



Part I: Cover Page – Organization Information

Organization Information	
Organization Name:	PEBC <input type="checkbox"/> New or <input checked="" type="checkbox"/> Continuation Submission
Primary Contact:	Craig DeLeone
Email Address:	cdeleone@pebc.org
Phone Number:	720-502-4325
Mailing Address:	600 Grant Street, Suite 525 Denver, CO 80203
Organization Category (select all that apply)	
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)	
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope	

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

PEBC is willing and able to engage with all Colorado schools, districts, and BOCES

I. Cover Page (Above)

II. Narrative Responses

a. PEBC continues to believe that every child deserves a great educator and therefore, focuses on the talent development of educators across the continuum of their career. PEBC continues to work directly with teacher candidates, teachers, mentors, school leaders, and administrators to provide professional learning that affords all educators the experiences, knowledge, and skills to create classrooms and schools where students thrive. The work from the 2018-2019 school year will continue well into the 2019-2020 school year and beyond.

b. PEBC has continued to provide effective, quality professional development to teacher candidates, teachers, mentors, school leaders, and administrators all across Colorado. Our work has not changed from the 2018 school year, with the exception of number of partner schools and districts across the state.

PEBC has partnered with PREP Academy in Denver Public Schools, to create a professional development plan around the following Big Idea: Embracing the needs of the community empowers students to see themselves as agents of change. How might we use our community needs to bring our curriculum alive?

Learning targets for teachers include: The belief in their agency will strengthen students belief in their agency, Teachers can move beyond traditional methods of assessment to more authentic demonstrations of learning, and teachers can harness the needs of the community to drive the curriculum.

PEBC has partnered with West Elementary School in Cherry Creek Schools to develop a professional development plan focused on sustainable practices including teacher effectiveness and student engagement to include the following Goals/Outcomes:

- Increase level of understanding of what high expectations of students mean
- Sustainable structure for teachers to engage in communities of practice around student writing
- Increase level of rigor in writing instruction for students
- Increase student writing skills and test scores
- Protocols for looking at student work, shared understanding into practice
- Develop teacher leadership through internal demo lab classrooms

In the 2019-2020 School year, PEBC's Teacher Residency launched a new residency cohort in partnership with Eagle County Schools. The initial Eagle County Schools cohort consists of four (4) Resident Teachers; three (3) of the four (4) participants are paraprofessionals who are spending half their time working alongside mentor teachers as residents, and half their time in their traditional paraprofessional roles. Goals for the launch year are for Eagle County Schools to establish a residency pathway into teaching for district employees and the community at large, and for PEBC to identify best practices in successfully building para-to-teacher pipelines through the existing residency structure.

III. Capacity

PEBC has the capacity to partner with roughly 10-15 new Colorado schools and districts projects, depending on the scope of work.

IV. Evidence of Track Record of Improved Student and School Outcomes:

1a. PEBC has partnered with Westminster Public Schools in supporting the New Teacher Induction Program, specifically focused on best-practice instruction for CLDL (Culturally and Linguistically Diverse Learners). PEBC facilitated professional learning sessions to target the following objectives:

- Overview of the legalities of Culturally and Linguistic Diverse Education
- Provide new teachers with strategies they can use in the classroom for English learners
- Provide new teachers with tools to be effective educators with English learners through CLDE: Asset-based, building student relationships, building a classroom community of learners, and a shared academic vocabulary.

As a result, Westminster Public School students, including English Learners (ELs) are exceeding average growth when compared to state averages.

Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize more traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. Under the Colorado Growth Model, growth percentiles are calculated by analyzing English Language Arts and Math scores over consecutive years of the Colorado Measures of Academic Success (CMAS) assessments. A student's growth percentile (ranging from 1 to 99) indicates how his or her performance changed over time relative to students with similar score histories. Growth percentiles are independent of achievement levels, so all students have an equal chance of achieving high growth.

Median Growth Percentiles (MGPs) are used to represent growth outcomes for schools and districts. An MGP represents the mid-point of the distribution of all of the individual growth percentiles obtained by students within a particular group. This report shows MGPs for entire schools and districts, as well as for distinct grade levels and for different student groups. In general, higher MGPs indicate higher growth rates for the students in the designated group. State-level MGPs are presented along with school and district results as a point of reference. Typically, the state MGP for any group will be 50, though it may sometimes vary. Blank cells in the data table reflect cases where fewer than 20 student growth percentiles were available for the group; the MGPs are not shown in order to ensure privacy and to discourage inappropriate inferences about group performance. For additional resources, including PSAT/SAT growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

		ENGLISH LANGUAGE ARTS						MATH					
		District			State			District			State		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
ALL STUDENTS		51.0	55.0	56.0	50.0	50.0	50.0	45.0	49.0	47.0	50.0	50.0	50.0
GRADE LEVEL	04	42.0	48.0	51.0	50.0	50.0	50.0	40.0	52.0	51.0	50.0	50.0	50.0
	05	52.5	60.0	51.0	50.0	50.0	50.0	49.0	57.0	43.0	50.0	50.0	50.0
	06	48.0	51.0	56.0	50.0	50.0	50.0	47.0	47.0	45.0	50.0	50.0	50.0
	07	61.0	62.5	58.0	50.0	50.0	50.0	43.0	44.0	42.0	50.0	50.0	50.0
	08	59.0	56.0	62.0	50.0	50.0	50.0	43.0	47.0	51.0	51.0	50.0	50.0
ENGLISH LEARNERS		39.0			50.0			46.5			50.0		
ENGLISH LEARNERS	English Learners	50.0	57.0	56.0	51.0	50.0	50.0	43.0	50.0	45.0	49.0	48.0	50.0
	Non-English Learners	52.0	54.0	55.0	50.0	50.0	50.0	46.0	49.0	48.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)		50.0	54.0	55.0	48.0	47.0	47.0	43.0	49.0	46.0	46.0	46.0	47.0
GENDER	Non-FRL	53.0	58.0	57.0	52.0	52.0	52.0	53.0	52.0	49.5	53.0	53.0	52.0
	Female	55.0	57.0	58.0	55.0	54.0	53.0	43.0	51.0	46.0	50.0	50.0	51.0
GIFTED		46.0	53.0	54.0	46.0	46.0	47.0	46.0	48.0	47.0	50.0	50.0	49.0
GIFTED	Gifted and Talented	55.0	66.5	69.0	58.0	59.0	58.0	60.5	55.5	55.0	58.0	59.0	58.0
	Non-Gifted and Talented	51.0	55.0	55.0	49.0	49.0	49.0	44.0	49.0	46.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)		40.0	46.0	47.0	41.0	42.0	43.0	39.0	42.5	39.5	43.0	43.0	44.0
MIGRANT	On IEP	52.0	56.0	57.0	51.0	51.0	51.0	45.0	50.0	47.0	51.0	51.0	51.0
	Non-IEP	50.0	54.0		49.0	47.0	45.0	47.0	50.0		47.0	43.0	46.0
MINORITY		51.0	55.0	56.0	50.0	50.0	50.0	44.0	49.0	47.0	50.0	50.0	50.0
MINORITY	Minority	51.0	55.0	55.0	49.0	48.0	48.0	43.0	49.0	46.0	48.0	48.0	48.0
	Non-Minority	52.0	54.0	56.0	51.0	51.0	52.0	55.0	52.0	48.0	52.0	52.0	52.0
PERFORMANCE LEVEL		50.0	52.0	58.0	50.0	50.0	50.0	47.0	50.0	47.0	50.0	50.0	50.0
PERFORMANCE LEVEL	At or Above Benchmark	50.0	52.0	58.0	50.0	50.0	50.0	47.0	50.0	47.0	50.0	50.0	50.0
	Below Benchmark	51.0	56.0	55.0	50.0	50.0	50.0	44.0	49.0	46.0	50.0	50.0	50.0
RACE/ETHNICITY					46.0	46.0	48.0	30.0			45.0	48.0	48.0
RACE/ETHNICITY	American Indian or Alaska Native				58.0	58.0	59.0	56.0	56.5	57.0	58.0	59.0	60.0
	Asian	64.0	65.0	61.0	48.0	46.0	46.0	46.0	48.5	41.0	45.0	46.0	47.0
	Black	56.0	58.0	61.0	48.0	48.0	47.0	42.0	48.0	46.0	47.0	47.0	47.0
	Hispanic	49.0	54.0	56.0	51.0	51.0	52.0	55.0	52.0	48.0	52.0	52.0	52.0
	White	52.0	54.0	56.0	53.5	50.0	47.0				50.0	51.0	45.0
Two or More Races		58.0	55.0	51.0	51.0	50.0	51.0	56.0	53.0	41.5	51.0	51.0	51.0

1b. Westminster

Tier 1:

Here is a link to Westminster's CMAS Growth Report, in which you can see that WPS students, including English Learners (ELs) are exceeding average growth when compared to state averages.

<https://cedar2.cde.state.co.us/documents/Growth2019/DistrictSummary/CMAS/2019-0070.pdf>

The data is based on scores from an outside entity of the district thus minimizing bias. The CMAS growth report comes from the state. The growth data is compared to other students across the state so it is set up as a study. This matches the description of strong evidence from a well-designed study.

2a. PEBC has partnered with Van Arsdale Elementary in Jefferson County Public Schools on multiple professional development and coaching opportunities centered around the following goals:

- Create curious kids who develop questions and engage in problem solving and research to answer those questions
- To create a common vision, language, and set of instructional practices that can be implemented in support of inquiry based learning in conjunction with PLC goals across grade levels.

Teacher Outcomes:

- Teachers will exhibit increased collegiality and collaboration related to inquiry based learning
- Teachers will have an increased understanding of inquiry based instruction across content areas and the various ways in which it can serve students
- Teachers will have an enhanced understanding and deeper implementation of the **Thinking Strategies & Routines** and **Workshop** and the role these practices play in developing deeper

level thinking across grade levels and content areas (especially within the context of inquiry & research)

- Monitoring for Meaning, Activating, Utilizing and Building Background Knowledge, Asking Questions, Drawing Inferences, Determining Importance, Creating Sensory Images & Synthesizing Information

Student Outcomes:

- Students at Van Arsdale will understand inquiry-based learning opportunities and be successful in that context. Students will be able to generate questions, make predictions, investigate, research and present their findings (Agency)
- Students will demonstrate flexible thinking and perseverance to try different approaches to solve a problem. Students will be able to persevere independently and collaboratively. (Flexibility & Perseverance)
- Students will consistently apply thinking strategies and thinking routines throughout the inquiry process. (Metacognition & Comprehension)

Leader Outcomes:

- Instructional leaders will help colleagues make connections across frameworks and practices to develop a deeper understanding of inquiry, so that Teachers will be able to find/adapt the inquiry model that works best for them.
- Teachers will exhibit instructional leadership via sharing their implementation ideas and hosting internal labs.
- Instructional leaders will support teachers to develop a tolerance for ambiguity when implementing and refining instructional practices related to inquiry. So that teachers will be able to persevere independently (own classroom) and collaboratively (with team members).

As a result, PEBC has developed three PEBC Lab Classroom Hosts (exemplar classrooms) in addition to Van Arsdale Elementary School winning the Colorado Governor's Distinguished Improvement Award in 2018: <https://www.cde.state.co.us/cdeawards/distinguishedimprovement>

The Governor's Distinguished Improvement Awards are given to schools that demonstrate exceptional student growth. On the school performance framework that is used by the state to evaluate schools, these schools "exceed" expectations on the indicator related to longitudinal academic growth and "meet or exceed" expectations on the indicator related to academic growth gaps.

2b. Van Arsdale

Tier 2

The school won the very coveted and hard to achieve, Colorado Governor's Distinguished Improvement Award in 2018. The Governor's Distinguished Improvement Awards are given to schools that demonstrate exceptional student growth. On the school performance framework that is used by the state to evaluate schools, these schools "exceed" expectations on the indicator related to longitudinal academic growth and "meet or exceed" expectations on the indicator related to academic growth gaps. <https://www.cde.state.co.us/cdeawards/distinguishedimprovement>

While achieving significant growth, the data is based on scores from an outside entity of the district thus minimizing bias. The PEBC staff and district staff engaged in observations and created local measurements to determine progress but the school performance framework is evaluated by outside personnel. This matches the description of moderate evidence from a well-designed study.

3a. PEBC has partnered with Durango School District 9-R for a period of 7 years, providing a multitude of professional developing coaching and teacher residency opportunities. PEBC has presented numerous local institutes ranging from Effective Mentoring and Coaching, Math Workshop, to Thinking Strategies and Cognitive Coaching. PEBC has also provided individual and whole-group professional development coaching, working with teachers in their own classrooms to provide them with tools to increase student achievement.

PEBC has worked extensively with Durango in creating internal lab classroom observation structures for ongoing internal sustainability.

PEBC has partnered with Durango School District R-9 through the PEBC Teacher Residency program, developing educators. Through the PEBC Residency Program, PEBC has coached, trained, and mentored residents within the community who have become teachers through this model. As a result, there has been direct student achievement impact by creating a sustainable pipeline of teacher residents as evidenced here:

Agenda

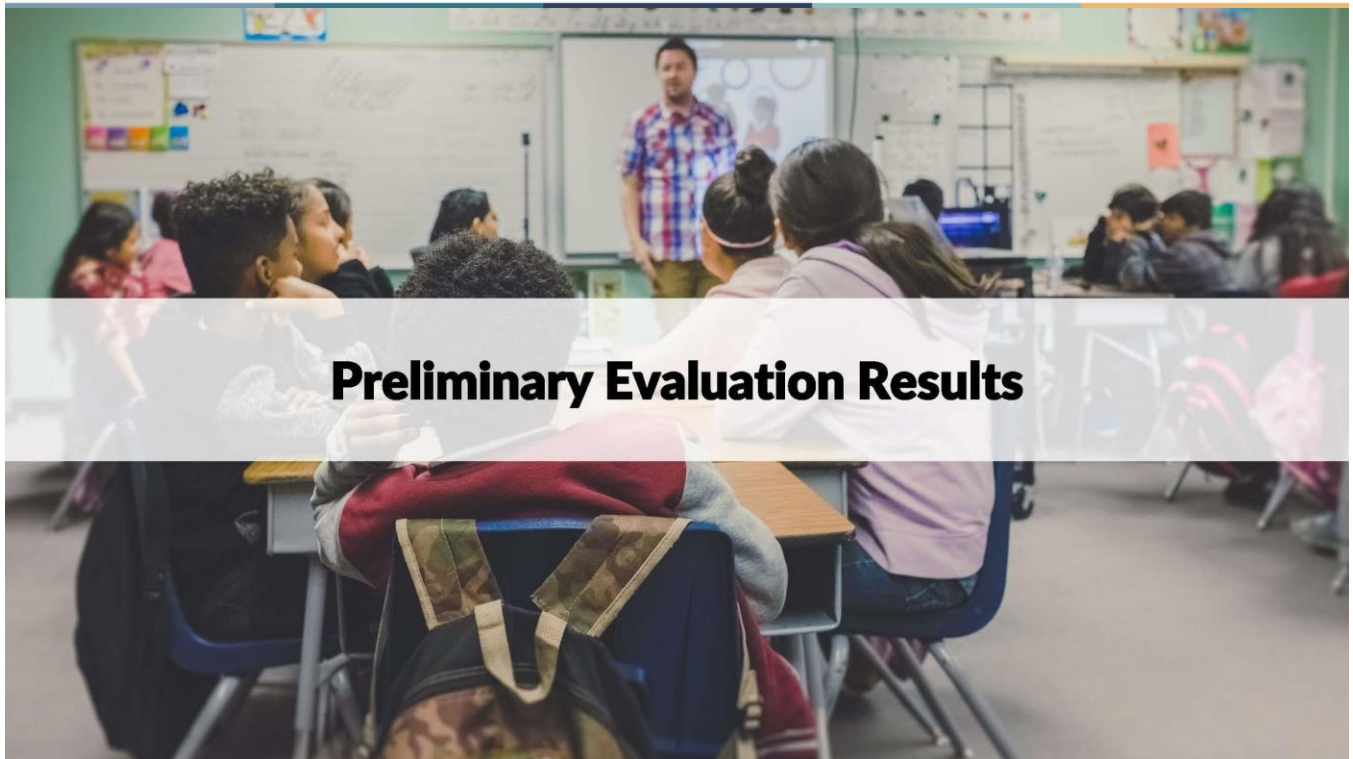
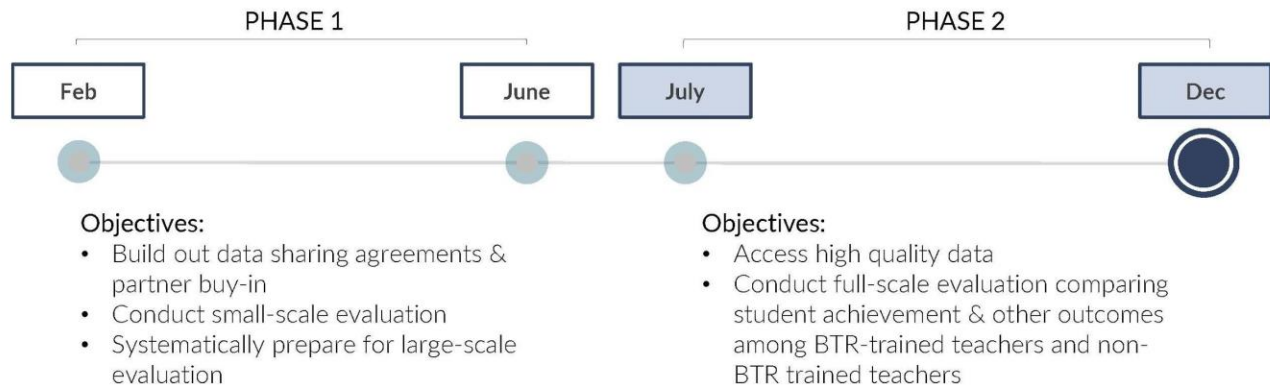
- 1 Progress to date
- 2 Preliminary Evaluation Results



Progress to Date

Understanding Residency Impact on Student Achievement

Original Timeline



Durango School District 9-R



Durango Evaluation

Implementation & Reach



360 educators attended Institutes and/or received instructional coaching.

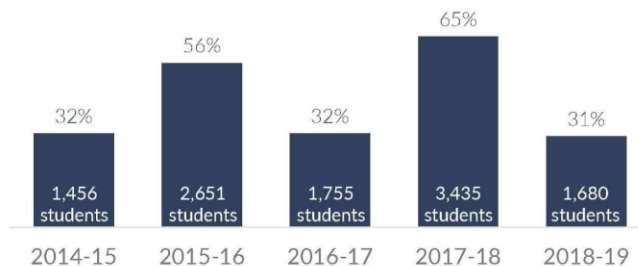


Educators attended an average of **30 hours** of training through Institutes.



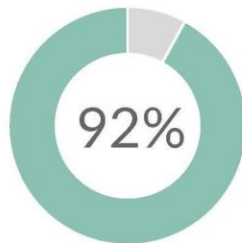
88 teachers received 1:1 instructional coaching for at least one year.

As a result, PEBC educators reached an estimated 31% to 65% of students in the district each year.



Durango Evaluation

Satisfaction with Trainings



of educators were *satisfied* or very *satisfied* with PEBC Trainings

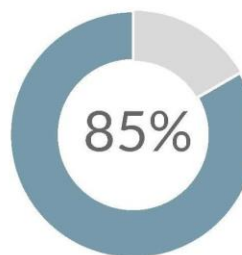
“

PEBC offers some of **the best Professional Development** I have experienced in **19 years** in education.

”

Durango Evaluation

Satisfaction with Coaching



of educators were *satisfied* or very *satisfied* with PEBC Coaching

“

The coaching has **always been high quality** and only gets better as PEBC coaches understand our vision, mission, and niche.

”

Durango Evaluation

(Self) Efficacy

Durango Evaluation

Teacher Efficacy



*Teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a **high sense of efficacy** and act on it—are more likely to have students who learn.*

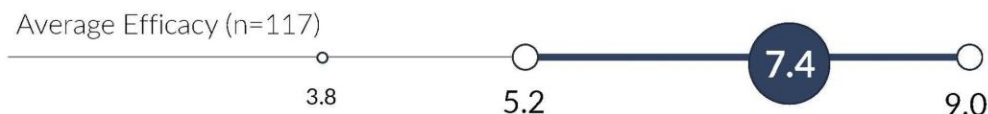
(Shaughnessy, 2004)

Durango Evaluation

Teacher Efficacy



Efficacy was high, and most teachers attributed improvements to PEBC



- ✓ **84%** agreed that PEBC helped them innovate in their instructional practices.
- ✓ **80%** agreed that PEBC helped improve confidence in their ability to support students.
- ✓ **70%** agreed that PEBC helped them feel better equipped to deal with classroom challenges.

Durango Evaluation

Teacher Efficacy



Efficacy was high, and most teachers attributed improvements to PEBC



I've **changed my practice** to find ways to influence kids to be their best selves or their best authors or their best writers or best mathematician...

No longer do I say, 'I love how you wrote down your explanation of the solution. I could really see what you're doing.' It's, 'How do you feel as a mathematician being able to explain your thinking this precisely?' It's just shifted. It's on them. **It's not my classroom anymore. It's ours...**





Sara Bayless, PhD
Director, Human Development
OMNI Institute
sbayless@omni.org

3b. Durango

Tier 1

The results included in this report reflect an entire process from establishing a question of inquiry to the results collected based on that question. This is more reflective of the design mentioned in the Tier 1 description. OMNI provided legitimate opportunities to collect data and then OMNI analyzed the data to provide summary statements of the data results.

Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	PEBC	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Craig DeLeone	
Email Address:	cdeleone@pebc.org	
Phone Number:	720-502-4325	
Mailing Address:	600 Grant St. Suite 525 Denver, CO 80203	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with

PEBC is willing and able to engage with all Colorado school district

A) Summarize organization's experience in developing effective leadership in low-performing schools.

PEBC is proud to have worked along-side multiple schools in the Aurora School District. The main premise in beginning this partnership was to support schools with a turn-around status. All explanations and attachments were directly used with these schools to support their work.

A typical contract for a PEBC staff member in a turn-around school:

- 15 days of professional development during the year
- 5 days of leadership work
- Attendance at one or many of the PEBC Institutes
- 2 PEBC lab visits

PEBC staff worked with school staff to establish a cohort of teachers to engage in the work. This cohort may have been a grade level or a group of teachers across the grade levels. Based on the culture and needs of the building leadership, groups of teachers met every six to eight weeks as a cohort. During this time, teachers examined theory from PEBC's Teaching Framework. Based on the learning, a lesson plan was designed and either a volunteer teacher or the PEBC staff person taught the lesson to students while the cohort witnessed what

students did with the instruction. After the lesson, the cohort debriefed the experience and determined key learning points to apply in subsequent lessons. There was time for teachers to plan together and alongside the PEBC staff person in adjust instruction. This model proved impactful as the PEBC staff person was able to push student expectations, make instruction more rigorous and support any risks teachers needed to take in order to improve student achievement. The process became sustainable beyond the PEBC staff visits as coaches, administrators and teachers could implement an cycle of teaching and visiting each other's classrooms to study practice. PEBC staff members supported building leadership in monitoring shifts teachers wanted to make with their instruction and to communicate progress.

PEBC's Leadership Development Program takes a systemic approach to improving low performing schools and sustaining their growth by collaboratively working with district leaders, school leaders, teacher leaders and classroom teachers. This approach is grounded in understanding the contributing factors associated with low performance, and acknowledging how influencing those factors impacts both the students and those who work within schools.

PEBC's approach is designed around the concept of distributed or shared leadership, and shared ownership of the organizational and instructional challenges. Three priorities are identified and communicated: (1) ***Establish a defined culture of shared leadership***. Focus is on leveraging alignment and commitment from those who work within the system. The intention is to clarify and understand the diverse needs of the students served, and analyze the assets and gaps in the organization to meet those needs. Initial coaching and facilitation are focused on early wins in high priority areas of needed improvement, with success clearly defined and progress routinely monitored. An intentional gradual release of responsibility toward sustainability is driven by successes in student performance and adult implementation; (2) ***Assure instructional teaching practices are grounded in deep understanding of research-guided pedagogy***. When teachers are given clearly defined goals, provided with job-embedded coaching, and opportunities to see the impact of instructional best practices on student learning, schools are more successful in accomplishing these early wins. Providing instructional classroom support at the same time a school is developing shared leadership, creates a layered system of support, providing models and experiences for systemic learning; and (3) ***Build the capacity of new teachers*** entering the profession to improve student achievement in low performing schools. Through the Boettcher Teacher Residency, new teachers are immersed in classrooms from the very start, thoughtfully guided by skilled mentors. These mentors are coached to strengthen their own instructional practices prior to hosting a Resident, and both are shaped by a curriculum focused on teaching culturally and linguistically diverse learners. Building capacity strengthens instructional practices in the host schools, and offers strong new teachers for low performing schools once Residents graduate.

PEBC strives to ensure that participants are aware of the most current theories and practices regarding effective leadership and teaching of diverse student populations. Discussing these theories and practices becomes a regular component of the school's culture, and is foundational to understanding the "why" behind the expected changes in practice. PEBC prepares educators to work within diverse communities by modeling a culture of inclusion,

challenging expectations and assumptions, engaging in calibrating conversations on professional effectiveness, and promoting systems of accountability and feedback. Public Education & Business Coalition (PEBC) is a Colorado-based 501(c)3 organization that provides professional development services for practicing K-12 educators locally and nationally, and operates the Boettcher Teacher Residency (Residency) for training well-qualified new teachers (Residents) for high-needs schools. PEBC believes that every student has the capacity to learn and succeed. That's why we do the work we do.

PEBC believes that great teaching starts with a great teacher. Numerous research-based studies have shown that a teacher's effectiveness has more impact on student learning than any other factor under the control of schools. Just like students, PEBC believes that every teacher has the capacity to learn; we provide thoughtful professional learning to cultivate highly effective educators to elevate student growth and achievement. PEBC also believes that a great leader can immeasurably impact the training, development, support, collaboration and performance of great teachers, thereby creating a great school. There are few examples of schools improving their student achievement record overall in the absence of talented leadership. Leadership is second only to classroom instruction as a primary influence on student learning. PEBC believes in working collaboratively with both leaders and teachers.

Schools are complex, interdependent organizations, made up of many individuals including leaders, teachers, students and parents. PEBC offers an ***integrated and comprehensive approach*** to strengthening student learning and school performance, with a strong emphasis on refining instruction. PEBC leverages multiple strategies: enhancing instructional leadership to increase teacher effectiveness, establishing a healthy and collaborative school culture with respectful relationships, and creating a shared strategic direction that values continuous learning and improvement. PEBC's approach is based on adult learning research, using multiple interactions and modeling to implement change. PEBC uses institutes, job-embedded coaching, and peer-to-peer observational experiences, offering educators the opportunity to hear, see, and learn alongside other exemplary practitioners. PEBC is applying to be an Approved Provider for the School Turnaround Leaders Development Program, and is requesting a one-time design grant to expand its leadership program

B) Provide a description of the learning services and components your organization provides:

PEBC has several services and supports to respond to school and district needs. PEBC believes that Priority Improvement and Turnaround Schools benefit from a comprehensive engagement of aligned services in support of strong leadership and strong instruction.

Services	Purpose (Why)	Focus/Context (What)	Components (How)
Leadership	To support leaders in successfully leading the known	<ul style="list-style-type: none"> Analyze and explore technical and 	<input type="checkbox"/> Certificate <input type="checkbox"/> Master's Degree in

<i>(Principals, Assistant Principals, Central Offices, Superintendent, Aspiring Leaders)</i>	<p>challenges of today and the unknown challenges of tomorrow.</p> <p>To address the urgency in student learning and develop sustainable cultures of improvement.</p>	<p>adaptive challenges and responses.</p> <ul style="list-style-type: none"> Align decisions and actions Observe, offer feedback and engage in learning focused conversations. 	<p>Adaptive Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutes <input type="checkbox"/> Job Embedded Coaching <input type="checkbox"/> Lab Experiences
<p>Instruction & Leadership</p> <p><i>(Mentor, Coach, Teacher Leaders)</i></p>	<p>To build capacity for teachers leading teachers.</p> <p>To reinforce the direction, alignment and commitment to foundational instructional practices.</p>	<ul style="list-style-type: none"> Promote Professional Capital Attend to adult development, and change leadership. Strengthen knowledge of researched based instructional practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate Master's Degree in Adaptive Leadership Institutes Job -Embedded Coaching Lab Experiences Residency
<p>Instruction & Practice</p> <p><i>(Teachers, Coaches)</i></p>	<p>To fortify knowledge and application of foundational instructional practices.</p> <p>To strengthen individual and collective efficacy</p>	<ul style="list-style-type: none"> Clarify, connect and align expectations. Embed instructional practices within already established programs. Build collaborative cohorts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate <input type="checkbox"/> Institutes <input type="checkbox"/> Job -Embedded Coaching <input type="checkbox"/> Lab Experiences
<p>Teacher Preparation</p> <p><i>(Residents, Mentors & Leaders)</i></p> <p>&</p> <p>Induction Support</p> <p><i>(New Teachers & Leaders)</i></p>	<p>To develop a talent pipeline of educators ready to address the urgency in student learning and contribute to a culture of sustainable improvement.</p> <p>To support the successful transition into or across the profession.</p>	<ul style="list-style-type: none"> Establish Residency in rural/urban schools. Train mentors in the stances of support of residents. Coach leaders on the conditions of training and retaining high-quality teachers. Bundle specific services and supports based on the individual and collective needs. 	<ul style="list-style-type: none"> Master's Degree in Education Residency Certificate Institutes Job -Embedded Coaching Lab Experiences

C) Description of ideal participant and his/her learning trajectory through the course of your program

PEBC thrives in any environment and embraces the unique challenges in any given system. PEBC designs projects and services through three lenses, vision, design, capacity building. Based on the needs of the client, staff have different entry points into these three lenses but no project happens without all three.

- **VISION** – How do the people within a system understand the “why” of the work? Leadership has a responsibility to promote ownership and clarity around initiatives and goals for the work the staff will focus on. Some systems have not yet determined the vision, some systems have a vision but it is not owned by the staff, some systems have a vision but there may be competing initiatives and confusion. Schools in turnaround often have multiple areas of focus and often times have competing initiatives and expectations that result in overwhelming staff with the burden of practices that may not align to provide cohesive instruction for students. PEBC is able to come alongside the leadership in a site to determine the best path and methods to focus the work for teachers.

Based on this description and success experienced by clients, the ideal participant may not have a clear

vision articulated but understands the power of the vision. Once the vision is established the ideal

participant would be flexible and adaptable in aligning all expectations towards that vision so as not to overload and confuse teachers.

- **DESIGN** – PEBC designs intentional processes and systems to foster a culture of learning. Designated Systems and structures work to align resources such as time, people, and the budget to build energy to focus on increasing student achievement. Based on this description, the ideal participant would be open to flexible ways of organization groups of learners and provide the time for these learners to engage in the theory and practice for increased student achievement. Adaptable to the needs of the learners as the work evolves during the year and is a learner as well. If teachers are learning new ways of doing things and taking risks to increase student agency and rigorous instruction, leaders must recognize the risks and celebrate progress.
- **CAPACITY** – PEBC develops leadership capacities at every level to facilitate continuous learning and improvement. PEBC prides itself in promoting leadership for those who

aspire to lead but also those who don't realize they can lead and then step into a leadership role.

Based on this description, an ideal participant would be someone who is a naturally curious and willing to take risks. Someone who can balance the ambiguity of new practices with the solid understanding of the vision would be able to guide and revise steps. An ideal participant realizes the need for consistent communication and buy-in from teachers at different levels to avoid a rigid energy of compliance. Ideal participants would embrace all structures within a system to coordinate and communicate progress with the work.

ROLES

District Leaders – These leaders serve as vision cultivators and expectation holder. Our district leaders either maintain an asset based stance or work to establish an asset based stance. These leaders are held to the highest level of accountability but they have to trust their staffs to take the risks necessary to meet the unique needs of students in a turn around system. PEBC works to provide consistent communication inclusive of the language and initiatives of the district. Meetings are scheduled to host walk throughs in buildings and update progress of the projects.

Building Leaders – These leaders set the course for the teachers in their buildings. Often, they have to provide balance between the district mandates and the needs of teachers and students in their building. PEBC support building leaders to provide clarity around the vision, align competing initiatives, and monitor progress towards the established goals. Often, schools in turn around status have a compromised culture with trust and vulnerability issues. Building leaders are aware of their beliefs and how those beliefs influence their work and decisions. PEBC supports leaders as they explore their identities and beliefs about learning and supporting teachers. When PEBC staff is working with teachers, the building leader attends as much of the professional development work in order to learn, hear the feedback from the teachers, answer questions and concerns, and help design progress points to work towards in between PEBC staff visits.

Aspiring Leaders – PEBC thrives in opportunities for educators to discover the leader in themselves they didn't realize was there. Often, teachers who are early adopters of practices or expectations help ground the beginning steps of work. Through the lab classroom work, more teachers discover they are open to others visiting their classroom and collectively putting theory into action with students. PEBC supports aspiring leaders by modeling effective coaching practices, building a culture of trust for teachers to work in and maintaining an asset based stance.

Facets of Leadership: Responsibility, relationships, communication, supervision and evaluation

- PEBC utilizes a process to engage system members in identifying assets and opportunities for growth. In one district, this process was used with all leaders,

teachers, students, community members and school board members. Patterns and trends were identified and the district drafted their five year action plan with goals from the asset mapping process.

ATTACHMENTS

<https://drive.google.com/drive/u/1/folders/1GyHVANiJISve6l617pLsZl6OjXbbrpqk>

This link has sample documents that capture PEBC's asset mapping process, intake process and system communication process. All of these documents have been used with school in turn around status to promote a collective ownership of the projects and work.