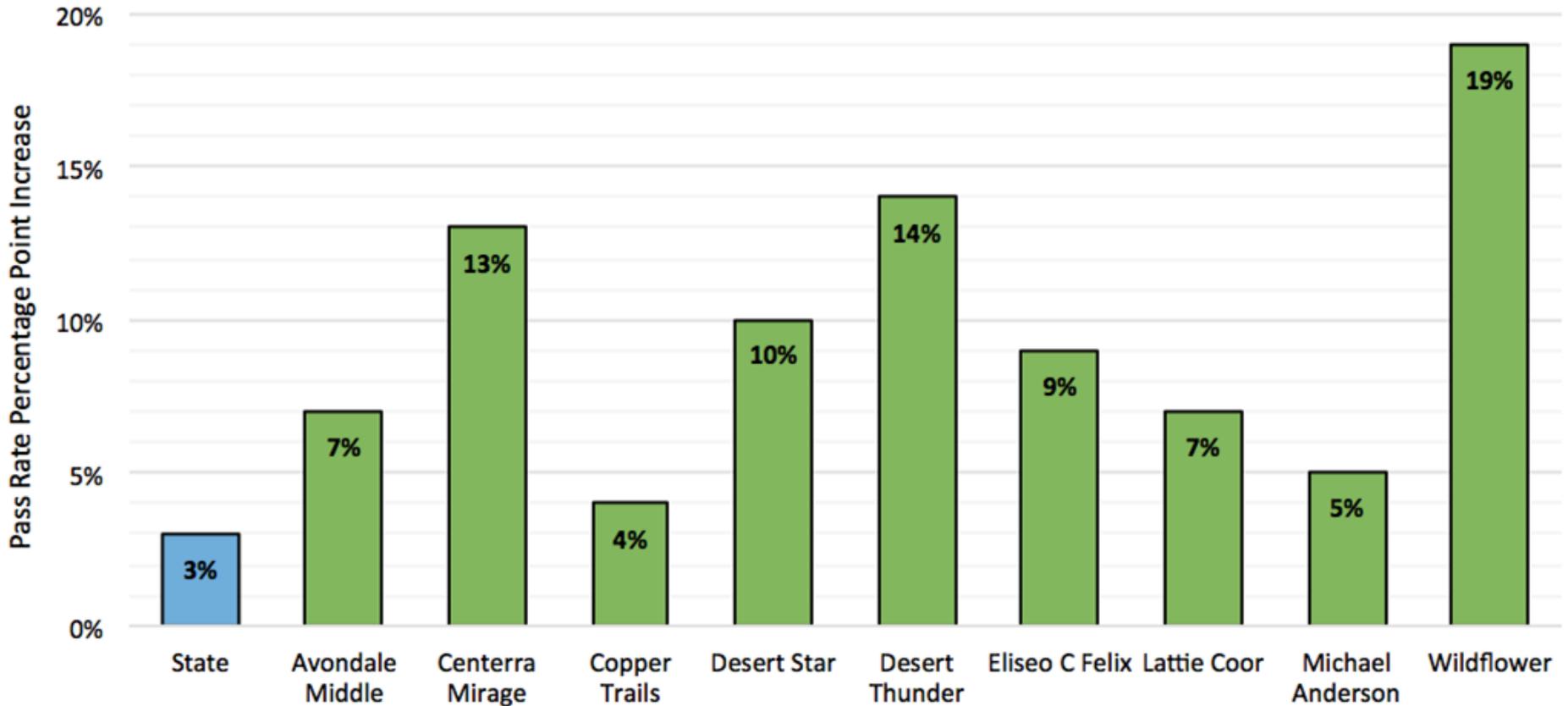
Turnaround at a Glance

AZ Merit ELA - Pass Rate Increase from 2014-15 to 2015-16

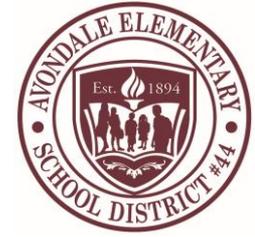


Turnaround at a Glance

AZ Merit Math - Pass Rate Increase from 2014-15 to 2015-16



First Steps



- Number of schools in the district
- Number of schools in turnaround
- How did we introduce the model?

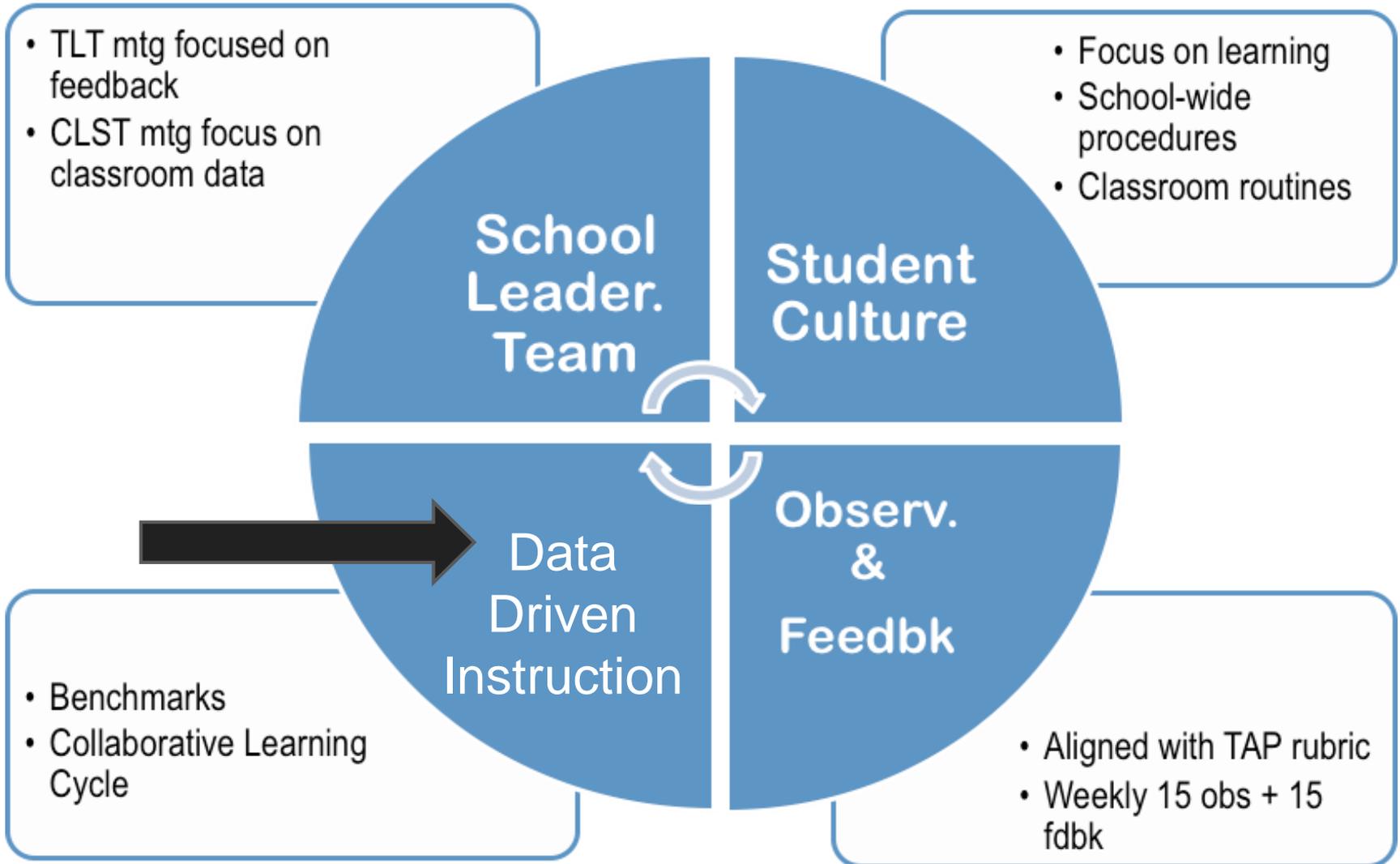


Focus and Alignment

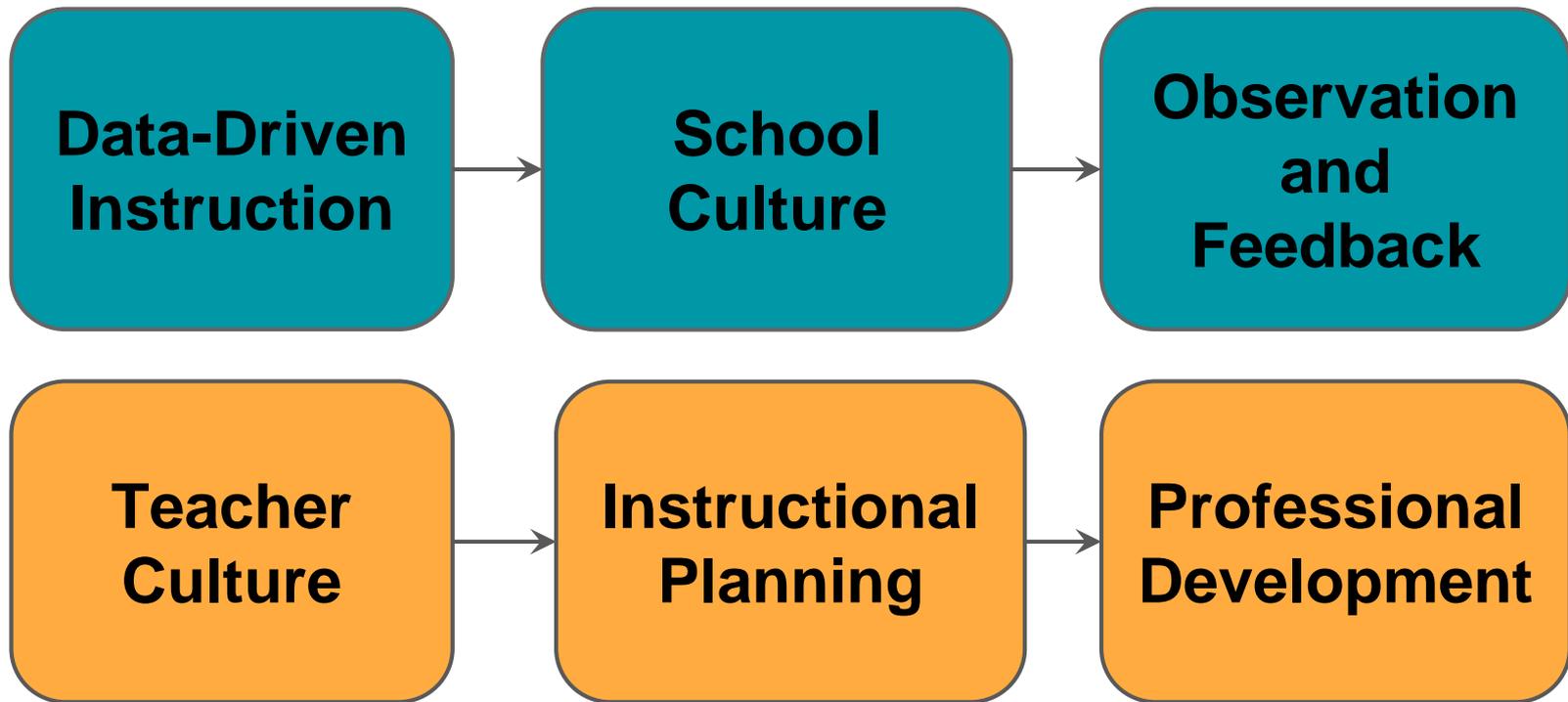
- Focused on a few main strategies
- Aligned strategies to current district practices
- Provided application opportunities with school teams
- Linked to our current mission statement



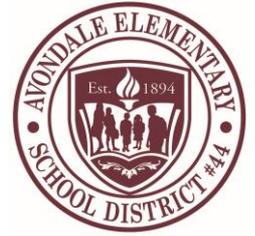
Avondale's Fantastic Four



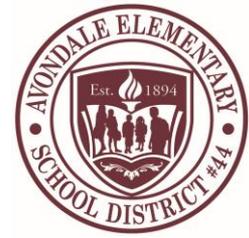
Long-Range Plan



School Improvement Plans



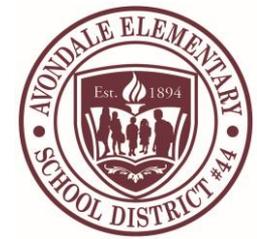
- School improvement plans broken into smaller chunks (90 days)
- Built in reflection and review of plans
- Collaboration and feedback from other schools



Reflections

- Use the reflection sheet to jot down responses (2 minutes)
- Partner share (4 minutes)
- Table talk (4 minutes)
- Questions (one per sticky note)





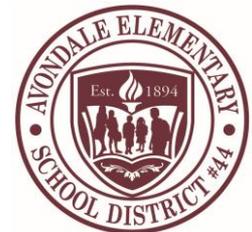
Avondale Story: Part 2

- Increasing districtwide commitment
- Refining our district vision
- Summer site leadership work in preparation for 2016–17



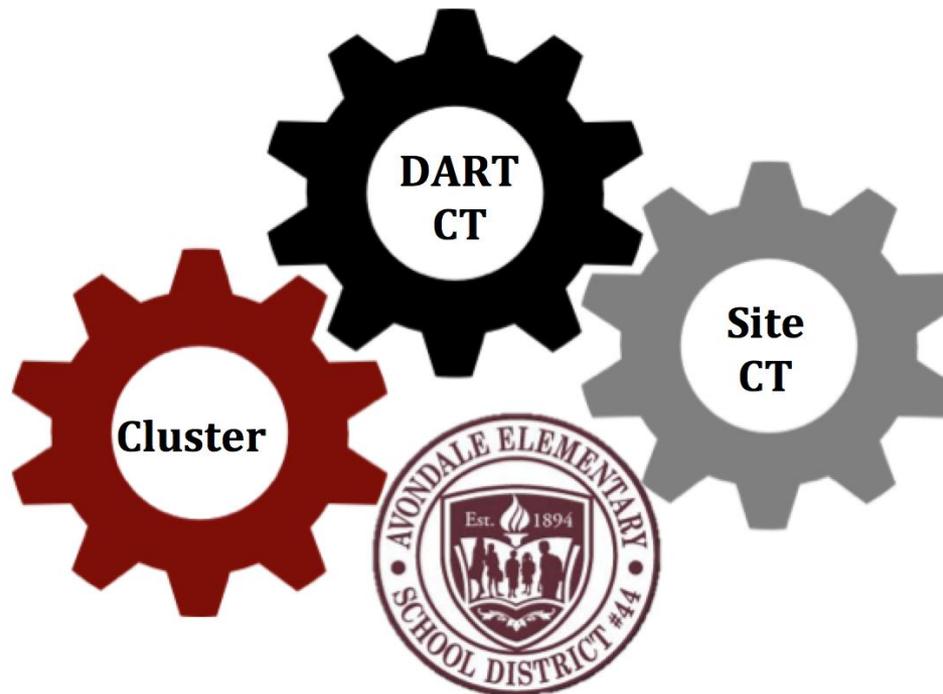
Mission

In Avondale, every student will grow as a thinker, problem solver, and communicator to pursue a future without limits.



Gears

Growing Educators, Achieving Results with Students



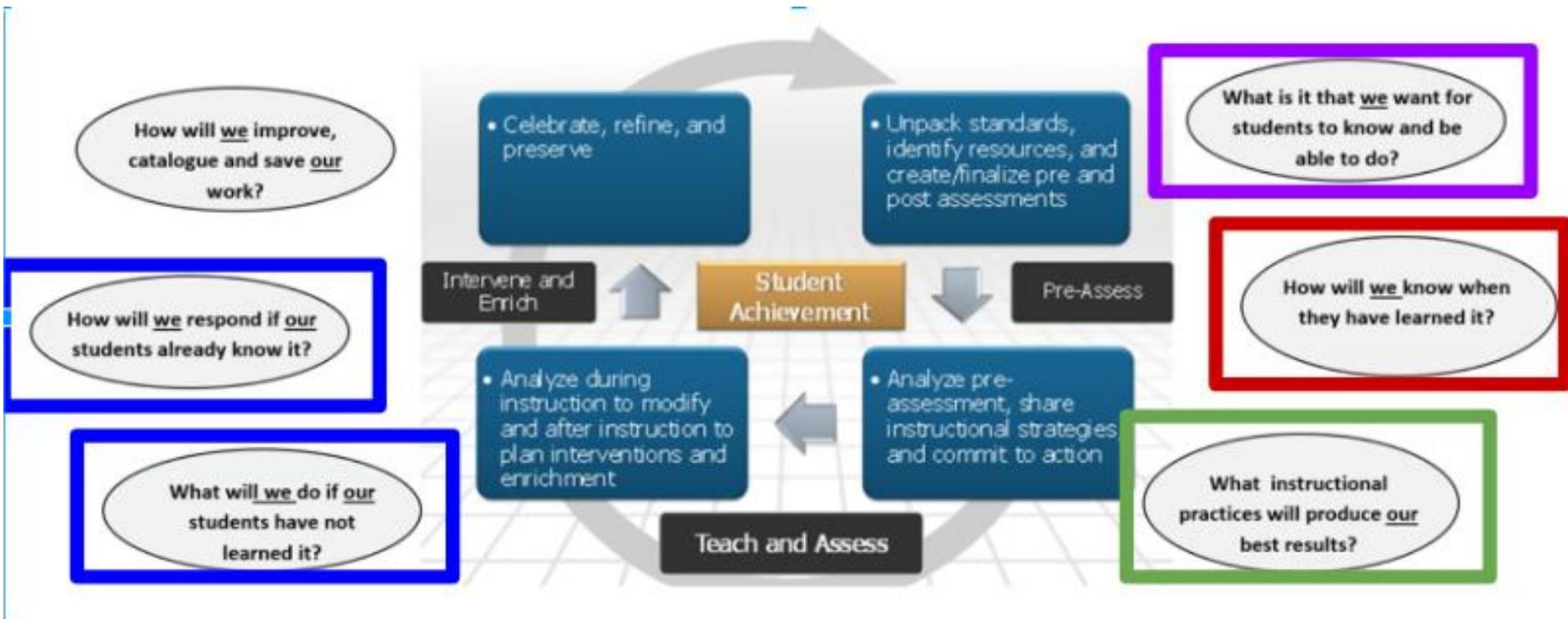
Expanding Leadership at the School Level

- Who are teacher leaders?
- How do teacher leaders support the culture of a school?
- How do teacher leaders support the mission?

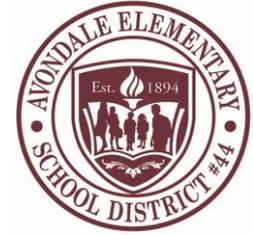


Supporting Data-Driven Instruction

Collaborative Team Cycle



Improving Teaching and Learning

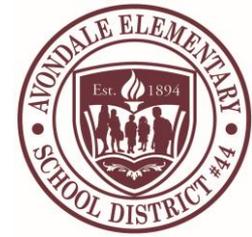


Observation and Feedback Cycle: Effective Feedback

1. Precise praise
2. Probe and scaffold
3. Identify problem and concrete action steps
4. Practice
5. Plan ahead
6. Set a schedule

Source: Leverage Leadership



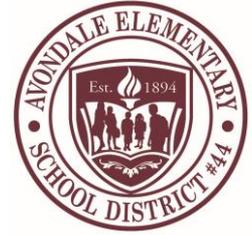


Reflections: Team Talk

- Use the reflection sheet to jot down responses (2 minutes)
- Partner share (4 minutes)
- Table talk (4 minutes)
- Questions (one per sticky note)



Avondale Story: Part 3



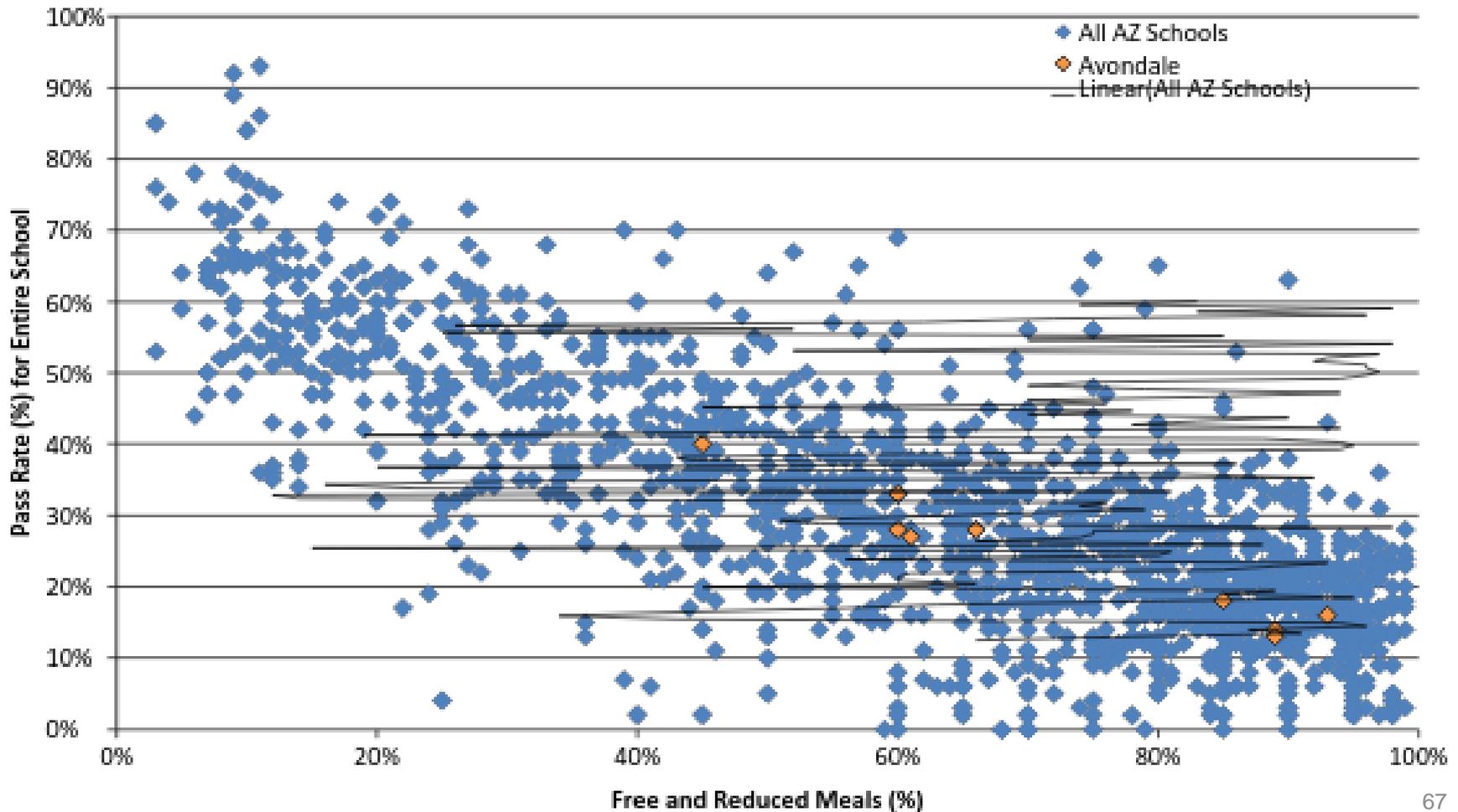
Compress and Elevate

- Grade/content level
- District collaboration
- Principal partnerships
- Leadership learning communities



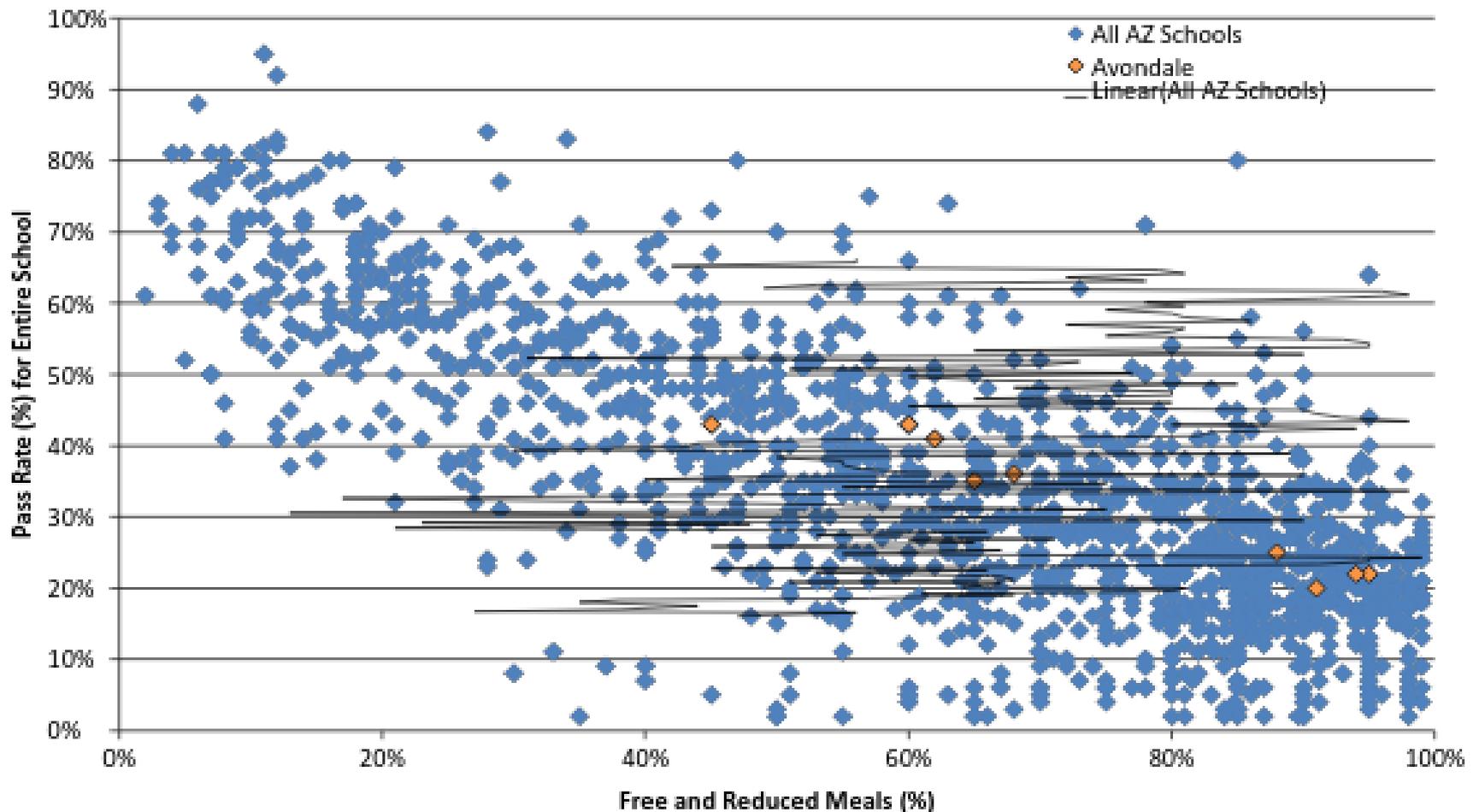
Reading (ELA) Grades 3–8, 2014–15 School Year

FRM vs Avondale Elementary District's ELA Pass Rate



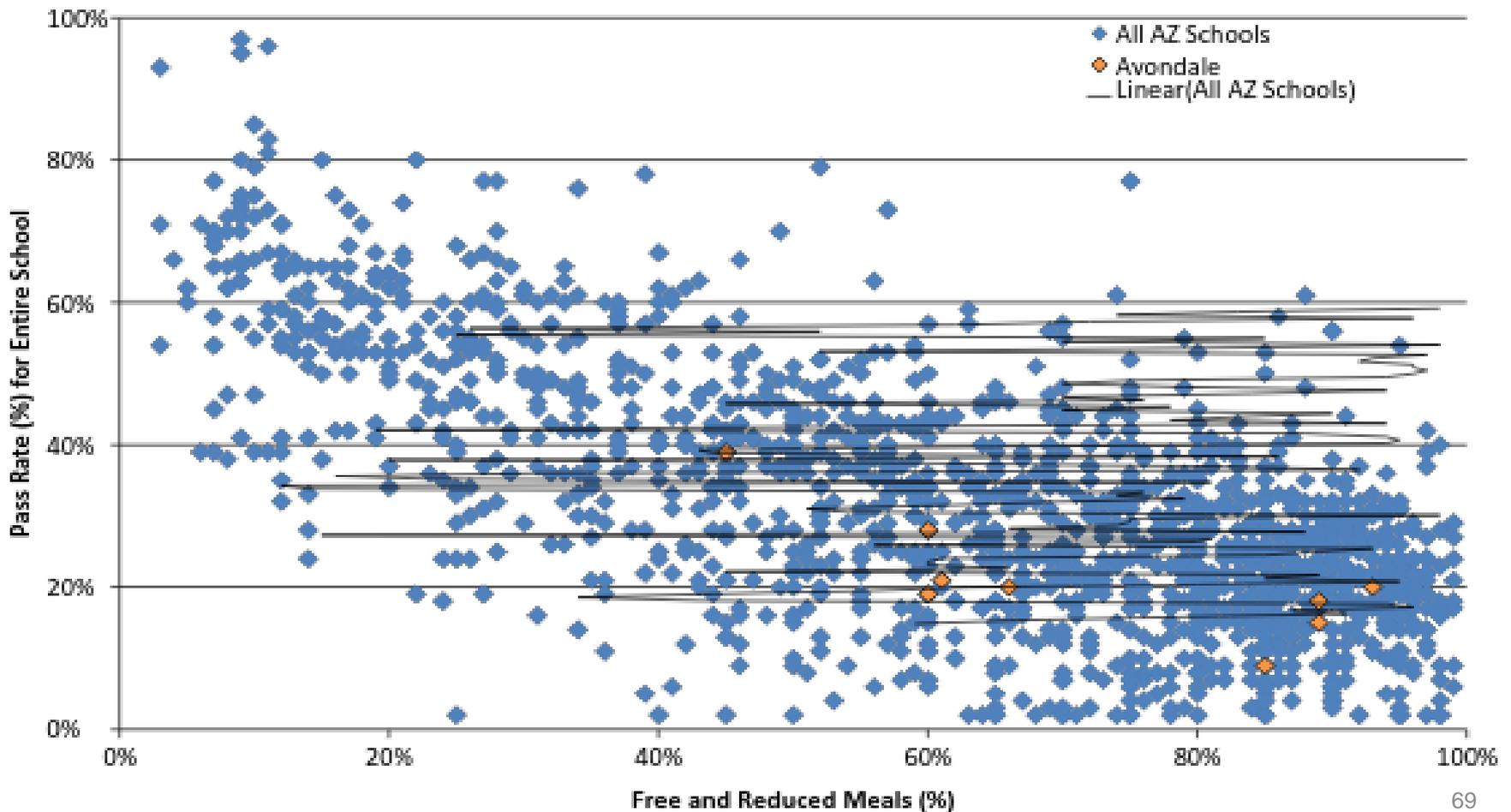
Reading (ELA) Grades 3–8, 2015–16 School Year

FRM vs Avondale Elementary District's ELA Pass Rate



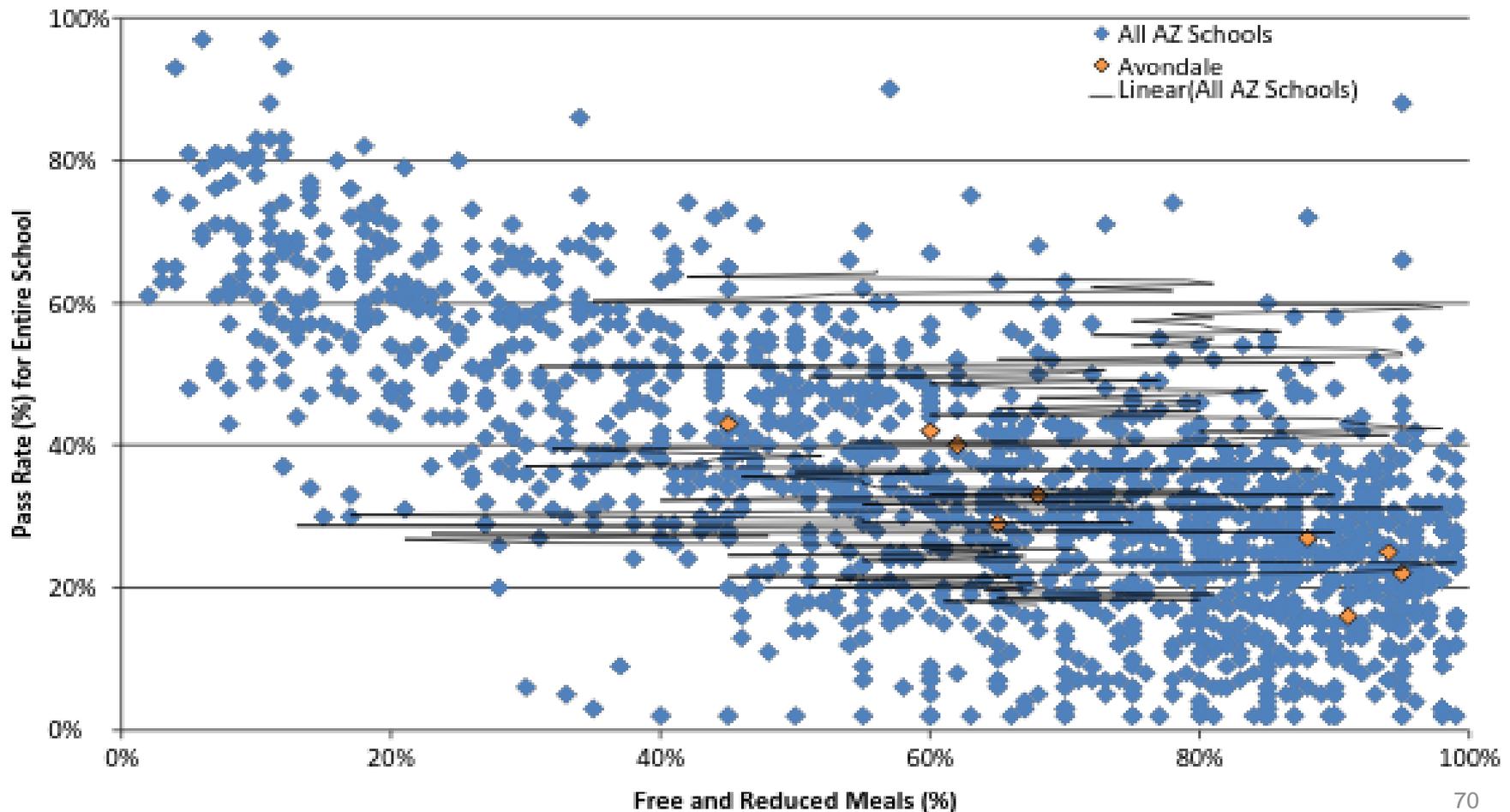
Mathematics Grades 3–8, 2014–15 School Year

FRM vs Avondale Elementary District's Math Pass Rate



Mathematics Grades 3–8, 2015–16 School Year

FRM vs Avondale Elementary District's Math Pass Rate



Wisdom From Aiden, Fourth Grader at Lattie Coor School



Questions and Answers



Betsy Hargrove, EdD

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Introduction of Afternoon Agenda and Action Planning Template

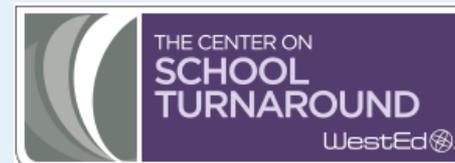
Karen Butterfield, West Comprehensive Center

Dana Chambers, Center on Great Teachers and Leaders

May 11, 2017



NORTHEAST COMPREHENSIVE CENTER



Action Planning

T4TLA Action Plan

Directions: Work with your T4TLA district team to complete an action plan for each of the strategies you plan to implement as part of your T4TLA work. Each strategy should have its own action plan table. You may add extra tables for additional strategies as needed. The space in each field will expand as you type. Please upload draft action plans to [GroupSite](#) at the end of each day of the national meeting, to enable by your full T4TLA team.

State:	LEA:	Date:	SEA Lead(s):
LEA Team Members/Positions:			RC Facilitator(s):

Area(s) of Focus: (check one)	Identified Challenge (based on your talent data review during and after national meeting 1)	How do you know? (e.g. quantitative and qualitative data, other information sources)	Why does this challenge(s) exist? (e.g. 5 whys)
<input type="checkbox"/> ATTRACT <input type="checkbox"/> SUPPORT <input type="checkbox"/> RETAIN			
Your Team's Long-Term Goal(s) for Addressing the Identified T4TLA Challenge: <i>Note: This long-term goal should be pulled from your team's monitoring plan (developed during the monitoring breakout session) and reflect your selected "lagging indicators" for success.</i>			
Connections Between Your T4TLA Goals and Other Strategic Planning in Your District:			

Action Planning

Table 1. Strategy 1 Action Plan

Selected T4TLA Talent Management Strategies	Boldness Benchmarks and Domains for Rapid Improvement	Responsible Person	Action Steps	Timeline/Date	Status	Resources/ Support Needed	Evidence of Progress
<i>List the suite of talent management strategies your team will design and implement through T4TLA. Include one strategy per row.</i>	<i>Identify the Boldness Benchmark(s) that best align with each strategy. Assess your local education agency's (LEA's) current status on that selected benchmark: Low, Medium, or High. Note how your strategy reflects the domains for rapid improvement.</i>	<i>Which lead team member is responsible for this strategy? What team members will lead implementation of each action step??</i>	<i>List the action steps required to implement the selected strategy. Add more action steps to the cell as needed.</i>	<i>When will you begin and accomplish each action step? Add more action steps as needed.</i>	<i>Identify the status of the action steps for each strategy (not started, in progress & on track, behind schedule, completed). Add more action steps as needed.</i>	<i>What resources or support (including internally) will you need to successfully implement this strategy?</i>	<i>Note the selected leading indicators from your monitoring plan for each action step that will help your team understand if they are on track to reach their short- and long-term goals.</i>
Strategy 1:	Boldness Benchmark Alignment:	Strategy team lead:	Action Step 1:	Action Step 1 Timing:	Action Step 1 Status:	Resources	Leading Indicators
		<i>Supporting team member</i>					
		Supporting team members:	Action Step 2:	Action Step 2 Timing:	Action Step 2 Status:	Resources	Leading Indicators

T4TLA Boldness Benchmarks Rubric

	LOW	MEDIUM	HIGH	UNKNOWN
	AMBITION			
	Are the state's goals high enough so that meeting them would close most of the talent gap in turnaround schools?			
	Allows status quo to persist.	Aims to make progress but still leave large talent gaps in turnaround schools.	Aims for the ideal, filling high-need schools with great teachers and leaders.	N/A
	LARGE-SCALE IMPACT			
	What percentage of people in your target population would be reached by a strategy?			
	Limited Scale. Fewer than half of teachers and students in high-need schools benefit from the strategy.	Midrange Scale. 50%–75% of teachers and students in high-need schools benefit from the strategy.	Large Scale. More than 75% of teachers and students in high-need schools benefit from the strategy.	Unclear how many teachers or students are reached.
	CHANGE THE FUNDAMENTALS			
	Does the strategy truly alter the talent picture for high-need schools by changing the fundamentals: the way schools are organized, the roles people play, the ways time is used, and the ways dollars are spent?			
	Does not address fundamentals.	Attempts to address fundamentals by adding on, not by changing.	Changes fundamentals to address root causes and improve outcomes.	N/A
	FINANCIALLY FOCUSED			
	Does the state direct sufficient dollars to strategies that contribute to ambitious, large-scale, and fundamental change?			
	Few dollars flow to ambitious, large-scale, fundamentals-changing strategies.	Some funds go toward bold strategies, but they are limited because the state continues to invest in less impactful approaches.	The state redirects most of funding into bold strategies.	N/A
	SUSTAINABLE			
	Are strategies reliant on temporary funds, or are they funded from recurring budgets?			
	Strategies rely on and could not be sustained without temporary funds.	Strategies could be sustained within regular budgets, but only if districts make a future decision to reallocate funds.	Strategies are designed from the start to be sustained within regular budgets.	N/A
	SYSTEMIC			
	Do strategies require work across teams and departments to make your efforts larger scale, more financially focused, and sustainable?			
	Strategies occur within unique teams or departments of the organization.	Strategies are engaging more than one team or department of the organization, but additional effort is needed to make them larger scale, financially focused, and sustainable.	Strategies are engaging all relevant teams and departments to achieve a large scale, financial focus, and sustainability.	N/A



Reflection

T4TLA Reflection Template

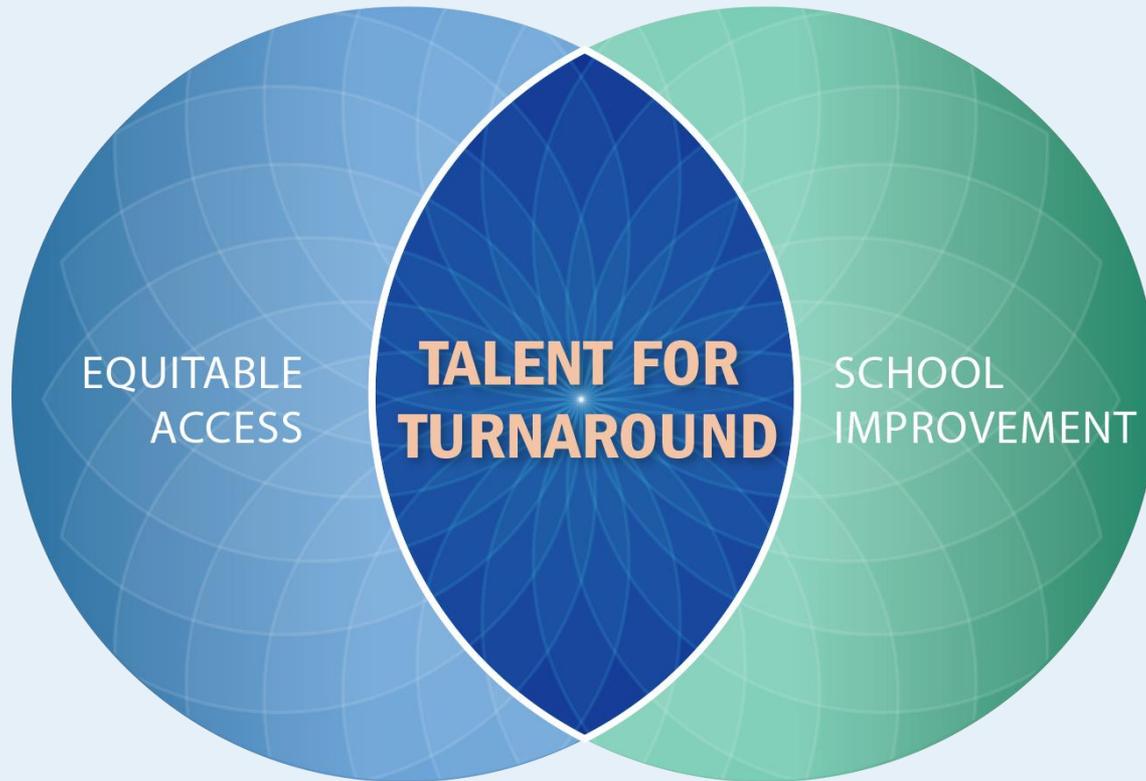
Name of Session Attended	What Did I Learn During the Session?	How Might I Apply This New Learning to Our Team's T4TLA Action Plan?	What Questions Do I Still Have About What I Learned?

Concurrent Content Sessions

Session	Room
Implementation and Monitoring to Drive Continuous Improvement	North Ballroom
Turnaround Leader Competencies	Sedona
Support for Principals and the Role of the Principal Supervisor	Palomas
Teacher Leadership and School Turnaround	Coronado

Talent for Turnaround Leadership Academy

Lunch & Concurrent Sessions



Team Time:

Action Planning Session, Part I

Teams	Room
Arizona & Colorado	North Ballroom
District of Columbia	Chaparral
Georgia & Mississippi	Sedona
Illinois & Indiana	Palomas
New Hampshire & Rhode Island	Coronado

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at American Institutes for Research ■



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Day 1 Report Out and Wrap-Up

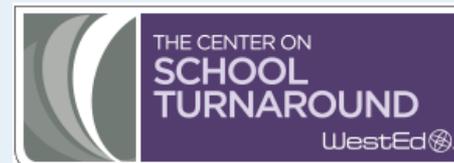
Andrew Morrill | Center on School Turnaround

May 11, 2017

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



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Team Report Outs: “At the end of the day...”

Select a share-out reporter (closest birthday, “1-2-3—Not It!” or someone out of the room and unable to refuse).

Take 5 minutes to prepare your state team’s 1-2-3 share out in 3 minutes or less:

- 1 A persistent priority or challenge your team has identified
- 2 Things you heard or learned about today that will help you address this concern
- 3 Things you want everyone to know about the planning and implementation progress you’ve made thus far.

Avoid the gong: Each team gets 3 minutes!

Taking Care of Business...What You Need to Know!

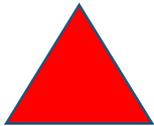
- ***Optional networking event*** from **5:00 p.m. to 6:30 p.m.** (appetizers served, cash bar); location to be announced
- ***Day 2:***
 - Breakfast from **7 a.m. to 8 a.m.**
 - Sessions kick off at **8 a.m.**
- ***Exit ticket*** (details on the next slide)

Exit Ticket: Plus/Delta

Take two sticky notes:



PLUS: On one sticky note, jot down one or two things that were most helpful, useful, or interesting about today.



DELTA: On a second sticky note, jot down one or two things that were confusing or could be improved.



Leave your anonymous sticky notes on the PLUS and DELTA posters on your way out.

We will use this information to improve the way we support you tomorrow and going forward.

Day 2: Concurrent Content Sessions

Session	Room
Implementation and Monitoring to Drive Continuous Improvement	Sedona/ Palomas
Induction and Mentoring	North Ballroom
Working Conditions	Coronado

Talent for Turnaround Leadership Academy

Networking

