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

May 11–12, 2017 | National Meeting 2 | Scottsdale, Arizona
Day 2: Welcome Back!

Kathy Dunne, Northeast Comprehensive Center
Give One/Get One

- Using the "Give One/Get One" handout and based on the Day 1 sessions, jot down the following:
  - An insight you gained
  - A resource you will apply
  - A way that your team can support another team

- Walk around the room and meet with six other people: give them one of your ideas and get one of their ideas. Jot down new ideas on your handout.

- Share new ideas with team members.
# Day 2 Agenda

<table>
<thead>
<tr>
<th>Session Timing</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:00–8:00 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>8:00–8:20 a.m.</td>
<td>Welcome Back and Framing the Day</td>
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<tr>
<td>8:20–8:25 a.m.</td>
<td>Transition</td>
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</table>
| 8:25–9:55 a.m.       | Concurrent Breakout Sessions:  
                       |   ✓ *Session 1*: Implementation and Monitoring to Drive Continuous Improvement  
                       |   ✓ *Session 2*: Induction and Mentoring                                      
                       |   ✓ *Session 3*: Working Conditions                                           |
| 9:55–10:10 a.m.      | **Break**                                                                 |
| 10:10–10:55 a.m.     | Applying Bold Talent Management Indicators to T4TLA Key Challenges        |
| 10:55–11:00 a.m.     | Transition                                                                |
| 11:00–11:40 a.m.     | T4TLA Action Planning Session, Part II                                    |
| 11:40–11:45 a.m.     | Transition                                                                |
| 11:45 a.m.–12:00 p.m.| **Closing Remarks: T4TLA Moving Forward**                                |
| 12:00–12:45 p.m.     | Boxed Lunch (Participants May Take Their Lunches “to-Go”)                |
| 12:45–2:15 p.m.      | Optional Additional Team Time                                             |
### Concurrent Content Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>Implementation and Monitoring to Drive Continuous Improvement</td>
<td>Sedona/Palomamas</td>
</tr>
<tr>
<td>Induction and Mentoring</td>
<td>North Ballroom</td>
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<tr>
<td>Working Conditions</td>
<td>Coronado</td>
</tr>
</tbody>
</table>
Talent for Turnaround Leadership Academy

Break (15 minutes)
Applying Bold Action in Talent Management: Lecturette and Case Study

Bryan Hassel and Shonaka Ellison, Public Impact

May 12, 2017
Session Goals

- Review the T4TLA Boldness Benchmarks.
- Look for boldness in a case study.
- Reflect on how your team could use these ideas.
Why Is Boldness Important for Turnaround?
Why Is Boldness Important for Turnaround?
Why Is Boldness Important for Turnaround?
Why Is Boldness Important for Turnaround?
Why Is Boldness Important for Talent?

- What it takes to close learning gaps
- Size of the teaching workforce
25% Excellent Teachers = Flat Growth

With 25% excellent teachers—the average percentage for schools—a student starting 2 years behind will remain **2 years behind** after 4 years.

<table>
<thead>
<tr>
<th>Years Behind Grade Level</th>
<th>Entering K</th>
<th>After K</th>
<th>After 1st</th>
<th>After 2nd</th>
<th>After 3rd</th>
</tr>
</thead>
<tbody>
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</table>

- Starts 2 years behind
- Gains with an excellent teacher
- No gain with average teacher
- No gain with average teacher
- Falls back with an ineffective teacher

Finishes 3rd grade **2 years behind**
50% Excellent Teachers = Still Not Enough

With 50% excellent teachers—an extremely high proportion even in low-poverty schools—a student starting 2 years behind will gain some ground but still be 1.5 years behind after 4 years.

- Starting 2 years behind
- Stays 2 years behind with typical teacher
- Finishes 3rd grade 1.5 years behind
- Gains with two excellent teachers in a row
- Falls back with an ineffective teacher
Magnitude of the Workforce

156,000 teachers in bottom 5% of schools

Architects
Human resource managers
Family and general practitioner doctors
General dentists
Web developers
Photographers
Chefs
Nurse practitioners
Writers and authors
Boldness Benchmarks

- Ambition
- *Large-Scale Impact*
- *Change the Fundamentals*
- *Financially Focused*
- *Sustainable*
- *Systemic*
What Makes These Benchmarks Bold?

▪ They test whether our strategies are likely to move the needle far enough for all students.

▪ They challenge us to make maximum change from limited resources.

▪ They challenge us to assume nothing is a given.
Case Study: Project L.I.F.T. in Charlotte-Mecklenburg Schools

Read the case study; then discuss with your table:

- How does this example stack up against each of the Boldness Benchmarks?
# What to Expect, Pitfalls to Avoid

<table>
<thead>
<tr>
<th>EXPECT THESE THINGS</th>
<th>AVOID THESE PITFALLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in student learning</td>
<td>Too many efforts, spread too thin</td>
</tr>
<tr>
<td>Discomfort among adults</td>
<td>Spending temporary dollars on teacher pay</td>
</tr>
<tr>
<td>Iteration</td>
<td>Being satisfied with small-scale success</td>
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</tbody>
</table>
Discussion
Quick Reflective Writing Activity

- How might your team incorporate the ideas presented here into your T4TLA challenge?
# 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.

<table>
<thead>
<tr>
<th>State:</th>
<th>LEA:</th>
<th>Date:</th>
<th>SEA Lead(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Team Members/Positions:</td>
<td>RC Facilitator(s):</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area(s) of Focus: (check one)</th>
<th>Identified Challenge (based on your talent data review during and after national meeting 1)</th>
<th>How do you know? (e.g. quantitative and qualitative data, other information sources)</th>
<th>Why does this challenge(s) exist? (e.g. 5 whys)</th>
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</thead>
<tbody>
<tr>
<td>☐ ATTRACT</td>
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<tr>
<td>☐ SUPPORT</td>
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<td>☐ RETAIN</td>
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**Your Team’s Long-Term Goal(s) for Addressing the Identified T4TLA Challenge:**

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.

**Connections Between Your T4TLA Goals and Other Strategic Planning in Your District:**
# Action Planning Session: Part II

<table>
<thead>
<tr>
<th>Teams</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona &amp; Colorado</td>
<td>North Ballroom</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Chaparral</td>
</tr>
<tr>
<td>Georgia &amp; Mississippi</td>
<td>Sedona</td>
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<tr>
<td>Illinois &amp; Indiana</td>
<td>Palomas</td>
</tr>
<tr>
<td>New Hampshire &amp; Rhode Island</td>
<td>Coronado</td>
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</table>
Wrap Up and Next Steps

Dana Chambers, Center on Great Teachers and Leaders
Before We Wrap Up

- Your feedback is important to us to help us better support your work.
  - Please take a moment to fill out the event survey before leaving today
    http://tinyurl.com/T4TLA2
  - Our evaluators may reach out to you to talk more about your experiences participating in T4TLA by phone; let one of them know if you are interested in sharing more!

- Please upload your team’s T4TLA Action Plans and monitoring plans to your state folder in GroupSite.
T4TLA Moving Forward: Where Do We Go From Here?

- Focus going forward on implementation and sustainability.
- The T4TLA planning group will review action plans to accomplish the following:
  - Synthesize **common themes and support** needs.
  - Identify **recommendations for state education agencies** to sustain ongoing work with local education agencies.

- Ongoing support (contingent on funding) may include the following:
  - Continued facilitation from regional comprehensive centers (RCCs) to support **implementation of your T4TLA action plan**
  - Establishment of one or more **Communities of Practice** to provide virtual support for implementation of T4TLA action plans
  - **Individualized technical assistance** support from your RCC, the GTL Center, or the Center on School Turnaround, upon request
  - **Coordinated technical assistance** support across teams based on common needs (e.g., the mentoring and induction PLM)

- More details to be shared soon.
Meeting Adjourned

- Boxed lunch available (for here or “to go”)
- Optional team time in hotel meeting space

Thank you for all your time and hard work!
Dana Chambers

Center on Great Teachers and Leaders
dchambers@air.org
Talent for Turnaround Leadership Academy

Boxed Lunch and Optional Team Time