

# **2019-20 School Redesign Request for Information**

Colorado Department of Education

Offer Due Date: September 3, 2019

**Submitted by**

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on behalf of

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## I. Cover Page

Dear Colorado Department of Education Review Committee:

I respectfully submit this proposal in response to the 2019-20 School Redesign Request for Information to work as a Turnaround Leader Development Provider and as a Management Partner with Colorado schools identified under the Every Student Succeeds Act for Comprehensive, Targeted, or Additional Targeted Support and Improvement. At Ed Direction we believe that we are ideal technical assistance partners. Not only do we have several coaches with experience in urban and rural schools in Colorado, as on-the-ground teachers and administrators, we also bring extensive experience gained nationally supporting schools not yet meeting expectations. We align philosophically with the CDE vision and are eager to help schools and districts achieve that vision.

One aspect of the RFI that especially stood out to our team is Colorado's commitment to increasing equity and access for all learners. Our team is passionate about and wholly committed to improving learning for all students. We are eager to partner with Colorado schools and districts to support them as they find innovative ways to achieve the state's ESSA goals, which include improving outcomes for the lowest 5% performing schools and improving graduation rates by closing the four-year adjusted cohort graduation rate gap for all subgroups.

Additionally, we appreciate the state's commitment to support low-performing schools by encouraging partnerships with external management providers and turnaround leader development providers. We have a track record of success partnering with states to leverage local assets and build durable systems of support that endure long after our partnerships have concluded. We applaud the wisdom CDE applies in developing a list of potential partner organizations; schools deserve the very best outside eyes and ears. We also value the CDE's interest to support interested districts in developing their own Request for Proposals in this process, a process that we have experience within Utah and Illinois. Our team is eager to establish open and collaborative partnerships with Colorado's school and districts that will empower teachers and leaders and result in dramatic improvements in student achievement.

Sincerely,



Hollie Pettersson, Ph.D.  
Education Practice Lead, Ed Direction  
September 3<sup>rd</sup>, 2019

**Organization Information**

|                    |  |  |
|--------------------|--|--|
| Organization Name: | Education Direction, LLC<br>DBA Ed Direction                                 | <input checked="" type="checkbox"/> New Submission |
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**Organization Category (Select all that Apply)**

Charter Network, Charter Management Organization or Charter School  Turnaround Leader  
 Development Provider  Management Partner  Stakeholder Engagement Specialist

**Preferred Geographical Region(s) in Colorado to Work In (Select all that Apply)**

Metro Denver  Front Range (Colorado Springs, Ft. Collins)  Rural / Mountain / Western Slope

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

**District Name:** ANY SCHOOL DISTRICT(S) or BOCES      **City:** ALL      **County Name:** ALL

## II. Narrative Responses

### Turnaround Leader Development Provider

- a. Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.

#### Summary of Experience

Our team is uniquely positioned to generate successes when working with underperforming schools. Just in the past four years, we have successfully partnered with underperforming schools in Utah, Nevada, Illinois, Texas, New York, Indiana, California, and Arizona. Our experience does not stop there. Since 2007, we have successfully partnered with education organizations nationally including with hundreds of schools and districts in over half of U.S. states.

Ed Direction’s team is comprised of mission driven professionals who have chosen to work exclusively with underperforming schools. We are former educators with extensive leadership experience at the school, district, state, and national level. We share a passion for and a commitment to equity and access for all learners. We believe the most powerful way to impact student learning is to invest in the development of professional educators and create systems of support to ensure rapid improvement cycles become part of the way schools do business.

Ed Direction’s team understands the complexities of school improvement from a micro and macro level, and we have carefully honed our capability to develop school leaders and leadership teams serving underperforming schools. In fact, other states (e.g., Texas, Utah, North Dakota, Illinois) have identified Ed Direction as vetted and approved partners for their turnaround and lowest-performing schools. We understand the pressures facing school leaders because we have worked in these roles and alongside many. Leaders serving underperforming schools must act as change agents, rapidly improving student achievement with a clear vision; allocating resources strategically; providing relevant instructional leadership; and inspiring tenacity, stamina, and motivation. We couple our collective leadership experience with an ability to tailor improvement plans to the individual leader. Though the plan priorities, project cadence, and leadership structures vary, we focus improvement around meaningful professional learning and job-embedded coaching, which enable successful leaders to generate lasting school improvement.

Below is an applicable case study outlining our successful partnership with a SEA to improve underperforming schools:

### ***Case Study: North Dakota Department of Public Instruction ESSA Partnership***

In 2018, the North Dakota Department of Public Instruction (NDDPI), began implementation of their approved ESSA plan NDDPI identified 13 schools performing in the bottom 5% of the state which includes failure rates of 70-100% of all students and graduation rates of under 55% annually. Ed Direction's objective is to build cascading levels of support in North Dakota to improve student proficiency by at least 33% and increase graduation rates to 95% by May 2024 in identified schools.

**Average preliminary findings across one year of partnership include 5% proficiency gains in English Language Arts and 8% proficiency gains in math.**

Our partnership includes professional learning, coaching, and performance management for teachers, teams of teachers, building and district leaders, and SEA personnel. For example, principals and superintendents engage in monthly, twice monthly, or weekly coaching depending on the school's selected tier of support. Improvement efforts are customized to the needs of the school and leader, we understand that context matters when working with schools, strategies cannot be reduced to plug and play. As we enter year two of the partnership in ND, we are thrilled to continue to employ a model that builds local capacity and gradually transfers ownership and responsibility to the local leaders.

Please review Appendix A for a comprehensive summary of experiences Ed Direction has in Turnaround Leadership Development and several case studies.

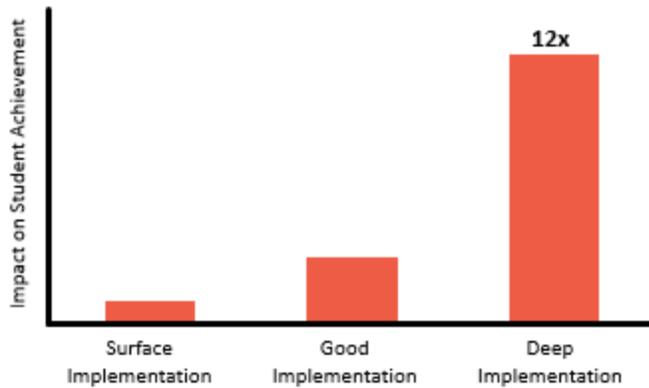
Please also review Appendix B for a list of team members.

### **Key Structures and Systems Used to Provide Feedback and Monitor Progress**

We understand that it is not realistic to expect school leaders to pay equal attention to all the potential options for improvement strategies. Therefore, our transformation model calls for selecting fewer, higher-leverage initiatives, and implementing them well. This is deliberate, part of the implementation challenge in schools is the well-intentioned, though ineffective inclination to take on too much – for leaders to ask teachers to do so many new things that they are unable to do anything well. The following figure illustrates the greater effect possible when school systems focus on a few strategies and implement them with depth and breadth, to scale:<sup>1</sup>

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<sup>1</sup> Fixsen, D., Naoom, S., Blasé, K., Friedman, R., Wallace, F. Implementation Research: A Synthesis of the Literature. University of South Florida(6), 12-16.



Do fewer things. Do the right things. Do them with depth.

Our leadership development coaching and professional learning includes setting goals and sticking to high leverage initiatives that are matched to the needs of the school leader and instructional personnel. Below is a basic outline of the proven process that Ed Direction employs when working with underperforming school systems.

### ***Step 1: Implementation Planning***

Critical to the school improvement planning process is a needs assessment

complete with root cause identification and analysis producing a hypothesis related to the gap between a school’s current and ideal state. Once this has been identified, an Ed Direction coach will facilitate a structured dialogue with a school leader or leadership team. The end result is an implementation plan which articulates a narrow focus on up three strategies, root cause hypotheses, desired outcomes, targeted goals, supporting actions, and progress indicators. In this process, the leader or team will also identify potential barriers to desired outcomes and explicit actions that can be taken to avoid each. Ed Direction team members consistently hear that the value of this practice is that it makes the lofty goals of a school improvement plan attainable, and that the process enables the leaders to drive the right priorities. From our vantage point, this leads to increased ownership of the plan and process. A sample implementation plan is available upon request.

### ***Step 2: Objectives and Key Results***

Developed by Andy Grove<sup>2</sup> during his career at Intel, objectives and key results (OKR) facilitate a systematic alignment of individual and collective efforts of an organization toward a common goal. OKRs are especially effective when that goal must be adaptable and aggressive to take root in today’s ever-changing world. This is especially true for leaders serving underperforming schools. School leaders face incredible complexity in their work, which can be a challenge to alignment and coherence.

OKR is a goal setting methodology that has been used to help build highly impactful and successful organizations like Google, Amazon, and the U.S. Navy. The process of setting OKRs enables organizations and teams to set strategy and goals for a specified amount of time and consistently track progress, enabling real-time course correction. Leaders identify high level “objectives” – which articulate what needs to happen and are supplemented by three to five “key results” that offer a means to measure progress of each objective.

<sup>2</sup> Grove, Andrew (1983). *High Output Management*. Random House. [ISBN 0394532341](https://www.randomhouse.com/books/0394532341).

District or charter network partners may be encouraged to complete this process as well. Or, in other cases, a school leader may facilitate this exercise with a faculty alongside and Ed Direction coach. In this case, each group of objectives can be impacted by others—creating a cascading effect of support. Each participant can consider how colleagues will contribute to accomplishing the overall priorities identified in implementation plans and have the flexibility to set individualized goals that are more closely aligned with their day-to-day work. This creates an opportunity for meaningful coherence, where each member of the organization works together in one, unified direction.

Also built into this process are ways for the organization to evaluate progress made towards executing the objectives. Key results push teams to define ways to measure and track progress towards accomplishing the overall objective in qualitative and quantitative ways. Clearly defined measures of progress allow for transparency across departments making it easier to allocate resources and direct additional supports or make adjustments on a monthly basis. Relatively easy to implement and cost efficient compared to other organizational tools, OKRs are powerful tools for school leaders engaged in school improvement efforts. Please see Appendix C for an example of OKRs.

### ***Step 3: Quarterly Reporting***

One key to progress monitoring is consistency. Measuring at least once per quarter helps inform the planning and implementation of school improvement initiatives. Consistent and regular measurement helps students and teachers become part of the data that informs school improvement. Ed Direction coaches prepare and share Quarterly Progress reports with all stakeholders. A sample Quarterly Report is available upon request. A sample quarterly report is available upon request.

### ***Cross-cutting: Deliberate Practice***

Ed Direction’s leadership coaches communicate proactively and regularly with partner leaders, whom we view as “elite performers” to create optimal conditions for deliberate practice:

*“Elite performers, researchers say, must engage in “deliberate practice”—sustained, mindful efforts to develop the full range of abilities that success requires. You have to work at what you’re not good at. In theory, people can do this themselves. But most people do not know where to start or how to proceed. Expertise, as the formula goes, requires going from unconscious incompetence to conscious incompetence to conscious competence and finally to unconscious competence. The coach provides the outside eyes and ears, and makes you aware of where you’re falling short. This is tricky. Human beings resist exposure and critique; our brains are well defended. So coaches*

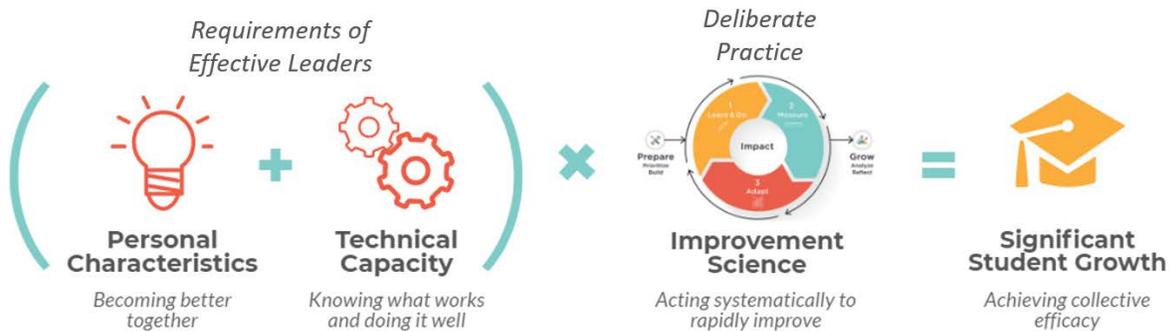
*use a variety of approaches—showing what other, respected colleagues do, for instance, or reviewing videos of the subject’s performance.”<sup>3</sup>*

Though the cadence of this engagement varies by project scope, it is not uncommon for school leaders to engage with coaches weekly, every other week, or monthly between more formal engagements.

**b. Provide a description of the services and learning components your organization provides. Specifically, please describe:**

**i. The key components, timeline, and learning structures of your program that ensure participants’ growth in the turnaround context.**

Ed Direction centers every leadership initiative around what we know works best in organizational leadership and existing parameters set by a State Education Agency or equivalent. As a Turnaround Leaders Development Provider, Ed Direction would focus the following formula for success around Colorado’s Principal Quality Standards. Ed Direction’s formula is evidence-based and student centered, and combines an awareness of our partners, continuous improvement, and best practice to create lasting student achievement. Represented below, Ed Direction approaches the work systematically to shape leaders’ competencies both individually and collectively:



This improvement model suits professional learning for leaders whether an Ed Direction team member is engaged with an individual leader, a network of leaders, or a full leadership team. The theory of action is:

- School leaders must engage in deliberate practice to develop the full range of abilities that success requires.
- School leaders cannot be successful in isolation.
- Outside eyes and ears are necessary components of deliberate practice.

<sup>3</sup> Gwande, A. (2013). *Personal best: Top athletes and singers have coaches. Should you? The New Yorker*

- A system of rapid improvement cycles creates a multiplier effect. The personal characteristics and technical capacity of leaders result in greater results when the system is structured to employ improvement science and foster collective efficacy.
- Optimal results are realized when collective efficacy is strong.

### ***Key Component: Personal Characteristics***

**Becoming better together.** Personal characteristics, approaches to learning, and engagement strategies must be at the forefront of any development program. As a Turnaround Leader Development Provider, Ed Direction will foster a culture of becoming better together, through personal effort and collective growth. A cohort of leaders will be encouraged to try new strategies and seek input from others when barriers are identified, two essential components of professional practice that Professor Carol Dweck finds lacking in many applications of her work. Ed Direction will develop these personal characteristics through ambitious goal setting around relevant problems, engagement with coaches, and the development of a student-centered culture.

### ***Key Component: Technical Capacity***

Knowing what works and doing it well. Ed Direction’s engagement as a Turnaround Leader Development Provider will be structured to catapult professional learning into action. Learning formats will create conditions for thoughtful dialogue about the challenges facing Colorado schools and proven strategies and tactics to overcome them.

Ed Direction will define success as a Leader, using the Colorado Principal Quality Standards as the starting point. Participants will:

- Clarify and develop their definition of effective leadership
- Understand how to positively lead and influence others
- Explore and apply equity issues into leadership practices
- Bring the Colorado Principal Quality Standards to life in a meaningful way

### ***Key Component: Improvement Science***

**Acting systematically to rapidly improve.** One area of expertise successfully employed by business, yet not fully embraced by the education sector is improvement science. Employing improvement science has many names in the world of work, including Lean and/or Six Sigma. Becoming skilled in the Lean or Six Sigma process for improvement can be a serious career builder for business professionals. These models for improvement are built upon a foundation of innovation through iterations, failing forward, de-siloed work, and collective efficacy. Unfortunately, in many cases education systems have barriers that decrease the use of improvement science. For example, many education systems engage in siloed work, often educational leaders seek blame for failures with people not systems, and too frequently educational leaders highly value silver bullets. These examples are barriers to successful improvement science and, unfortunately, all too common to the education sector.

Throughout continuous improvement cycles, teams engage in a collaborative and iterative process in which they identify common challenges, analyze relevant data related to the challenge, and test solutions to target specific needs or challenges. Processes of continuous improvement can be used at in many systems including across a school system at the state, district, and school level to find solutions to shared challenges.

Relying on improvement science, Ed Direction employs a Rapid Improvement Cycle framework to inform our work with school systems. Participants will develop their technical capacity by bridging knowing and doing gaps in strategic ways and consistently reflecting on their ability to impact student learning and to develop teachers. This framework for developing, testing, and implementing changes with a focus on improvement leverages the wisdom of the scientific method to help teams employ the process of careful study to their work.

As a strategic partner with Colorado schools, we will facilitate learning that is job-embedded and matched to participant needs. The two primary levers used to bring this to life include professional learning and coaching.

### ***Learning Structure: Professional Learning***

Several years ago, Ed Direction abandoned the notion that professional learning efficacy can be measured by the degree to which participants “liked” the session. Instead, we focus on the level of implementation that the professional learning session supports. This shift to an implementation lens, as reported by researchers Beverly Showers and Bruce Joyce,<sup>4</sup> requires a different type of planning and delivery of professional learning content.

### ***Ideal Conditions for Adult Learners***

We aspire to deliver professional learning and coaching that results in student learning and growth. We learn from our experiences and the experiences of others to engage in continual improvement of our professional learning approaches. In 2014, Boston Consulting Group (BCG) together with the Bill and Melinda Gates Foundation conducted research of nearly three thousand teachers and educational leaders to better understand what teachers seek from professional learning. The study explored teachers’ needs and opportunities for improvement within the context of professional learning. This study concluded that the ideal professional learning experience for educators is **relevant, interactive, delivered by facilitators who get the teacher’s experience, tied to ongoing learning over time, and structured so that teachers are treated respectfully as professionals.**<sup>5</sup>

### ***Relevant***

Ed Direction plans professional learning that builds on the current skills of educators and maximizes opportunities for educators to learn from others. We incorporate opportunities for choice and customization, increasing the relevancy of the learning

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<sup>4</sup> Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.

<sup>5</sup> BCG, 4

because educators can choose which path their learning will take based upon their data and professional experiences.

### *Interactive*

There is a time and a place for the sage on the stage, like a TED talk, but it isn't great for extended periods of time. There's a reason TED talks have a time cap. Ed Direction plans professional learning to minimize the talking head and maximize the work products of the participants. We strategically organize content to require input and decisions on the part of the educators involved. We recognize that teachers want to learn and grow as professionals.

### *Credible*

A ubiquitous truth in education is that relationships of trust increase credibility. For professional learning to be received in the way that makes it most effective, it must be delivered in a way that promotes relationships. This is one reason why Ed Direction does not prefer contracts that are one-shot-wonder professional learning. We know that our ability to influence the daily school operations is significantly enhanced by a strong, ongoing relationship with the implementers. We must earn trust and demonstrate credibility. We also structure professional learning to build relationships within school teams and with central office staff. When educators have strong relationships with their local leaders, those leaders can build stronger systems of support.

### *Consistent*

Learning is a process, and yet so much of the professional learning assumes the teachers can master a concept after being introduced to it. A successful trait of Ed Direction's professional learning model is that it occurs regularly throughout the year and is connected to previous sessions. A report from Thomas Guskey and Kwang Suk Yoon analyzed numerous studies and identified that every study found positive correlation between the amount of follow-up professional learning sessions and student achievement.<sup>6</sup> Adult learners benefit from opportunities to practice and increase fluency with evidence-based strategies.

### *Respectful*

Ed Direction views the opportunity to work with educators as an honor. We know that the act of teaching or running a school is a complex and sophisticated endeavor. We understand that teachers do what they do because they love it, just like any other professional. Similarly, we know teachers and principals want to be effective. This understanding helps us to engage with educators in an authentic and respectful way in all that we do.

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<sup>6</sup> Guskey, T., and Yoon, K. (2009). *What Works in Professional Development?* Phi Delta Kappan Vol. 90, No. 07, 495-500.

## Goals of Professional learning: Collective Efficacy and Coherence

Most effective professional learning in schools and districts is a collective rather than an individual endeavor. Why? Because teaching all students well is a collective effort. In fact, the most powerful predictor of a student's performance in a subject in any given year is what he or she learned in the previous year. What any one teacher or school can achieve with their students is critically dependent on the teaching quality of their colleagues. It makes sense for teachers to take collective responsibility for their students, including helping each other learn how to reach shared goals.

The first goal of our professional learning and coaching is helping all educators recognize that how they engage in their work has a substantial impact on their own students and their colleagues' students. A second goal is to build coherent systems that can engage in ongoing improvement for years to come.

We do not randomly select the topics and skills to convey in our professional learning. Building on our experiences with successful partnerships, our process for planning and delivering professional learning and coaching includes carefully aligning all content and methodologies with the local goals and articulated standards. This ensures that all new learning builds coherence within the system, leading to sustainable improvement, and stronger collaborative ways for educators to engage with one another.

## *Learning Structure: Collaborative Coaching*

We believe that coaching must be evidence-based and customized for the needs of each individual organization. We call this Collaborative Coaching. Collaborative Coaching is a systematic way for organizations to tailor professional learning and increase feedback that is targeted and actionable. The distinguishing characteristic of Collaborative Coaching is that the coach enters a relationship with an individual or group of individuals in which the knowledge and expertise of the individual(s) are as valuable as the knowledge and expertise of the coach. Furthermore, this partnership puts individuals in the driver's seat of their own professional learning. These relationships pave the way for the open and honest feedback that is necessary to improve organizational outcomes.

## Collaborative Coaching Mindsets

As mentioned above, one hallmark feature of Collaborative Coaching is that the coach and the individual are engaged in a partnership, in which the knowledge and expertise of the individual(s) are as valuable as the knowledge and expertise of the coach. This form of coaching requires several critical mindsets from both parties. Collaborative Coaching is most effective when these mindsets are actively present and understood. The following table outlines the Collaborative Coaching Mindsets.

|                          |   |
|--------------------------|---|
| <i>Equal Partnership</i> | All members of the collaborative partnership are recognized and treated as equal partners in the learning relationship. Thoughts and ideas are valued from all parties.                             |
| <i>Shared Growth</i>     | Skill acquisition is not a one-way street from coach to individual(s), but rather a mutual exploration of evidence-based practices.   |
| <i>Mutual Choice</i>     | Decisions are made collaboratively, <i>with</i> professionals, not <i>to</i> them. The foundation of decisions is organizational growth; goals and decisions are made based on data.                |
| <i>Public Practice</i>   | New practices are implemented transparently, so they are seen and heard by others. Coaches serve as the lead learners in the coaching relationship and a willing to make their own practice public. |

### **Learning Structure: Examples**

What follows are the tactical approaches and examples connected to professional learning and collaborative coaching that Ed Direction would build into school, district, or charter partnerships as a Turnaround Leader Development Provider. All combined, these examples create a meaningful structure that bring the key components of personal characteristics and technical capacities to life. Each supports the formation of meaningful school improvement through implementation science.

Ed Direction recommends a cohort model for leaders to engage in professional learning. With this model, leaders can progress toward personal and school improvement goals while also engaging in a leadership network to work as thought partners.

#### **Professional Learning Seminars**

*Timeline: 6 sessions*

*Format: Central Location*

*Grouping: Cohort*

Participants will engage in six sessions: a three-day summer professional learning session, and in day-long quarterly sessions throughout the year. All sessions will be built using Ed Direction’s Professional Learning Standards. Topics will include each area of focus and prioritize issues from the appraisal and identified participant OKRs. To maximize learning, seminars will blend theory with discussion, demonstration, and application. Ed Direction’s Learning Space (a digital tool) allows participants to engage at a dynamic learning cadence. Seminars will explore case studies and examples related to the Colorado Leadership Quality Standards.

#### **OKR Capstone**

*Timeline: Annually in May*

*Format: Central location*

*Grouping: Cohort*

Leaders begin their partnership with Ed Direction by identifying an Objective and Key Results that relates to the appraisal and their own professional development. The Capstone will be an opportunity to share how they addressed the problem over the school year. Time will be budgeted for feedback and guidance across the year.

### Site Visits

*Timeline: 2, fall and spring*

*Format: Site-Based*

*Grouping: Small Groups*

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Twice annually, an Ed Direction partner will visit the campus with each participant. Each visit will include job-embedded professional learning tied to the leader's specific OKRs. Potential activities may include co-observation of classrooms or team meetings; troubleshooting the implementation of a new system; or modeling practice with deliberate feedback. Ed Direction partners will send a summary of each site visit to participants and stakeholders.

### Learning Showcase

*Timeline: 2, fall and spring*

*Format: Site-Based*

*Grouping: Small Groups*

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Participants will have two opportunities to engage in Learning Showcases. Each Showcase will include a visit to a pre-identified school where a leader will demonstrate evidence-based and student-centered leadership practices. A structure will be provided for participants to debrief their learning experience during the Showcase, or online via the Learning Space.

### Peer Consultancy

*Timeline: Quarterly*

*Format: Virtual*

*Grouping: Small Groups*

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Participants will engage in thought partnership through a small-group virtual Consultancy designed to facilitate discussions around a dilemma or an OKR. The Consultancy gives peers in the Collective a chance to serve as thought leaders to each other. Participants will be grouped by topics, expertise, school context, or years of experience. Ed Direction will facilitate the topic selection and meeting itself through an equivalent online meeting platform, such as Zoom. Consultancy minutes will be made available to participants.

### Appraisal

*Timeline: Annual, Summer*

*Format: Virtual*

*Grouping: One-on-one*

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Upon being selected as a Turnaround Leader Development Provider, Ed Direction will conduct an appraisal of current leader practices connected to evidence-base and student-centered effects on student learning. The appraisal will include a participating leader's self assessment, and an appraisal of practices by the participating leader's district or charter partner(s). Ed Direction's team will look at findings to customize goals for individual participants, but also as an aggregate to identify key learning opportunities for the leadership cohort. Participant findings will be shared to participants and their leads. Anonymous aggregated findings will be shared cohort wide as implementation data. From this appraisal, participants will set Objectives and Key Results (OKRs) to address in their work throughout the initiative.

## Implementation Planning

*Timeline: Quarterly*

*Format: Virtual*

*Grouping: One-on-one*

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Implementation planning will drive the appraisal findings and support the leader to achieve both personal and schoolwide improvement goals. Creating and reviewing plans every interim period (i.e. every quarter or every other month) can help the leader and team develop muscle memory over time that enables the school to continue improving for perpetuity.

## Leadership Coaching

*Timeline: Monthly*

*Format: Virtual*

*Grouping: One-on-one*

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Participants will engage in one-on-one virtual coaching sessions with an Ed Direction leadership coach who has on-the-ground experience in high and under-performing schools. One-on-one coaching provides the perfect opportunity for leaders to refine aspirational leadership goals, troubleshoot pitfalls in the work, and continue learning tied to evidence-based and student-centered practices. Meeting notes will be shared with individual participants.

## Learning Spaces

*Timeline: Always available*

*Format: Virtual*

*Grouping: Mixed*

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Ed Learning Spaces (a digital tool) provides Ed Direction partners access to authentic, interactive, and customized professional learning experiences. Learning Spaces provide participants all the resources they need during a professional learning session including slides, learning activities, and learning materials like articles and videos. Project links never expire, so Learning Spaces serve as a library of resources for Ed Direction partners long after a formal partnership concludes. Samples of our interactive Learning Spaces are available in Appendix D.

## Ed Thrive

*Timeline: Always available*

*Format: Virtual*

*Grouping: Mixed*

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Educational leaders report that professional learning communities and coaching receive the highest endorsement and likely the greatest investment of resources. Yet, when teachers reported their level of satisfaction with professional learning opportunities, they were most dissatisfied with professional learning communities.<sup>7</sup> Ed Thrive streamlines the workflow of professional learning communities and incorporates many of the features that educators say they want in collaboration. Ed Thrive is included in the partnership. A sample is available Demo Website is available upon request.

## ii. How your staff engage with participants throughout the program (e.g. how frequently in person or virtually, in whole or small group).

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<sup>7 7</sup> Boston Consulting Group (2014). Teachers know best: Teachers' views on professional development. Bill and Melinda Gates Foundation. Retrieved October 10, 2018: <https://s3.amazonaws.com/edtech-production/reports/Gates-PDMarketResearch-Dec5.pdf>

Consistently, Ed Direction’s partners cite personal engagement as a highlight of working with our experienced coaching team. We pride ourselves on providing a personal touch within a partnership that is also relevant, dynamic, and coherent.

Ed Direction appreciates the value of time to all educators, but especially to school leaders. We leverage the benefit of virtual connectivity to keep leaders at their sites as often as possible without compromising opportunities to engage and learn from Ed Direction partners and peers. Below, please find a table that articulates how each learning structure is grouped. The table also articulates the frequency, format, and Ed Direction engagement.

| <b>Grouping</b>       | <b>Learning Structure</b>             | <b>Frequency</b>                                 | <b>Format</b>    | <b>Ed Direction Coaching</b> |
|-----------------------|---------------------------------------|--|------------------|------------------------------|
| <b>Cohort</b>         | <b>Professional Learning Seminars</b> | 6 sessions – 3 in the summer, and 1 each quarter | Central Location | 1:20 participants            |
|                       | <b>OKR Capstone</b>                   | Annually in May                                  | Central Location | 1:20 participants            |
| <b>Small Groups</b>   | <b>Site Visits</b>                    | 2, fall and spring                               | Site-Based       | 1/visit                      |
|                       | <b>Learning Showcase</b>              | 2, fall and spring                               | Site-Based       | 1/visit                      |
|                       | <b>Peer Consultancy</b>               | Quarterly  | Virtual          | 1/consultancy                |
| <b>One-on-One</b>     | <b>Appraisal</b>                      | Annually   | Virtual          | N/A                          |
|                       | <b>Implementation Planning</b>        | Quarterly  | Virtual          | 1/plan                       |
|                       | <b>Leadership Coaching</b>            | Monthly  | Virtual          | 1/leader                     |
| <b>Not Applicable</b> | <b>Learning Spaces</b>                | Always Available                                 | Virtual          | N/A                          |
|                       | <b>Ed Thrive</b>                      | Always Available                                 | Virtual          | N/A                          |

The graphic below provides an example of the cadence of engagement leaders can expect from their work with Ed Direction’s team as Turnaround Leader Development Providers.



**c. Provide a description of your ideal participant and his/her learning trajectory through the course of your program, including:**

**i. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?**

Ed Direction has more than a decade of experience working districts, schools, teachers, leaders and administrators. We are well equipped to work with all roles of participants including school leaders, district leaders, charter leaders, or leaders in an aspiring role. We know that effective school improvement cannot be done by even the most effective leaders or teachers acting in isolation. Strong partnerships between districts and schools, school leaders and teachers, and educators and qualified experts and coaches are essential to the implementation of durable and efficient changes in student achievement and teacher performance. Strong collaboration among these members is the foundation of our Collaborative School Improvement Model, explained in greater detail in the following section.

Ed Direction’s book, *Collaborative School Improvement*, promotes intentional, data-based partnerships between central office leaders and school staff. The book’s introduction states:

*“[I]n our title we have chosen the word collaborative to describe a school improvement effort built upon a partnership. Throughout the book, collaboration represents the strategic move toward this long-term partnership in the work of school improvement. The entire Collaborative School Improvement model is saturated with purposeful collaboration—promoting productive teamwork among teachers, across schools, and between schools.”<sup>8</sup>*

Indeed, effective school improvement must take place “*in the context of performance improvement for the school system as a whole.*”<sup>9</sup> Improvement “*should not be a zero-sum game in which one school succeeds at the expense of others,*”<sup>10</sup> and therefore improvement work must include the development of alignment, skill, and will in district offices in tandem with the work at the school level.

Our model is well suited for individual leaders in all school contexts—burgeoning and veteran—who are open to learning about the power of collective efficacy, or the belief that doing the work of school improvement together is more powerful than doing it alone. We are also well suited for leadership teams within a school or across an educational organization interested in collaborative improvement; especially when those teams are in schools with significant and persistently low performance. Leaders should select Ed Direction when they are ready to have outside support help them execute intentional, deliberative and hard work. When the interest is there, Ed Direction will work with those who choose us.

## **ii. How do you determine readiness and accept participants into your program?**

Every leader can improve, especially school leaders in a turnaround situation. We determine the readiness of participants based on their willingness to learn and commitment to the process and program.

Leaders will want to select Ed Direction when they are ready to have outside partners help them work deliberately and consistently to engage in the hard work of being change agents at underperforming schools. When the interest is there, Ed Direction will work with those leaders who choose us.

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<sup>8</sup> Kaufman, T., Grimm, E. & Miller, A. (2011). *Collaborative school improvement: Eight practices for district-school partnerships to transform teaching and learning*. Cambridge: Harvard Education Press, p. 5.

<sup>9</sup> Kutash, J., Nico, E., Gorin, E., Rahmatullah, S. & Tallant, K. (2010). *The school turnaround field guide*. Boston: FSG Social Impact Advisors, p. 13.

<sup>10</sup> Id.

For our Leadership Program, our primary requirement is that the school leader has district level support and engagement. Ideally, the individual leader will have at least one partner from a district or charter with which to engage in the partnership.

### iii. What are the leadership qualities that your program is expected to develop? Include documents or tools you use.

Leadership matters. In other words, student achievement results are highly dependent on building, supporting, and sustaining highly effective leaders, including school leaders (principals, assistant principals, and teacher leaders) and district leaders (superintendents, principal supervisors, coaches, board members, etc.). As Viviane Robinson notes:

*“A new wave of research on educational leadership has shown that the quality of leadership can make a substantial difference to the achievement of students, and not just on low-level standardized tests. . . . In schools where students achieve well above expected levels, the leadership looks quite different from the leadership in otherwise similar lower-performing schools. In the higher-performing schools it is much more focused on the business of improving learning and teaching.”<sup>11</sup>*

Regarding the “what” of effective leadership, Dr. Viviane Robinson suggests that the most effective school leadership is “*student-centered leadership*,” which should be measured “*by its impact on the educational outcomes of students.*”<sup>12</sup>

Ed Direction’s model for student-centered leadership builds upon the findings of Dr. Robinson who advocates for analyzing school leadership through five broad categories of priorities (represented in the purple action arrows below) and three mechanisms for action (represented in the skills listed on the blue bars below) that have demonstrated, through meta-analysis, to produce significant effect sizes on student achievement.<sup>13</sup>

Ed Direction uses this framework with school leaders, coaching sessions and professional learning content are focused on developing fluency in actions that yield results for students. The learning around these practices may be applied to school leaders and central office leaders including principals and teacher leaders. Not only are these evidence-based practices applicable to the unique priorities of each school; each can also be tied to existing principal evaluation frameworks like the National Principal Standards or the Colorado Leadership Quality Framework. A crosswalk of Colorado’s standards and evidence-based leadership practices is included below. Please review Appendix E for a sample principal coaching curriculum and agenda template.

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<sup>11</sup> Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass, p. 3.

<sup>12</sup> *Id.* at p. 4.

<sup>13</sup> *Id.* at p. 9.

## Crosswalk of Colorado’s Principal Quality Standards and Student-Centered Leadership Practices

| Quality Standard   | Student Centered Leadership   | Commentary  |
|--|---|---|
| <b>I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.</b> | <ul style="list-style-type: none"> <li>● Mechanism: Building Relational Trust</li> <li>● Practice: Establishing Goals and Expectations</li> <li>● Practice: Resourcing strategically</li> </ul>         | <p>Leaders affect student learning by developing a vision and mission, articulating clear goals and approaches. Together, these ideas operate as a school’s- strategic plan. In schools where multiple conflicting demands make everything seem important, the strategic plan establishes priorities, which focuses staff and student attention and effort. By including others in developing and implementing the strategic plan, multiple perspectives are represented and the collective capacity of adults is built. A good strategic plan also aligns resources to support implementation.</p>   |
| <b>II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.</b>   | <ul style="list-style-type: none"> <li>● Mechanism: Building Relational Trust</li> <li>● Mechanism: Solving Complex Problems</li> <li>● Practice: Ensuring an Orderly and Safe Environment</li> </ul>   | <p>Every school has unique and diverse characteristics. Impactful school leaders utilize the skills of building relational trust and solving complex problems to embrace diversity and create a safe learning community. Inclusive leadership practices are at the heart of fostering a safe and dynamic learning environment. In schools with higher levels of trust, teachers experience a stronger sense of professional community and are more willing to innovate and take risks. In addition, students in high-trust schools make more academic and social progress than students in otherwise similar low-trust schools. Leaders who work closely with colleagues on problem-solving are better poised to craft and carry out effective solutions.</p> |
| <b>III: Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.</b>      | <ul style="list-style-type: none"> <li>● Mechanism: Applying Relevant Knowledge</li> <li>● Practice: Ensuring Quality Teaching</li> <li>● Practice: Leading teacher learning and development</li> </ul> | <p>School Leaders must make instructional leadership a priority. These practices involve strengthening coherence with the instructional core, which includes the Colorado Academic Standards, teachers’ knowledge, educational materials and students’ learning. Collecting and analyzing data provides leaders with insights about what is working. Regular classroom observations provide timely and context-specific data about instructional coherence, the implementation of the strategic plan and how teachers and students are engaged in teaching and learning. Leaders can impact student learning by providing teachers with actionable feedback, paired with collective learning opportunities centered on common challenges.</p>                 |

| Quality Standard   | Student Centered Leadership   | Commentary  |
|--|---|---|
| <p><b>IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.</b></p> | <ul style="list-style-type: none"> <li>• Mechanism: Building Relational Trust</li> <li>• Mechanism: Solving Complex Problems</li> <li>• Practice: Leading Teacher Learning and Development</li> <li>• Practice: Setting Goals and Expectations</li> </ul> | <p>School Leaders are responsible for ensuring the school is in compliance. At times, decision making and interactions can be challenging, yet the leader’s actions set the stage for the school. Impactful leaders demonstrate professionalism at all times. Similarly, leaders model authentic learning by adopting a learner stance. Principals who are seen as learners, who visibly struggle with new pedagogies and assessment practices, and who seek to learn from students and teachers about their learning, have the greatest potential to influence the learning of others.</p> |

## Management Partner

### a. Identify which of the following roles your organization can serve.

Ed Direction can serve all of the following roles:

- Full management: Whole system (school and/or district)
- Partial management: Instructional transformation
- Partial management: Talent development
- Partial management: Culture shift
- Partial management: Turnaround leadership

The tables and narrative in Section C provide an overview of the proposed services for each of these roles.

### b. Is your organization's primary interest and area of expertise school-level management, district-level management, or both?

Ed Direction is interested in both school-level management and district-level management. Ed Direction has expertise as professional service partners with more than 1000 schools in over 100 districts nationally. Please review Appendix B for short bios from members of Ed Direction's team. Full resumes are available upon request.

### c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

#### Ed Direction's Differentiated Approach to School Transformation

For more than a decade, Ed Direction's team has worked alongside hundreds of schools and districts nationally, including those with historically underserved students, to improve student outcomes. Our work has reinforced our belief that school improvement efforts *must* be tailored to the dynamic school context to yield substantial growth in student learning. This is true especially in underperforming schools. While there is not a one size fits all model for school transformation, research and experience have taught us that there are common elements to driving sustainable implementation and continuous improvement. These include:

- Developing a thorough understanding of the context of the school including their assets, challenges, and the root causes of underperformance
- Selecting priorities that will target the root causes and developing a clear and coherent plan for how to address them
- Supporting educators to implement new strategies and refine their practice
- Developing processes and structures for ongoing adjustment of the plan, including gathering data, monitoring implementation, and making shifts to practice as needed

Ed Direction's school transformation model is designed to meet each school where they are and provide a customized approach to learning, implementation, and support. The fundamental components of the transformation process are illustrated below. These articulate how the work is orchestrated. The following

section will provide a brief overview of these components and how they allow for support to be differentiated to meet each school and district’s unique needs.

### Implementation and Learning Structures Offered Based on Management Scope

The implementation services and learning structures described above apply to school and district management. The table below illustrates which services and learning structures apply to the various management structures. Ed Direction is prepared to provide management services for each requested need: full management (school and district) and partial management (Instructional Transformation, Talent Development, Culture Shift and Turnaround Leadership). Following the table are descriptions of each proposed service.

#### Management Services – Implementation and Learning Structures

| Proposed Services                      | Full Management  |          | Partial Management           |                    |               |                       |   |
|--|--|----------|------------------------------|--------------------|---------------|-----------------------|---|
|  | School   | District | Instructional Transformation | Talent Development | Culture Shift | Turnaround Leadership |   |
| Implementation and Learning Structures | <b>Project Management</b>  |          |                              |                    |               |                       |   |
|  | Regular communication with key stakeholders  | X        | X                            | X                  | X             | X                     | X |
|  | Kickoff Planning Meeting   | X        | X                            | X                  | X             | X                     | X |
|  | Reporting and progress monitoring for key stakeholders (i.e. state and district leaders) | X        | X                            | X                  | X             | X                     | X |
|  | <b>Analysis and Planning</b>   |          |                              |                    |               |                       |   |
|  | Needs Assessment<br>*Needs assessments will be customized based on the project scope     | X        | X                            | X                  | X             | X                     | X |
|  | Root Cause Analysis  | X        | X                            | X                  | X             | X                     | X |
|  | Implementation Planning and Performance Management                                       | X        | X                            | X                  | X             | X                     | X |
|  | <b>Implementation Supports and Structures</b>  |          |                              |                    |               |                       |   |
|  | Rapid Improvement Cycles and related Data Analysis                                       | X        | X                            | X                  | X             | X                     | X |
|  | Collaborative Teams and Effective Meeting Practices                                      | X        | X                            | X                  |               | X                     | X |
|  | Gradual Release of Responsibility  | X        | X                            | X                  | X             | X                     | X |
|  | <b>Professional Learning and Development</b>   |          |                              |                    |               |                       |   |
|  | Professional Learning  | X        | X                            | X                  | X             | X                     | X |
|  | Job-Embedded Coaching  | X        | X                            | X                  | X             | X                     | X |
|  | Peer-to-Peer Professional Learning Structures (i.e. Transparent Teacher Practices)       | X        |                              | X                  | X             |                       |   |



### *Administer a Comprehensive Needs Assessment*

To differentiate services to address school and district needs, one must first learn about and understand the needs of the school/district. To do this, Ed Direction coaches facilitate a Comprehensive Needs Assessment in which they gather a variety of qualitative and quantitative data such as one-on-one interviews, focus groups, classroom observations, surveys, and an analysis of available student achievement data. We then compile these results into a clear and concise report that includes assets, challenges, and recommendations for next steps. The data gathered during this appraisal process provides educators and Ed Direction coaches with information needed to prioritize strategies and develop a clear implementation plan. Additional information on our needs assessment process, including sample reports, are available upon request.



### *Identify the Root Cause(s) of Underperformance*

Once the findings from the needs assessment are shared with stakeholders, Ed Direction will facilitate a root cause analysis with school/district leaders and school leadership teams. Our coaches guide the teams through protocols that help them identify the root causes of underperformance. The root cause analysis helps teams avoid prioritizing strategies that only treat the symptoms of a problem, instead of addressing the true underlying sources that are contributing to underperformance. When conducted effectively, root cause analysis protocols help teams transition from false urgency and putting out fires to taking a strategic approach to addressing problems and preventing them from reoccurring in the future.

Ed Direction coaches differentiate the root cause analysis to the needs of schools by selecting protocols and methods based upon the expertise of the group and the nature of the data collected. Examples of options regularly employed by our team include:

- **Causal factor tree analysis:** Record and display in a logical tree-structured hierarchy all the actions and conditions that contributed to a given issue.

- **5-Whys Analysis:** Help implementers get to the root of the problem quickly. This protocol adapted from one developed in the 1970s by Toyota pushes the group toward actionable solutions.
- **Change Analysis:** Investigate possible risks associated changes systematically. The purpose of this protocol is to prepare for barriers to implementation and plan ahead of predictable failures associated with policy, practice, and arrangement changes.
- **Fishbone or Ishikawa Diagram:** Systematically look at the effects and causes that create or contribute to those effects. The design of the diagram looks much like the skeleton of a fish. Typically, we introduce the fishbone model to teams with experience using one of the options mentioned earlier and likely have some skill related to root cause analysis.



### *Select and Plan to Implement Strategies to Address Root Cause(s)*

Once root causes are agreed upon by the team and a theory of action has been drafted, Ed Direction will guide teams at a school or district level in developing a transformation plan. The planning process begins by identifying priorities that will address the root causes identified by the team. Ed Direction coaches facilitate a Narrow the Focus protocol to help teams identify and agree upon priorities that are high leverage and high impact. Coaches will often recommend evidence-based strategies and actively participate in the selection process to ensure that schools are selecting strategies are known to have an impact on student achievement. Teams then plan how they will implement the priorities and consider:

- How they will measure the impact and success of the strategy
- What supports staff will need to implement successfully the practices
- When they will reconvene to analyze data related to the new strategies and discuss how to adjust implementation
- Who will lead various aspects of the plan

Transformation plans often represent a 90-day period of implementation. This enables leaders to think about the discrete actions they will take over a shorter period of time to implement the priorities. It also provides a clear timeline for implementation and a deadline for monitoring. Following the end of the 90-days teams reconvene to reflect on their implementation and make adjustments to how they will implement the priorities for the upcoming 90-days.

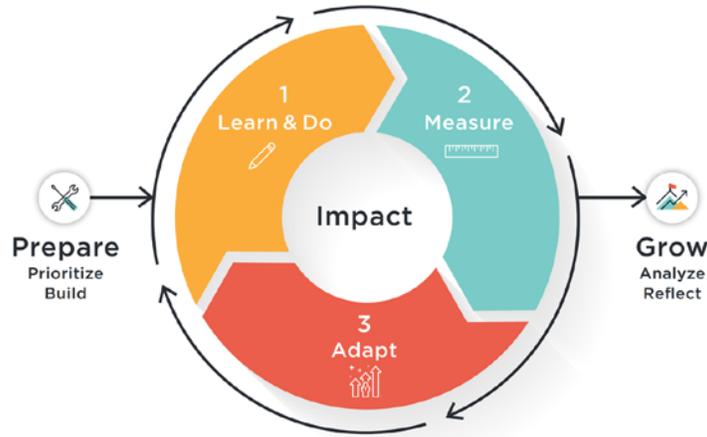


### *Rapid Improvement Cycles and the School Transformation Process*

The Ed Direction team utilizes a simple framework to articulate how we differentiate our services to meet school needs. We refer to this framework as the **Rapid Improvement Cycle**. Building upon the concept of continuous improvement cycles, Rapid Improvement Cycles fuse a focus on data-based decision making and teacher collaboration to form an iterative process in which educators find, implement, and test solutions to complex problems of practice. **The Rapid Improvement Cycle functions as the framework for improvement, but the strategies or practices implemented by educators within this structure are customized to the needs of staff and students.**

Ed Direction’s implementation of the Rapid Improvement Cycle includes three key phases: Prepare, Impact, and Grow. The key events that occur within each phase are described in the table below.

## Rapid Improvement Cycle



### Rapid Improvement Cycle Phases

| Phase   | Key Events  |
|---------|---|
| Prepare | <ul style="list-style-type: none"> <li>Analyze instructionally relevant data</li> <li>Prioritize standards/strategies requiring attention</li> <li>Use prioritized standards/strategies to identify common learning challenges shared between all teachers and/or specific student groups</li> <li>Organize collaborative teams who will utilize data to create, implement, and measure instructional plans that address the common challenges</li> </ul>   |
| Impact  | <ul style="list-style-type: none"> <li>Implement the plan developed in the preparation phase, including the method in which skills are systematically taught, assessed, and measured</li> <li>Measure improvement efforts regularly to leverage successes and make course corrections</li> <li>Adjust the implementation process, ensuring an iterative process that is owned by teachers and school leaders</li> <li>Repeat as needed, until the learning progression is complete or the pre-determined cadence of goal review occurs</li> </ul> |
| Grow    | <ul style="list-style-type: none"> <li>Analyze results on teaching and learning</li> <li>Reflect on what worked and what didn’t to inform the next cycle</li> <li>Move into the preparation phase, based on reflection, and begin anew another Rapid Improvement Cycle with a new or more targeted focus</li> </ul>   |

The beauty of the Rapid Improvement Cycle is that it can be used at every level of the school system and in multiple venues including in coaching, professional learning, teacher training, school improvement planning, and instructional planning. Once educators understand the process and structure of the Rapid Improvement Cycle it becomes a shared framework to solve any complex problem and address challenges across the school system. For example, at any given time the Rapid Improvement Cycle could be used by:

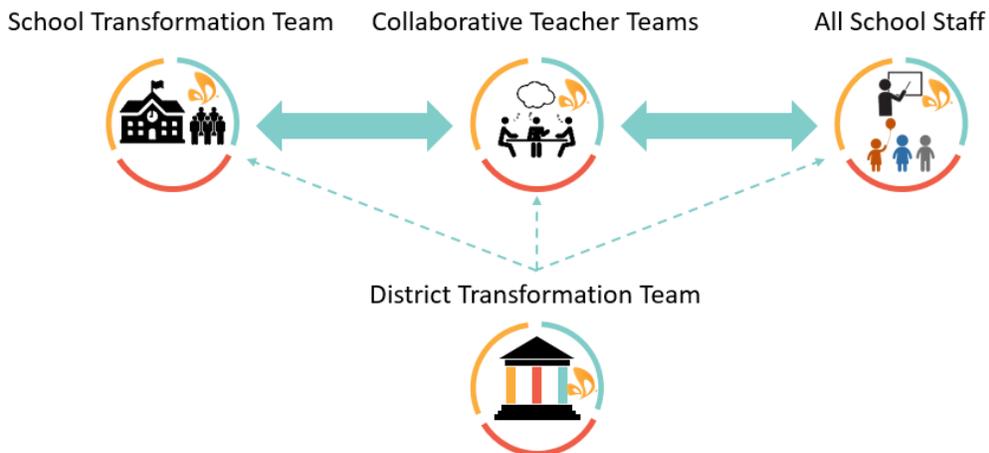
- A **Teacher Team (PLC)** to analyze their benchmark data to prioritize standards-based skills for instruction, analyze common assessment data for standards, adapt instruction based on the results of the data, and repeat this iterative process until students have developed proficiency of the standard.
- A **School Leadership Team** to analyze their school-wide needs assessment to identify school improvement priorities and build a school improvement plan, implement the school improvement plan, collect data related to the plan goals, and then determine how to adjust implementation of the plan based on the data.
- An **Instructional Coach** to work with a teacher to collaboratively analyze relevant student data and prioritize an instructional goal, learn about and implement the goal, analyze data related to the goal and adapt instruction based on results. At the end of the observation and feedback cycle the Instructional Coach and teacher would reflect on results and determine how to improve the next coaching cycle.



## Collaborative Structures

In addition to the partnership between Ed Direction and the school, we facilitate the development of cascading levels of support for schools in need of improvement. These levels of support are sustainable and inclusive. For most partnerships, we work with schools/districts to establish a) a School Transformation Team of school-based leaders, including the principal, who represent each grade-level and content-area teams, b) Collaborative Teacher Team, where every teacher in the building is included in ongoing collaborative inquiry to make important decisions about instruction, c) an inclusive school culture where all teachers and staff are part of the solution with distinct roles in the improvement plans, and d) a District Transformation Team or Charter Leadership Team.

The section below describes each team and illustrates how they support one another in school transformation.





**School Transformation Team:** Transforming underperforming schools into places where all students thrive and succeed requires a team of professionals who believe that great things are possible and recognize that they cannot do it alone. The School Transformation Team is made up of five to ten teachers and administrators who collectively represent every grade level and content area in the school, giving all teachers a voice in the school improvement process and ensuring that the choices made will benefit all students in the school.

School Transformation Team members focus on instruction and meet consistently, utilizing strategies and structures to ensure their work is engaged, efficient, data-driven, committed to action, and growth oriented. The School Transformation Team understands the need for urgency and drives the school improvement process by establishing clear priorities, developing plans for implementation, assessing the impact of what they do, and making changes when they discover that certain actions are not creating the desired results. They understand the importance of learning together, making time for group and individual reflection. They commit to fostering a collaborative culture that values constructive dialogue and healthy conflict, so that the team is consistently working toward meaningful innovation.



**Collaborative Teacher Teams:** Ed Direction's foundational basis for Collaborative Teacher Teams is the Rapid Improvement Cycle framework. Supported by research done by the Harvard Graduate School of Education,<sup>14</sup> the Rapid Improvement Cycle provides support for all teachers to work together and transform their school. Effective Collaborative Teacher Teams use the Rapid Improvement Cycle framework to develop practices that promote teacher practices that strongly impact student learning. By working together, a Collaborative Teacher Team can help every team member to quickly identify and implement evidence-based practices that are effective with their students. These teams also provide mentoring structures that magnify everyone's effectiveness and avoid duplicated efforts.



**All School Staff:** When a culture of inclusivity is the foundation of improvement efforts, everyone is part of the solution. All teachers and staff understand the rationale for improvement and the urgency of their work. There are clear lines of communication and proactive feedback loops to ensure that everyone's best ideas are considered when making decisions.



**District Transformation Team or Charter Leadership Team:** The District Transformation or Charter Leadership Team is established to ensure systematic support beyond the school-based teams. Education Direction facilitates the development of cohesive district or charter team and strategically builds the expertise of the members of the team. At the end of the school turnaround partners, external support is transitioned fully to the district or charter team.

<sup>14</sup> Data Wise. Boudett, K. City, E. & Murnane, R. Harvard Education Press. 2015. Third printing.



## Professional Learning

The Ed Direction provides Professional Learning that is customized to meet the needs of our school/district partners. We offer a variety of formats for professional learning, including Ed Direction facilitated learning sessions, peer-to-peer learning formats (i.e. Transparent Teacher Practices – Appendix F), and online modules. No matter the structure, we aspire to deliver professional learning that results in student learning and growth. Based on research conducted by the Bill and Melinda Gates foundation, we ensure that our professional learning meets the needs of adult learners by ensuring that all sessions are **relevant, interactive, delivered by facilitators who get the teacher’s experience, tied to ongoing learning over time, and structured so that teachers are treated respectfully as professionals.**<sup>15</sup> We do this by ensuring that all professional learning formats meet Ed Direction’s standards for professional learning, which are based upon the research of Beverly Showers and Bruce Joyce.<sup>16</sup> These standards are in Appendix G, and include guidelines that are centered around striking the right balance of these Professional Learning components:

- Theory – thinking and talking about concepts/practices
- Demonstration – seeing the concept/practice in action
- Practice – roleplaying or modeling the concept/practice
- Coaching – receiving actionable feedback about the use of the concept/practice
- While not included in Joyce and Showers’ research, we have added Pacing to help prompt us to think about pacing and plan with this in mind

Additionally, all professional learning facilitated by Ed Direction coaches can be supplemented by two digital tools: Ed Learning Spaces and Ed Thrive. Ed Learning Spaces provide participants the resources they need during a Professional Learning session including slides, learning activities, and learning materials like articles and videos in an online, digital format. Project links never expire, so Learning Spaces serve as a library of resources for Ed Direction partners long after a formal partnership concludes. EdThrive is a collaborative software for teams that streamlines the workflow of professional learning communities. This free, online software offers:

- Easy agenda prep and sharing via email
- Ready-made protocols for analyzing all types of data
- Action plan tracking and saved meeting notes
- Automated reminder emails for action items
- Ability for teachers to upload and share student work
- Capacity to automate much of the school leader’s work tracking teacher teams (PLCs) and their needs



## Collaborative Coaching

Collaborative Coaching is an evidence-based and systematic way for schools to tailor professional learning and increase feedback that is targeted and actionable. According to the Marzano Center for Learning Sciences,

<sup>15</sup> Retrieved from: Boston Consulting Group

<sup>16</sup> Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.

educational professionals who successfully increase their expertise, through deliberate practice, do the following:

- Break down the specific skills into critical skill chunks
- Practice the skill on a daily basis
- Make the practice public (consistently seen and heard by others) so actionable feedback can be received
- Increase the level of challenge continually, with the intention of becoming an expert

Based on school needs and plans, the Ed Direction team coaches school leaders, teachers, and teams throughout the improvement process. Ed Direction coaches provide ongoing feedback and support to educators as they implement new strategies and refine their practice. Through the narrow focus on effective strategies and the cultural shift toward continuous professional growth, improvement efforts are set on a path to success that maximizes the current strengths of the school staff, builds expertise, and fosters stronger partnerships of trust and growth. Because teachers are equal partners in the coaching relationship, they can drive their own professional learning, ensuring that the support they receive is directly applicable to the needs of their classrooms.

A more in-depth description of Collaborative Coaching can be found in Appendix H.



### *Supporting Implementation through Gradual Release*

Ed Direction ascribes to a gradual release approach in our work. We begin by providing teams with the tools they need to implement successfully new strategies and processes and then we gradually release responsibility over time by helping school and district leaders assume more responsibility with planning, implementation, and reflection. Throughout a partnership, we look for opportunities to both differentiate support for school and district partners, as do we find ways to give our partners repetitions leading out in the work so that, once the partnership concludes, individuals and teams can sustain the work of durable school improvement.

### **Evidence-Based Practices and Strategies Offered Based on School Needs**

Helping schools and districts identify the right evidence-based strategies is a critical component of Ed Direction's approach to providing differentiated support. We use the needs assessment and root cause analysis to understand the key problems of practice in an organization and then select strategies that will be both high leverage and feasible to implement. Our team builds educator's knowledge and understanding of current, evidence-based practices in all four domains for Rapid Improvement, as outlined by the Center for School Turnaround. These domains include: Instruction, Talent Development, Culture, and Turnaround Leadership. During the planning process we encourage teams to identify 3-4 strategies or priorities and plan how to address them. For full management partnerships, schools and districts often prioritize strategies within more than one domain. For a partial management partnership, we would identify a few priorities within one domain and consider how identified strategies fit within the other initiatives being implemented.

The table below illustrates which evidence-based practices and strategies apply to the various management structures. Ed Direction is prepared to provide management services for each requested need: full management (school and district) and partial management (Instructional Transformation, Talent Development, Culture Shift and Turnaround Leadership). Following the table are descriptions of Ed Direction’s approach to practices and strategies.

### Management Services – Evidence-based Practices and Strategies

| Proposed Services                       | Full Management  |          | Partial Management           |                    |               |                       |   |
|---|--|----------|------------------------------|--------------------|---------------|-----------------------|---|
|   | School   | District | Instructional Transformation | Talent Development | Culture Shift | Turnaround Leadership |   |
| Evidence-Based Practices and Strategies | <b>Instruction</b>   |          |                              |                    |               |                       |   |
|   | Evidence-Based Instructional Strategies                          | X        | X                            | X                  | X             | X                     | X |
|   | Assessment Literacy and Data Use                                 | X        | X                            | X                  | X             | X                     | X |
|   | Support for Student Subgroups                                    | X        | X                            | X                  | X             | X                     | X |
|   | Curricular Audit   | X        | X                            | X                  |               | X                     | X |
|   | Positive Behavior Intervention and Supports                      | X        | X                            | X                  |               | X                     | X |
|   | <b>Stakeholder Engagement</b>                                    |          |                              |                    |               |                       |   |
|   | Home Visits  | X        | X                            | X                  | X             | X                     | X |
|   | Academic Parent Teacher Teams                                    | X        | X                            |                    |               | X                     | X |
|   | School Climate Support   |          | X                            | X                  | X             | X                     | X |
|   | Community Engagement   |          | X                            |                    |               | X                     | X |
|   | <b>Talent Development</b>  |          |                              |                    |               |                       |   |
|   | Model for Selection & Placement                                  | X        | X                            | X                  | X             | X                     | X |
|   | Professional Learning Models – Coaching, Mentoring & Observation | X        | X                            | X                  | X             | X                     | X |
|   | Set Performance Expectations                                     | X        | X                            | X                  | X             | X                     |   |
|   | <b>Student-Centered Leadership</b>                               |          |                              |                    |               |                       |   |
|   | Leadership Coaching  | X        | X                            | X                  | X             | X                     | X |
|   | Student Centered Leadership Principles                           | X        | X                            | X                  | X             | X                     | X |
|   | Collaborative School Improvement                                 | X        | X                            | X                  | X             | X                     | X |



**Instruction**



**Stakeholder  
Engagement**



**Talent  
Development**



**Student-Centered  
Leadership**



## Instruction

### Evidence-Based Instructional Strategies

Evidence-Based Instructional Strategies (EBISs) are instructional techniques that, when used with fidelity, improve student learning outcomes over and above average instructional gains. We use the work of John Hattie to quantify the potential impact of instructional strategies on student learning, as his work helped determine the effect size of various instructional strategies. Typical effect sizes for instructional strategies range from .0 to .30, and those with an effect size of .40 or greater are associated with more than 1 year of growth in student performance. Simply put, if an instructional strategy has an effect size of .40, student growth in one year will be equal to, or greater than, one grade-level increase. With this logic, any instructional strategy with an effect size of .40 or higher, *that is implemented with fidelity*, will give students a better chance of catching up and narrowing gaps in achievement

#### Potential Deliverables:

- Structured supports for reading, writing, and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping
- Prompts and questions that result in students being actively engaged in discussions with both peers and teachers
- Supports to develop systems and structures that create respectful risk-taking and afford students multiple opportunities to engage in extended and sustained discussions
- Strategy Guides/Resources for EBIS strategies (i.e. videos, examples, descriptions of strategies, etc.)
- Lesson Plan Templates
- Observation and Feedback Tools
- Implementation Continuums/Rubrics

#### Artifact:

#### Evidence Based Instructional Strategy Examples: Appendix I

*The following illustrates how Ed Direction helps teams build their capacity to utilize evidence-based instructional practices/resources that may improve student outcomes. It includes samples of the online Learning Space and a Strategy Guide for Explicit Instruction.*

### Assessment Literacy and Data Use

Assessment literacy is comprised of many factors, including how to effectively assess student learning,

#### Potential Deliverables:

analyze assessment data, and use the data to improve instruction. Ed Direction has experience providing training on all components of assessment literacy. Our trainings help participants develop an understanding on how to effectively design and use assessments, but also provide educators with the tools they need to do so.

- Strategy guides with information on various assessment types
- Data analysis protocols
- Online Learning Space module for assessment literacy

**Artifact:**

**Assessment Literacy Example: Appendix J**

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### Support for Student Subgroups

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One of the greatest challenges in instruction is meeting the varied needs of each student in a class. By differentiating instruction, teachers can ensure that students receive learning that is tailored to their level of understanding and needs. Differentiation can include planning scaffolds, interventions and reteaching for students who have not yet mastered skills, or extensions for students who have already learned the concept. Strategies for differentiating learning can be utilized during both whole group and small group instruction.

Our team has provided professional learning and coaching on differentiating instruction to many educators.

**Potential Deliverables:**

- Structured language comprehension supports for English Language Learners
- Multimodal materials and appropriate scaffolds for purposeful learning of content, analytical practices, and language
- Resources that provide multiple opportunities for students with disabilities and ELLs/MLLs to respond orally and in writing
- Strategy Guides/Resources for differentiated instruction (i.e. videos, examples, descriptions of strategies, etc.)
- Small group lesson plan templates
- Observation and feedback tools
- Implementation continuums/rubrics

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### Curricular Audit

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The comprehensive curricular audit focuses on six critical areas essential to on-going systemic health:

1. Data Analytics—the degree to which the school’s data collection and use of data supports informed decision-making.
2. Academics—the degree to which the written, tested, and taught curricula align to the rigor of the state assessment measures.
3. Talent Management/Professional Learning Services—the degree to which the professional learning services planned support on-going growth and sustainability of staff capacity.
4. Policies and Procedures—the degree to which policies and procedures support staff in meeting student, staff, and community needs. A focus on policies and procedures that support retention of experienced staff at the school site is important.
5. Strategic Planning—the degree to which individual teacher plans/goals (e.g. student learning

**Potential Deliverables:**

- Weekly meetings (virtual) with school leaders to monitor progress to date, strategize on the week ahead, and to connect them with experts across the nation to help solve problems as they arise.
- On-site professional learning supports to help educators use research-based practices and build effective feedback cycles for student growth/achievement.
- Development of more fully aligned progress monitoring assessment tools—ones that are sufficiently rigorous to match the rigor of the state summative assessments.
- Provision of content for professional learning sessions to be delivered either by our facilitators or by building or district staff members.

objectives) align to the school improvement plan and the district improvement plan.

6. Technology—the degree to which educators are using available technologies to support student learning.

- Curriculum resource development to assist educators in supplementing published curricular materials where gaps in rigor demonstrate a need for additional resources.

These critical areas of focus inform the strategic initiatives and key actions necessary to support continuous improvement and promote student achievement and opportunity for all students.

The primary goals of the review are to determine:

- strengths and opportunities for increasing quality in programming;
- the degree of systemic coherence in implementing programming; and
- potential systemic barriers and actions to remove said barriers to ensure student success in meeting rigorous expectations.

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### Positive Behavior Intervention and Supports

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Positive Behavior Interventions and Supports are needed as a structure for fostering a positive school and student culture. Before students can learn, environmental conditions must be in place to ensure safety and structure. Students who are safe can engage in deep learning because they are open to feedback, have a growth mindset, collaborate, and persist despite challenges. These students are poised for learning only when routines and arrangements are in place. The most effective teachers establish and uphold clear and consistent expectations. Effective teachers understand that gradual release of responsibility for behavior—although a formidable task—results in students who can monitor their behavior and their learning. We tailor services to meet the needs of our clients and, most importantly, the needs of students as we guide teacher teams towards establishing strong Positive Behavioral Interventions and Supports.

#### Potential Deliverables:

- Professional learning to plan, teach, reinforce, and correct classroom procedures expectations, routines, and arrangements
- Supports to enact policies and practices to prevent and address bullying and other behaviors that threaten student social and emotional well-being
- Multi-Tiered Systems of Support
- Support system continuum that address the needs of all students ranging from those facing trauma, have diverse linguistic needs, or are facing academic struggles
- Protocols to facilitate the creation of a behavior education program for students who may not respond to schoolwide Positive Behavior Interventions and Supports (commonly referred to as Tier 1 supports)



### Stakeholder Engagement

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#### Home Visits

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Home visits allow teachers to lay the foundation for a strong relationship with families. In these meetings teachers set goals with families and discuss the pathway to

#### Potential Deliverables:

achieve those goals. Research shows that home visits are linked to higher attendance and better reading performance. Families are welcomed to the school and given pertinent program materials. This gives school staff the opportunity to again talk with families face to face and further emphasize the importance of regular

- Communication that occurs at regular intervals so that families know when to expect communication
- Workshops and other information sessions help families understand how children learn and are being taught
- Outreach from designated staff who are skilled in addressing concerns
- Regularly solicitation of feedback from a diverse range of families
- Supports that provide purposeful efforts to include families in school activities by cultivating relationships and bridging differences

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### Academic Parent Teacher Teams

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Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. The format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and achievement. APTT was developed by Maria Paredes in 2009 in response to families' expressing a need to know how to support their children's learning.

#### Potential Deliverables:

- Data collection Instruments
- Family Outreach Letters
- Planning Templates



## Talent Development

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### Models for Selection and Placement

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Highly qualified, licensed, educators have exposure to and experience in the skills necessary for classroom instruction. Theoretical arguments and empirical evidence suggest that a more diverse teacher workforce can help improve outcomes for students of color (Goldhaber, Theobald and Tien, 2019). Recruiting

#### Potential Deliverables:

- Data resources to closely analyze an individual's readiness and potential as a teacher or leader (e.g., observation of candidates over time in various settings).

highly qualified educators, including diverse educators, will have a positive impact on student outcomes.

- Resources to support the district in proactive planning, recruiting, selection criteria, training, and career and succession planning

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### Professional Learning Models—Coaching, Mentoring and Observation

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Collaborative Coaching is a framework that allows instructional coaches to ensure that coaching is relevant to the needs of each teacher and that feedback that is targeted and actionable. The distinguishing characteristic of Collaborative Coaching is that the coach enters a relationship with a teacher or group of teachers in which the knowledge and expertise of the teacher(s) are as valuable as the knowledge and expertise of the coach, which puts teachers in the driver’s seat of their own professional learning. Collaborative Coaching relationships pave the way for the open and honest feedback that is necessary to improve instruction and, in turn, student outcomes. Moreover, teachers and coaches model a “growth mindset” for students – a necessary component for improvement.

#### Potential Deliverables:

- Resources to support implementation of the Collaborative Coaching cycle, including goal setting, learning together, practicing new skills, and co-reflecting
- Coaching Logs
- Meeting Agendas

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### Set Performance Expectations

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Performance expectations describe observable and measurable leadership actions required to improve teaching and learning for every student. By supporting schools and districts in the appropriate systems and structures required to do this meaningfully, Ed Direction can guide implementation of broad policy standards in performance-based licensure, leadership programs and academies, formative evaluations, assessments, and career-long professional development plans.

#### Potential Deliverables:

- Protocols to assist districts in analyzing role expectations and adapting those expectations to support school initiatives.
- Support and tools to help districts establish and monitor milestones



## Turnaround Leadership

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### Leadership Coaching

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Leadership matters. Student achievement results are highly dependent on building, supporting, and sustaining highly effective leaders, including both school leaders (principals, assistant principals, and teacher leaders) and district leaders (superintendents, principal supervisors, coaches, board members, etc.). Our team has experience building the capacity of aspiring educational leaders and increasing the effectiveness of existing educational leaders. Our leadership coaches—all experienced school, district, and state leaders—build upon key leadership

#### Potential Deliverables:

- Action planning resources
- Protocols to support principals with self-awareness, environmental awareness, and problem-solving (e.g., adapting leadership style to the needs of the situation)
- Resources that promote deliberate and continuous school improvement planning

competencies that are informed by scientifically-based research, data collected from our work with partner schools, and professional wisdom. Our aim is always to empower individuals to solve complex problems as Chief Learning Officers and give teachers a voice in the school improvement process. When school leaders focus on increasing their capacity and distributing leadership to the team, they ensure choices are made using the knowledge of those working most closely with the students, and that they will establish a structure grounded in stronger and more durable outcomes.

to identify and monitor specific goals that are communicated transparently

- Resources to develop clear expectations for student and adult behaviors

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### Student Centered Leadership Principles

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Ed Direction subscribes to the research of Vivian Robinson, who makes the case that school leadership should not be judged by many of the common approaches in leadership assessment such as the popularity of the principal, how well the property is maintained, or even by how well the leaders innovate. Rather, Robinson suggests that the most effective school leadership is “*student-centered leadership*,” which should be measured “*by its impact on the educational outcomes of students.*”<sup>17</sup>

#### Potential Deliverables:

- Protocols to support principals with self-awareness, environmental awareness, and problem-solving (e.g., adapting leadership style to the situation)
- Resources that promote deliberate and continuous school improvement planning to identify and monitor specific goals that are communicated transparently
- Resources to develop clear expectations for student and adult behaviors

Ed Direction’s model for student-centered leadership builds upon the findings of Dr. Robinson who advocates for analyzing school leadership through five broad categories of priorities and three mechanisms for action, proven through meta-analysis to produce significant effect sizes on student achievement. These include the following five practices and three mechanisms for action:

1. Establishing Goals and Expectations
2. Resourcing Strategically
3. Ensuring Quality Teaching
4. Leading Teacher Learning and Development
5. Ensuring an Orderly and Safe Environment
  - Applying Relevant Knowledge
  - Building Relational Trust
  - Collaborative Problem Solving

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### Collaborative School Improvement

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<sup>17</sup> Id. at p. 4.

We know that effective school improvement cannot be done by even the most effective leaders or teachers acting in isolation. Strong partnerships between districts and schools, and school leaders, coaches and teachers are essential to the implementation of durable and efficient changes in student achievement and teacher performance. Strong collaboration among these members is the foundation of our Collaborative School Improvement Model, outlined in Ed Direction's book *Collaborative School Improvement*.<sup>18</sup>

Collaborative School Improvement promotes the development of cascading levels of support for schools. These levels of support are sustainable and inclusive, establishing a) A School Transformation Team (STT) of school-based leaders, including the principal, who represent each of the grade-level and content-area teams at the school, b) Collaborative Teacher Teams, where every teacher in the building is included in ongoing collaborative inquiry to make important decisions about instruction, c) An inclusive school culture where all teachers and staff are part of the solution with distinct roles to play in the implementation of improvement plans, and d) A District Transformation Team (DTT) or Charter Leadership Team (CLT) that help support improvement efforts at the district or board level.

#### Potential Deliverables:

- Resources that support school leaders in the development of leadership capacity in others by providing opportunities to extend the impact of high performing staff based on areas of demonstrated effectiveness
- Resources for establishing ongoing relationships with outside organizations, community members, and businesses to maximize community contributions for school effectiveness
- Resources to create School Transformation Teams, District Transformation Teams, and Collaborative Teacher Teams
- Online Learning Space module for Collaborative School Improvement

#### Artifact:

##### ***Collaborative School Improvement***

by Trent Kaufman, Emily Dolci Grimm, and Allison Miller

*This book describes the role that districts play in helping school build capacity to engage in data-based inquiry and shift that can be made in district's traditional roles. Additionally, it outlines the functions of school-based teams in the collaborative inquiry process.*

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<sup>18</sup> Kaufman, T., Grimm, E. & Miller, A. (2011). *Collaborative school improvement: Eight practices for district-school partnerships to transform teaching and learning*. Cambridge: Harvard Education Press, p. 5.

#### **d. When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?**

Ed Direction has helped schools find success through many projects. The key elements we've noticed which lead to the most success include leadership involvement, and the development of collaborative teams. Teams can overcome tremendous hurdles when these elements are in place.

Leadership involvement is the greatest element necessary for success. The determination, commitment, or excitement many teams exhibit quickly dies out if the leadership is not equally committed to change. Many leaders understand that instruction needs to improve in the classrooms in order to see improved success. Where most leaders fall short is recognizing that they similarly benefit from receiving coaching.

The second element we look for in our engagements is the development of collaborative teams. The development of a culture of collaboration recognizes that the most valuable resources a school has are the people in the building and community. These teams create a shared ownership and a commitment to school improvement. Examples of collaborative teams include:

- District Transformation Teams
- School Leadership Teams
- Collaborative Teacher Teams

#### **e. Describe your experience working with other third-party providers to support coherent school and district improvement?**

Ed Direction has ample experience working with other third party providers to support coherent school and district improvement. By design, Ed Direction's structures and systems of support are program agnostic, meaning they can be applied to a variety of school contexts and curricular programs. The implementation supports and evidence-based strategies we help schools implement are designed to maximize and enhance programs that are already in place within the school or district. Throughout many of our partnerships, especially our Turnaround and School Improvement partnerships, we have had the opportunity to work with other third party providers who are also seeking to support the schools and districts with whom we work. When this occurs, we find ways to synchronize our efforts with these other providers so that staff and students are not overwhelmed by conflicting priorities. Our approach is customized to the needs of the leader and each partner, but often includes:

- Regular check-ins with partners
- Including other vendors in the planning process
- Incorporating the goals and objectives of the other parties into the school improvement planning and monitoring process

- Attending trainings presented by the third party to ensure coaches have a clear understanding of the processes and programs teachers are expected to implement

The following provides a broad overview of several examples where we worked with other third-party providers to support coherent school and district improvement.

| School/District     | Partner                           | Description  |
|---------------------|-----------------------------------|--|
| CS Lewis Academy    | ASPEN Behavioral Program          | As a part of their Turnaround efforts, CS Lewis invited ASPEN Professional Development to provide training on implementing evidence-based positive behavior management practices schoolwide. The school's Ed Direction coach attended the trainings with staff and supported teachers to implement new practices through regular coaching sessions. The coach worked with school leaders to gather data and monitor implementation of the new practices which informed future professional learning.   |
| Granger Elementary  | University of Utah Reading Clinic | Granger Elementary worked with the University of Utah Reading Clinic to implement FORI routines as part of their Tier I literacy instruction. The Ed Direction coach worked alongside teacher teams to ensure that coaching and support efforts were fully aligned with Ed Direction's work and the important Reading Clinic initiative.   |
| Mandaree Elementary | Safe and Civil Schools, CORE Inc. | Mandaree Elementary contracted Safe and Civil schools to train teachers on positive behavior strategies. The schools Ed Direction coach supported the administration by conducting student engagement observations and sharing data with individual teachers and holding coaching conversations with them about the strategies they are using. To support with teachers curriculum and planning, Mandaree Elementary worked with CORE, Consortium On Reaching Excellence in Education. The Ed Direction coach at Mandaree supported this initiative by working with teachers to develop plans with a focus on Teacher Clarity and using the standards. |
| White Shield        | Journey's Reading Curriculum      | White Shield school adopted Journey's curriculum at the beginning of their partnership with Ed Direction. During the school improvement planning process, the Ed Direction coach worked with the School Leadership Team to identify priorities that would support teachers in understanding and effectively utilizing the new curricular resources. The coach's one-on-one coaching sessions helped teachers utilize the new curriculum to deliver effective instruction.  |

| School/District              | Partner           | Description   |
|------------------------------|-------------------|---|
| Bonneville Elementary School | UVA Darden School | Ogden School District enrolled many administrators in the UVA leadership development process. The principal of Bonneville was included. Ed Direction was the primary turnaround partner for Bonneville, with a coach on the ground on a weekly basis. We coordinated our language to align with the language the district was adopting through their UVA partnership. We also appraised the gaps left inherent to a lighter touch model, which UVA was for Ogden and planned to strategically bolster our efforts to reinforce those inherent gaps.                                       |
| San Juan School District     | UVA Darden School | San Juan School District participated in UVA leadership development for the two years prior to our partnership. When we started working with district schools it was helpful to review the UVA work and build from there to develop more strategies and tactics that addressed HOW the principals would more effectively lead the teacher teams to use data and adjust instruction. This complimentary relationship resulted in stronger ownership on the part of school-based implementers and greater depth and breadth of implementation of the leadership strategies employed by UVA. |

## f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

Our work with alternative schools includes:

- Serving as a key member of the committee to determine accountability structures for Utah’s schools designated as alternative
- Successfully improving student results in several underperforming alternative schools
- Establishing the turnaround school for a district of 34k students
- Providing guidance to increase rigorous course offerings for a rural district’s alternative school system
- Several members of the Ed Direction team have successfully served as school leaders, teachers, psychologists, and dean of students in alternative schools across the country

## g. Describe your experience, if any, working with online schools.

Ed Direction has extensive experience working with online learning management systems and platforms as part of hybrid programs and personalized learning efforts. We are a preferred implementation partner for Summit Learning. However, we have not yet worked with any online schools that were 100% virtual.

### III. Capacity

#### Organizational Capacity

Ed Direction has the capacity to support additional schools and districts in Colorado. If selected, our current team could immediately serve an additional five districts and up to 20 schools, particularly if the schools and districts were concentrated geographically. Our team could serve additional schools, by hiring additional coaches – we have several qualified candidates at various stages in the recruiting process. We have found that effective coaching and professional learning for underperforming schools requires a high degree of specialization and focus. For this reason, our model is to not rely on sub-contractors or “side-gigs” for current or retired school leaders. We find that only full-time consultants, organized by teams, regions and expertise, can deliver our model to the high standard of practice that we believe our partners deserve.

### IV. Evidence of Track Record of Improvement Student and School Outcomes

**a. Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.**

The Ed Direction team has a substantial track record of improving student achievement, as measured by academic proficiency and growth at a wide variety of schools. We’ve had success with over 500 schools and 100 districts in over 20 states. These schools and districts have ranged from urban to rural, from high poverty to affluence, and from culturally diverse to culturally homogenous. We also have extensive experience partnering with key education stakeholders, including state education leaders, district leaders, school leaders, teachers, students, and families to build equity and access for all learners.

The following section will include several case studies of past projects that are relevant to the work requested by the Colorado Department of Education. These cases serve to illustrate the impact and experience of the Ed Direction team.

#### School-Based Management

##### Utah School Turnaround

**Number of Schools Served=15**

**Number of Local Education Agencies Served: 5**

**Location: Utah, Various**

From 2015-2018, the Ed Direction team partnered with 15 schools participating in Utah’s School Turnaround and Leadership Development Act. In 2015, after Turnaround schools considered each vendor as a potential partner, 15 of the 26 schools chose to work with Ed Direction. After our successful experience with those schools, we are continuing this work and in partnership with the Utah State Board of Education. This school year, Ed Direction is working with four out of the five schools engaged in the Turnaround process.

### Cohort 1 Results

From 2015-2018 Ed Direction partnered with 15 out of the 26 schools engaged in the Utah Turnaround Program. The schools went through an annual cycle to assess the school’s progress, develop a school improvement plan, and then implement that plan with depth through on-site professional learning and collaborative coaching.

After partnering with Ed Direction for this 3-year project, this cohort of 15 schools increased raw proficiency from 18 to 26 in ELA and from 17 to 22 in math, as depicted in Figure 1. This constitutes an average of a 34% percent increase in proficiency in math and 42% percent increase in proficiency in ELA over the course of the three-year period. That’s 35.8% more proficiency growth than the statewide average, as depicted in Figure 2 found below. Eleven of the 15 schools advanced from turnaround status at the end of our three-year engagement. Out of the remaining schools, two were granted extensions based on the growth demonstrated during the program, one will likely be enrolled in an upcoming Turnaround cohort, and the final school was closed due to lack of funding.

Figure 1: Proficiency Rates of Ed Direction’s Partners in the UT Turnaround Project from 2014-2018

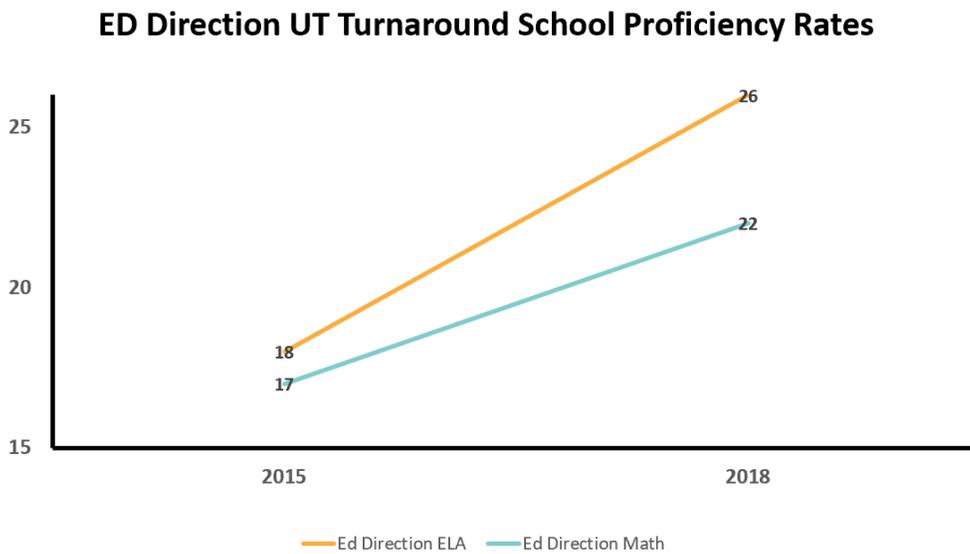
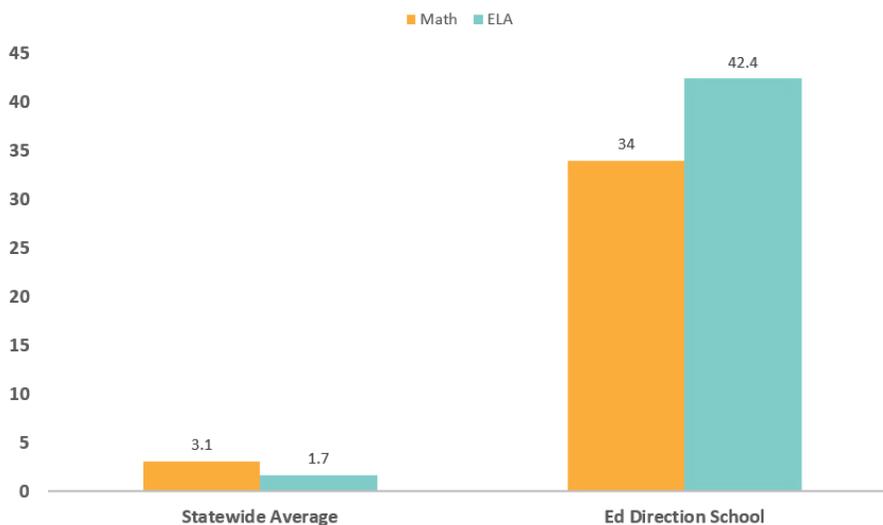


Figure 2: Percent Increase in Proficiency of Ed Direction Turnaround Partners Compared to Statewide Average

## Ed Direction UT Turnaround Schools Percent Increase in Average Proficiency from 2015-2018

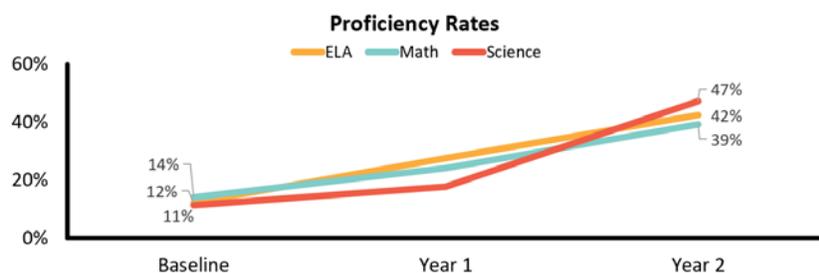


### Individual School Results: Utah Turnaround

#### Bonneville Elementary, Urban School

|                 |   |
|-----------------|---|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>Instructional time, specifically literacy instruction, was not consistent throughout the school</li> <li>Curriculum plans were reliant on teacher instincts rather than student needs or grade-level standards</li> <li>Collaborative meetings lacked focus and were ineffective</li> </ul>  |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Implemented a literacy framework and weekly lesson plans for each grade level</li> <li>Improved meetings by creating structure for productive dialogue and protocols for data collection and use</li> <li>Coached teachers to use data to create scaffolding instruction, reteach core concepts not mastered, and ensure supplemental interventions were provided as needed</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>After two years of engagement Bonneville had the highest student proficiency growth in the Ogden School District</li> <li>Teachers are building collective efficacy through a master schedule, common instructional approaches, and enhanced collaboration</li> <li>Overall Proficiency Rate increased 2.4x from 13% to 43%, exceeding district rates</li> </ul>                       |

| Demographics               |       |
|----------------------------|-------|
| Students                   | 507   |
| Economically Disadvantaged | 100%  |
| Minority                   | 58.4% |
| ELL                        | 19.5% |
| Special Education          | 12.0% |



“Receiving coaching, both collaborative coaching with teachers and Principal coaching, through our partnership with Ed Direction has been a foundational piece of our school turnaround. Through coaching, we were able to restructure our thinking and even shift deep assumptions about instruction toward more effective practices. Their training and coaching has influenced and shaped what we now do as a leadership team and as a school.”

- Janice Bukey, Principal  
**ED DIRECTION**  
 TRANSFORM YOUR SCHOOLS

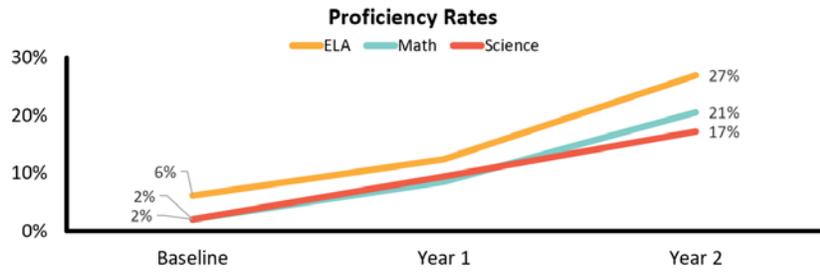
# Mana Academy, Charter School in Suburban Area

|                 |   |
|-----------------|---|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>Teachers lack clarity regarding how to use data to make instructional decisions</li> <li>Inconsistent knowledge of and adherence to instructional standards</li> <li>Transitioning from prior outside professional service partner</li> <li>High teacher turnover</li> </ul>   |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Improved instruction by aligning curriculum with instructional standards</li> <li>Increased culture and collaboration efforts by establishing a School Transformation Team and implementing effective data-driven PLCs</li> <li>Implemented Explicit Instruction to increase student engagement and align academic expectations across the school</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>Highest SGP growth among comparison schools in Utah</li> <li>Overall Proficiency Rate increased 5x from 3% to 22%, exceeding rates of neighboring district and charter schools</li> </ul>  |

| Demographics                      |       |
|-----------------------------------|-------|
| <b>Students</b>                   | 320   |
| <b>Economically Disadvantaged</b> | 81.9% |
| <b>Minority</b>                   | 96.6% |
| <b>EL</b>                         | 15.0% |
| <b>Special Education</b>          | 10.3% |

“With Ed Direction we feel we are making a lot of gains bringing up our school community, getting them where they need to be but also having that conversation early in their time here at Mana about college. Initially our parents were kind of weirded out by that and didn’t understand why we were talking about college in kindergarten or in first grade. Once we painted that picture for them, the parents were like, “Okay, that’s great. You know, if we need to start that early, then let’s start that early.” Ed Direction has helped us with virtually every aspect of our academic program, at this point, they are simply a part of the Mana family.”

- Richard Wolfram, Academic Dean



4

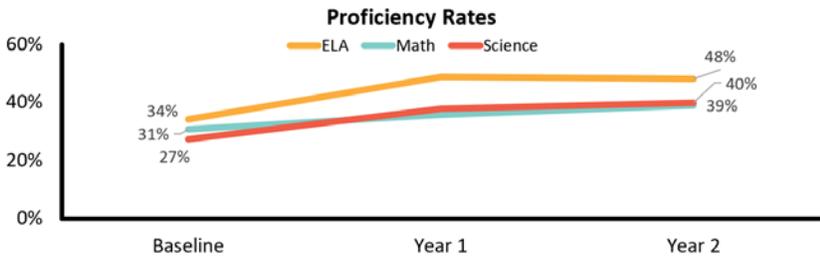
# Mont Harmon Middle School, Rural School

|                 |   |
|-----------------|---|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>Departments relied too much on individual teachers to plan rather than creating true collaboration</li> <li>Off-task rates were relatively high, observed at 18%</li> <li>Teachers reported unclear teaching expectations</li> <li>Lack of effective communication from leadership</li> </ul>  |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Focused on improving collaboration and instruction by increasing teacher-leadership interactions in order to improve student outcomes</li> <li>Focused on improving student engagement by implementing questioning and feedback techniques</li> <li>Implemented Distributed Leadership by building leadership capacity of SLT members in order to empower the SLT</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>Student engagement increased from 84% of instructional time to 92% of instructional time</li> <li>The school moved up one letter grade, from a D in 2015 to a B in 2018, and is poised to demonstrate continued improvement</li> <li>Overall Proficiency Rate increased from 31% to 44%, exceeding district rates</li> </ul>   |

| Demographics                      |       |
|-----------------------------------|-------|
| <b>Students</b>                   | 603   |
| <b>Economically Disadvantaged</b> | 44.8% |
| <b>Minority</b>                   | 16.7% |
| <b>ELL</b>                        | 3.3%  |
| <b>Special Education</b>          | 13.8% |

“Ed Direction has coached our teachers and teams for over a year. Their work has made a positive impact in our school. Now, their coach is coaching our school’s teacher leaders who will, in turn become our school coaches in the fall. Ed Direction’s coaches are open to not only providing the right feedback but also sharing their approach so that others can emulate it. I value their openness and capacity to do the good work of coaching together.”

- Seth Allred, Principal



5



## Assessment to Achievement (A2A) with the Utah State Board of Education

Number of Schools Served=88

Number of Local Education Agencies Served: 18

Location: Utah, Various

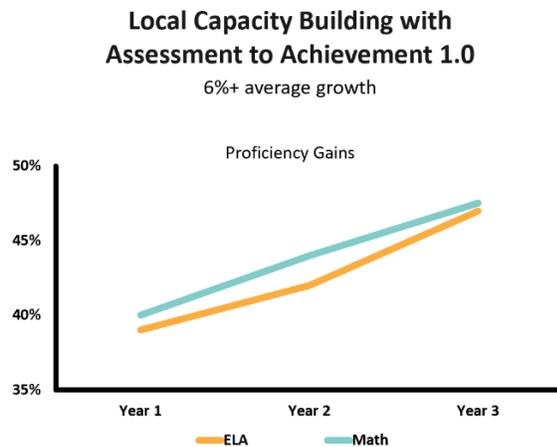
Ed Direction is currently partnered with Utah State Board of Education on the Assessment to Achievement (A2A) project. A2A is a statewide initiative to build capacity in district and school personnel through leadership coaching and professional development on the use of varied data sources to improve instruction and collaborative teaming in Utah schools. In the first iteration of A2A, 18 districts have schools participating in one of two cohorts, for a total of 88 Utah schools included in the project. This work has led to improvements on state accountability assessments, which we explain below. Further, participant evaluations of Professional development sessions and in-person coaching are positive. Our team is currently preparing for the second iteration of A2A which will include four cohorts over the course of nine years. Both quantitative and qualitative data for the first iteration of the project are showcased below.

The Collaborative School Improvement model is built upon the notion that enduring improvements in student growth and proficiency are incumbent on the ability of the larger system to support innovation and continued implementation. Throughout the project, Ed Direction and the Utah State Board of Education sought to accomplish the following goals:

- Develop district, school, and teacher leaders to collaborate and lead with a focus on student learning
- Use multiple types of data to inform educators' decisions about teaching and learning
- Drive implementation of evidence-based practices in the classroom everyday

Through this work, Ed Direction has learned what it takes to make practices replicable and sustainable for district-school partnerships that transform teaching and learning. The partnerships with district and charter leaders through the A2A project are critical to the ongoing success of the implementing schools. The district and charter leaders are appreciative of the unique lens that Ed Direction brings.

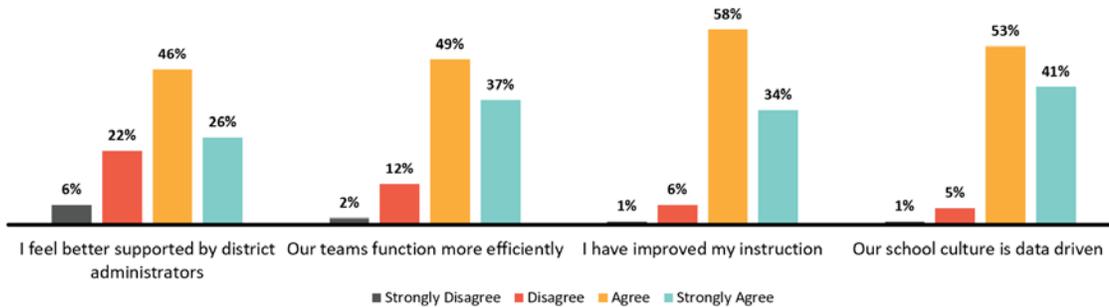
### Average Percent Change in Proficiency for A2A Participating Schools



Additionally, participant evaluations of Professional development sessions and in-person coaching are suggesting a positive relationship between the project and collective efficacy in participating schools.

## Participant Satisfaction Results

As a result of Assessment to Achievement...



### North Dakota High School Improvement Project

Number of Schools Served=5

Number of Local Education Agencies Served: 5

Location: North Dakota, Various

During the 2017-18 school year, Ed Direction partnered with the North Dakota Department of Public Instruction to provide coaching, professional development, and performance management for five high schools identified as underperforming. After an initial assessment of root causes, the team focused on improving the level of active student engagement in classrooms. Below is a summary of the results of this brief, but powerful partnership:

## School Highlights

## Student Engagement

■ Active   
 ■ Passive   
 ■ Off-Task   
 ■ Down Time  
 Goal: a blend of active and passive engagement minimizing or eliminating observed off-task and down time

### Dunseith High School



- Increased active instructional engagement by 24%
- Decreased down time and off-task behaviors by 18%
- School Leadership is applying structures like agendas and protocols to hold more efficient and purposeful meetings
- Bell-to-bell instruction has been prioritized and teachers are implementing Evidence-Based Instructional Strategies



### Grafton High School



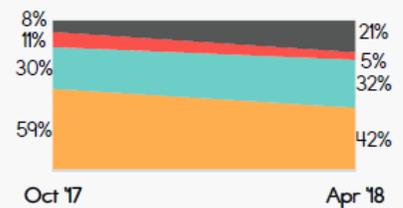
- Increased overall student engagement by 14%
- Decreased off-task behaviors and down time by 9%
- The School Leadership Team is utilizing data on teachers' instructional patterns to plan staff development to best target instructional needs
- Teachers are implementing strategic small group instruction and academic partner work



### Minnewaukan High School



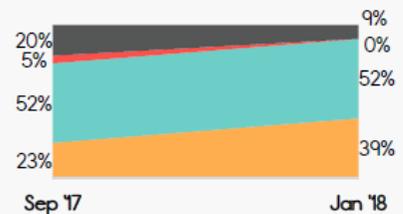
- The School Leadership Team has a comprehensive vision for the school and taking appropriate steps to guide the school community in that direction
- The school has developed a culture that is open to learning and is receptive to using feedback to guide next instructional steps
- Evidence-Based Instructional Strategies are being prioritized in daily instruction



### Trenton High School



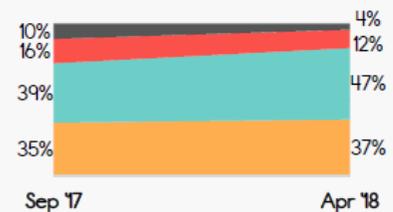
- Increased overall student engagement by 16%
- Active student engagement increased by 16%
- Decreased off-task behaviors by 16%
- Teachers are planning more intentionally by: identifying and unwrapping Power Standards, and selecting assessments to measure student mastery



### Turtle Mountain High School



- Increased overall student engagement by 10%
- Decreased off-task behaviors and down time by 10%
- PLCs are using and reflecting on 30-Day Plans to implement high-leverage instructional practices
- Teachers are seeing a measurable increase in instructional engagement with a focus on using speaking and listening strategies in math and and Jigsaw grouping strategies in other Core subjects



## North Dakota Comprehensive Support and Improvement

Number of Schools Served=13

Number of Local Education Agencies Served: 13

Location: North Dakota, Various

Ed Direction is currently partnered with 13 schools in North Dakota, who were identified as in need of Comprehensive Support and Improvement (CSI) under the state's ESSA program. Of these schools, 11 of them are elementary with two also incorporating Pre-K.

At each school, we supported school leaders, teachers, and teams to implement processes and practices for continuous improvement and providing regular on site and virtual coaching on instruction, collaboration, and leadership practices. This support included the following topics and structures:

- Instructional Leadership
- Instruction and Intervention
- Assessment and Feedback
- Professional Learning
- Supportive Culture
- Comprehensive Needs Assessment
- Collaborative Planning, Implementation, and Monitoring of identified goals

### Overall Results

Average preliminary results indicate a 5% proficiency gains in English Language Arts and 8% proficiency gains in math as measured by statewide North Dakota State Assessments (NDSA) after one year of engagement. Please note that for the purposes of this proposal we have provided preliminary NDSA data from the 2018-19 school year. This data has not yet been verified by state assessment officials and is subject to change.

North Dakota CSI Schools Proficiency Change

|                       | 2017-18 Percent Proficient | 2018-19 Percent Proficient | Proficiency Gains |
|-----------------------|----------------------------|----------------------------|-------------------|
| English Language Arts | 18%                        | 23%                        | + 5%              |
| Math                  | 13%                        | 21%                        | + 8%              |

### District-Based Management

#### Evansville Vanderburgh School Corporation (EVSC)

Number of Schools Served=39

Number of Students Served=23,000

Number of Local Education Agencies Served: 1

Specialized Programs: New Tech Institute; Early College High School; Virtual Academy; STEM Academy; Academy for Innovative Studies

## Location: Evansville, Indiana

When Ed Direction first partnered with the Evansville Vanderburgh School Corporation (EVSC), a large, urban school system in southern Indiana (3<sup>rd</sup> largest district in the state) with 39 schools in the 2010-2011 school year, many schools in the district schools were underperforming. Under Indiana’s “A-F” school grading legislation, only five of the district’s 35 schools had an “A” grade. On the other hand, more than one-third of the schools (i.e. 13 total) had “D” or “F” grades.

Working closely with the superintendent and central office leadership, Ed Direction helped the district learn and engage with the *Collaborative School Improvement*<sup>19</sup> principles and implement an aligned, collaborative, and supportive system of evidence-based performance management. Ed Direction also engaged in a multi-year professional development effort, building leadership teams in every school to teach them the *Data Wise*<sup>20</sup> model of data inquiry and analysis. Finally, Ed Direction led a comprehensive coaching effort, based on gradual release of responsibility, to build the capacity of the district’s academic and data coaches so that they would be able to sustain the data culture, and continue effective school improvement efforts, beyond the term of Ed Direction’s involvement.

Over the five years of partnership, the performance of virtually all the EVSC schools improved dramatically. When Indiana’s 2013-2014 school grades were released in November 2015, EVSC issued a press release indicating that nearly half of the schools (i.e. 15) now have “A” grades, which is a 300% improvement from just two years ago. Moreover, only two schools still have “D” grades and only four schools still have “F” grades.<sup>21</sup> In fact, the improvement of EVSC schools has been so impressive that EVSC received a national award, the *Data Quality Campaign’s 2014 District Data Use Award*, for its use of data to improve student achievement. See [link](#) for letters of recommendation and a comprehensive district report card.

## Canyons School District (CSD)

**Number of Schools Served=45**

**Number of Students Served=34,000**

**Number of Local Education Agencies Served: 1**

**Specialized Programs: 14 Dual Language Immersion Schools, 4 AVID Programs, On-line High School, Differentiated Diplomas**

**Location: Salt Lake City, Utah**

Founded through voter action in 2007 with an official start date of July 2009, Canyons School District serves 45 schools and 34,000 students. In 2008, student achievement at most of the district’s schools was below state averages. However, in just its third year of operation, the district was named to the College Board’s 2<sup>nd</sup> Annual AP Honor Roll for substantially increasing both participation and pass rates in Advanced Placement classes. Moreover, just two years later, in 2014, 76% of schools received an A or B grade under Utah’s new school grading system, with two of the district’s Title I schools receiving B grades. Significantly, no school received an F grade. This trend has continued with 2017 and 2018 state accountability data well above state averages. And as an outlier statewide the Salt Lake Tribune reported<sup>22</sup>:

<sup>19</sup> Kaufman, T. E., Grimm, E. D., & Miller, A. E. (2012). *Collaborative school improvement: Eight practices for district-school partnerships to transform teaching and learning*. Harvard Education Press.

<sup>20</sup> Boudett, K. P., City, E. A., & Murname, R. J. (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning* (2<sup>nd</sup> Ed.). Harvard Education Press.

<sup>21</sup> Erbacher, M. (2014, Nov. 6). EVSC school grades: 15 get an A from state, 6 still in failing status. (Evansville Courier & Press).

[http://www.courierpress.com/news/education/making-the-grade/evsc-school-grades-15-get-an-a-from-state-6-still-in-failing-status\\_51334480](http://www.courierpress.com/news/education/making-the-grade/evsc-school-grades-15-get-an-a-from-state-6-still-in-failing-status_51334480);

State school grades are in: EVSC sees “unprecedented improvement.” [http://www.tristatehomepage.com/story/d/story/state-school-grades-are-in-evsc-sees-unprecedented/62451/2BtW-2\\_oikuksTZBKXE7Gw](http://www.tristatehomepage.com/story/d/story/state-school-grades-are-in-evsc-sees-unprecedented/62451/2BtW-2_oikuksTZBKXE7Gw); A four-year history of EVSC school accountability grades.

[http://www.tristatehomepage.com/media/lib/190/9/8/8/988ded2b-c270-4b19-9e27-0e238a0dc8ae/EVSC\\_School\\_Grades\\_2014.pdf](http://www.tristatehomepage.com/media/lib/190/9/8/8/988ded2b-c270-4b19-9e27-0e238a0dc8ae/EVSC_School_Grades_2014.pdf).

<sup>22</sup> Salt Lake Tribune (September 11, 2017). *Utah students’ SAGE test scores dropped in all subjects last year: SAGE numbers are down slightly for language arts, math and science for the 2016-18 school year, Utah State Board of Education reported Monday*. Retrieved May 10, 2018: <https://www.sltrib.com/news/2017/09/11/utahs-sage-scores-dipped-in-all-subjects-last-year/>

“Breaking with the state’s overall trend (of underperformance on SAGE), **Canyons School District saw its numbers rise from last year across grade-levels and subjects.** The share of Canyons students proficient at grade-level in math rose from 52.0 percent last year to 53.1 for the 2016-2017 school year, while science proficiency scores went from 55.4 to 55.6 percent.”

SALT LAKE TRIBUNE, Sept. 11, 2017  
[Utah students’ SAGE test scores dropped in all subjects last year](#)

### Specific Strategies Employed

By implementing a new district-wide instructional framework prioritizing evidence-based, high-yield instructional practices, providing job-embedded professional development and coaching, and establishing new data protocols to monitor progress, the district has experienced student achievement gains during each of its first seven years of existence. Ed Direction led multiple initiatives to establish data-driven instructional systems at both the school and district levels. These initiatives included:

1. Improved Assessment Practices. District-wide effort to assess K-2 academic performance in both reading and math (the district’s implementation of universal screen for math and reading pre-dated the requirement that all schools assess reading in grades K-2 that was mandated by S.B. 150 in 2010);
2. Systematic Development of Teacher Leadership. Creation of *Building Leadership Teams* (BLTs) at each school that meet on a weekly basis to review the school’s improvement plan and achievement data and plan for future actions;
3. Time for Collaborative Teacher Teams. Weekly late-start at all secondary schools to facilitate leadership development and *Instructional Professional development Community* (IPLC) meetings;
4. District-wide Implementation of a Multi-Tiered System of Support (MTSS) including, *Response to Intervention* (RTI) and *Positive Behavior Interventions & Supports* (PBIS) that emphasized both strong core instruction as well as differentiated interventions for students based on data;
5. Creation of a Data Warehouse (and dashboard) that allows administrators and teachers to see and utilize school, classroom, and student-level data in real time;
6. Implementation of College-and Career-Ready Benchmarks, the data from which was analyzed and shared with administrators, teachers, guidance counselors, students and parents to better shepherd students toward fulfilling post-secondary outcomes, including college;
7. Creation and Implementation of a District-Wide Instructional Framework that prioritized key evidence-based instructional strategies that have been proven, with data, to produce high effects on student achievement, and Advanced and Honors diplomas which outline a rigorous course of study, aligned with recommendations from a multi-year study of factors influencing student success after high school<sup>23</sup> (for the last 3 years running, over 70% of Canyons graduates have met criteria for differentiated diploma status).

### Chandler Unified School District (CUSD)

**Number of Schools Served=42**

**Number of Students Served=41,000**

**Number of Local Education Agencies Served: 1**

**Location: Chandler, Arizona**

The Chandler Unified School District (CUSD) in Arizona, a suburban district with over 41,000 students, undertook a journey similar to EVSC, with the assistance of Ed Direction. CUSD sought Ed Direction’s help to develop an aligned,

<sup>23</sup> Clifford Adelman, “Answers in the Toolbox” (Washington: U.S. Department of Education, 1999).

collaborative district system and an effective data culture in each of its 42 schools. Ed Direction began working with CUSD, just as Arizona’s “A-F” school grading legislation was taking effect, and just as the CUSD school board was adopting a new 10-year strategic plan called *Journey 2020*.

Working closely with the district to align each school’s annual improvement plan with the district’s *Journey 2020* metrics and undertaking a comprehensive professional development and coaching strategy to build the capacity of both district and school teams to use data to drive student achievement, Ed Direction has supported CUSD in becoming one of Arizona’s premier school districts.

When Arizona released school grades, CUSD announced that it had earned an “A” grade as a district, one of only nine school districts state-wide to earn an “A” all four years of *Arizona’s LEARN* letter grade accountability program.<sup>24</sup> At the school level, more than half of CUSD schools (i.e. 27) earned an A grade in 2014-2015, and ten schools earned a B grade. Only five schools earned a C, D, or F grade.<sup>25</sup> These results are substantially better than five years ago, when in 2011, only 18 CUSD schools earned an A grade, only nine schools earned a B grade, and 11 schools earned a grade of C or below.<sup>26</sup>

Perhaps more importantly, CUSD has, over the course of the partnership become a much more data-focused district and has seen steady increases in all the achievement metrics it tracks as a system. For example, CUSD has seen a steady increase in the percentage of third-graders reading at grade level on the state end-of-year accountability exam (i.e. AIMS), and the district is now consistently one of the top-performing districts of its size in Arizona.<sup>27</sup> In addition, the district has seen steady increases in its college-readiness indicators, including student scores on the EXPLORE/ACT, SAT, International Baccalaureate, and Advanced Placement exams.<sup>28</sup>

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<sup>24</sup> <http://www.cusd80.com/Page/1143>

<sup>25</sup> <http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/75/LetterGradesComparison.pdf>

<sup>26</sup> <http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/75/LetterGradesComparison.pdf>

<sup>27</sup> <http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/5/2013-2014Year-End-GovBd-Report.pdf>

<sup>28</sup> <http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/5/2013-2014Year-End-GovBd-Report.pdf>

**b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work and why?**

Our transformation model calls for selecting fewer, higher-leverage initiatives, and implementing them well. Further, the model is reliant upon practices and strategies that are strongly supported by evidence. Collectively, our model is informed by research about how interventions are best implemented. We combine the best of education research – for evidence-based instructional strategies – with insights and findings from implementation science. The evidence-based instruction tiers that describes our work (expanded upon below) have research and evidence demonstrating effectiveness with students and teachers.

# Intervention: Establishing Goals and Expectations

**Brief description of the intervention:** Includes the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals.

## Supporting Evidence

**Is this a peer-reviewed article/study or an external evaluation?**

- Peer-Reviewed Article

**Citation or Appendix:**

- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Leading Professional Practice in Education*, 47-61.
- Robinson, V. M. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee NSW: Australian Council for Educational Leaders.

**Is this a peer-reviewed article/study or an external evaluation?**

- External Evaluation

**Citation or Appendix:**

- Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass.

ESSA Level 1: Strong (RCT/experimental)

## ESSA Evidence Level

**ESSA Level 2: Moderate (quasi-experimental) X**

ESSA Level 3: Promising (correlational) \_\_\_\_\_

The evidence for this intervention garnered from a meta-analysis which began with a search of the international literature for publications in English that empirically examined the links between school leadership and academic or non-academic student outcomes.

## Treatment Group

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

## Control/Comparison Group

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student

|                                 |  |
|---------------------------------|--|
|                                 | outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.   |
| <b>Statistical Significance</b> | <p><b>Describe significance:</b> While these studies have examined the impact of leadership on a wide range of student outcomes, academic outcomes (mathematics, reading and language) predominated. Twenty-two studies examined academic outcomes, four examined non-academic outcomes, and one included both. Without close inspection of assessment items in the various standardized tests used, it is difficult to evaluate the intellectual depth of the skills and knowledge being assessed. Critical thinking, intellectual challenge and problem-solving were features of at least some of the assessments. The four studies examining leadership impact on students' social and personal well-being included measures of attitudes to school, teachers and learning, and students' academic self-concept, engagement with their schooling, and retention rates.</p> <p><b>p-value:</b> The P-Value is &lt; 0.00001</p> <p><b>Page number(s):</b> P-Value calculated from pg. 656</p> |
| <b>Effect Size</b>              | <p><b>Describe positive effect:</b> Seven of the 11 studies used in the dimensional analysis provided evidence of the importance of goals and expectations. The 49 indicators yielded an average effect size of 0.35, which can be interpreted as a small but educationally significant effect.</p> <p><b>Effect size:</b> 0.35</p> <p><b>Page number(s):</b> 8, 9-11</p>  |
| <b>Outcome(s)</b>               | Goal setting works by creating a discrepancy between what is currently happening and some desired future state. When people are committed to a goal, this discrepancy is experienced as constructive discontent that motivates goal-relevant behavior. Goals focus attention and lead to more persistent effort than would otherwise be the case. The following observation from a teacher of new entrant children vividly portrays how goal setting around early literacy levels changed a teacher's priorities (Timperley, Smith, Parr, Portway, Mirams & Clark, 2004, p. 9).  |
| <b>Student Population</b>       | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the demographics of each respective region, both rural and urban.   |
| <b>Student Population</b>       | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the race/ethnicity of student populations in each region.   |
| <b>Student Population</b>       | Twenty-two studies examined only academic outcomes, four studies included only social and attitudinal outcomes, and one study included both types of outcome. The comparison groups comprised schools in which students performed consistently better or worse than schools that served students from similar social backgrounds (Bamburg & Andrews, 1991; Heck, 1992; Heck et al., 1990; Heck et al.,1991; Wellisch, MacQueen, Carriere, & Duck,1978).  |
| <b>Student Population</b>       | K-12   |
| <b>Student Population</b>       | ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers  |

## Intervention: Strategic Resourcing

### Brief description of the intervention:

Involves aligning resource selection and allocation to priority teaching goals. Includes provision of appropriate expertise through staff recruitment.

### Supporting Evidence

- Is this a peer-reviewed article/study or an external evaluation?**
- Peer-Reviewed Article

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**Citation or Appendix:**

- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Leading Professional Practice in Education*, 47-61.
- Robinson, V. M. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee NSW: Australian Council for Educational Leaders.

**Is this a peer-reviewed article/study or an external evaluation?**

- External Evaluation

**Citation or Appendix:**

- Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass.

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ESSA Level 1: Strong (RCT/experimental)

**ESSA Evidence Level**

**ESSA Level 2: Moderate (quasi-experimental) X**

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ESSA Level 3: Promising (correlational) \_\_\_\_\_

**Treatment Group**

**The evidence for this intervention garnered from a metaanalysis which began with a search of the international literature for publications in English that empirically examined the links between school leadership and academic or non-academic student outcomes.**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

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**Control/Comparison Group**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

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**Statistical Significance**

**Describe significance:** While these studies have examined the impact of leadership on a wide range of student outcomes, academic outcomes (mathematics, reading and language) predominated. Twenty-two studies examined academic outcomes, four examined non-academic outcomes, and one included both. Without close inspection of assessment items in the various standardized tests used, it is difficult to evaluate the intellectual depth of the skills and knowledge being assessed. Critical thinking, intellectual challenge and problem-solving were features of at least some of the assessments. The four studies examining leadership impact on students' social and personal well-being included measures of attitudes to school, teachers and learning, and students' academic self-concept, engagement with their schooling, and retention rates.

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|                            |  |
|----------------------------|--|
|                            | <p><b>p-value:</b> The P-Value is 0.000968</p>   |
|                            | <p><b>Page number(s):</b> P-Value calculated from pg. 656</p>  |
| <b>Effect Size</b>         | <p><b>Describe positive effect:</b> Seven studies provided evidence as to how principals can influence student achievement through their decisions about staffing and teaching resources (Bamburg &amp; Andrews, 1991; Brewer, 1993; Heck, Larsen &amp; Marcoulides, 1990; Heck &amp; Marcoulides, 1996; Heck, Marcoulides &amp; Lang, 1991; Hoy, Tater, &amp; Bliss, 1990; Wellisch, MacQueen, Carriere, &amp; Duck, 1978). Eleven indicators of this dimension yielded an average effect size of 0.34, suggesting that this type of leadership has a small indirect impact on student outcomes</p> <p><b>Effect size:</b> 0.34</p> <p><b>Page number(s):</b> 8, 11-13</p>  |
| <b>Outcome(s)</b>          | <p>While this dimension refers to both staffing and teaching resources, the most important resource that leaders manage is teachers, since the quality of teaching explains more of the variance in student achievement than any other system variable (Alton-Lee, 2004; Nye, Konstantopoulos, &amp; Hedges, 2004). In one study conducted in 20 United States elementary schools, there was an interesting interaction between principals' control of teacher selection and the ambitiousness of their academic goals (Brewer, 1993). Student achievement in schools where principals appointed a higher percentage of their teaching staff was higher than in otherwise similar schools where principals had appointed a smaller percentage of their staff. This was only true, however, for principals who ranked academic goals highly. For principals who ranked them lower, the reverse was apparent.</p>  |
| <b>Student Population</b>  | <p>The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the demographics of each respective region, both rural and urban.</p>  |
| <b>Student Population</b>  | <p>The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the race/ethnicity of student populations in each region.</p>  |
| <b>Student Population</b>  | <p>Twenty-two studies examined only academic outcomes, four studies included only social and attitudinal outcomes, and one study included both types of outcome. The comparison groups comprised schools in which students performed consistently better or worse than schools that served students from similar social backgrounds (Bamburg &amp; Andrews, 1991; Heck, 1992; Heck et al., 1990; Heck et al.,1991; Wellisch, MacQueen, Carriere, &amp; Duck,1978).</p>   |
| <b>Student Population</b>  | <p>K-12</p>  |
| <b>Student Population</b>  | <p>ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers</p>   |
| <b>Supporting Evidence</b> | <p><b>Is this a peer-reviewed article/study or an external evaluation?</b></p> <ul style="list-style-type: none"> <li>Peer-Reviewed Article</li> </ul> <p><b>Citation or Appendix:</b></p> <ul style="list-style-type: none"> <li>Robinson, V. M., Lloyd, C. A., &amp; Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. <i>Leading Professional Practice in Education</i>, 47-61.</li> <li>Robinson, V. M. (2007). <i>School leadership and student outcomes: Identifying what works and why</i>. Winmalee NSW: Australian Council for Educational Leaders.</li> </ul> <p><b>Is this a peer-reviewed article/study or an external evaluation?</b></p> <ul style="list-style-type: none"> <li>External Evaluation</li> </ul> <p><b>Citation or Appendix:</b></p> <ul style="list-style-type: none"> <li>Robinson, V. (2011). <i>Student-centered leadership</i>. San Francisco: Jossey-Bass.</li> </ul> |

# Intervention: Ensuring Quality Teaching

## Brief description of the intervention:

Direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers. Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals.

## Supporting Evidence

### Is this a peer-reviewed article/study or an external evaluation?

- Peer-Reviewed Article

### Citation or Appendix:

- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Leading Professional Practice in Education*, 47-61.
- Robinson, V. M. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee NSW: Australian Council for Educational Leaders.

### Is this a peer-reviewed article/study or an external evaluation?

- External Evaluation

### Citation or Appendix:

Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass.

ESSA Level 1: Strong (RCT/experimental)

## ESSA Evidence Level

ESSA Level 2: Moderate (quasi-experimental) X

ESSA Level 3: Promising (correlational) \_\_\_\_\_

## Treatment Group

**The evidence for this intervention garnered from a meta-analysis which began with a search of the international literature for publications in English that empirically examined the links between school leadership and academic or non-academic student outcomes.**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

## Control/Comparison Group

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

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### Statistical Significance

**Describe significance:** While these studies have examined the impact of leadership on a wide range of student outcomes, academic outcomes (mathematics, reading and language) predominated. Twenty-two studies examined academic outcomes, four examined non-academic outcomes, and one included both. Without close inspection of assessment items in the various standardized tests used, it is difficult to evaluate the intellectual depth of the skills and knowledge being assessed. Critical thinking, intellectual challenge and problem-solving were features of at least some of the assessments. The four studies examining leadership impact on students' social and personal well-being included measures of attitudes to school, teachers and learning, and students' academic self-concept, engagement with their schooling, and retention rates.

**p-value:** The P-Value is < 0.00001

**Page number(s):** P-Value calculated from pg. 656

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### Effect Size

**Describe positive effect:** Seventy-nine indicators of this dimension, drawn from seven studies, showed that this type of leadership has a small to moderate impact on student outcomes (ES = 0.42). Leaders in higher performing schools are distinguished from their counterparts in otherwise similar lower performing schools by their personal involvement in planning, coordinating and evaluating teaching and teachers.

**Effect size:** 0.42

**Page number(s):** 8, 13-15

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### Outcome(s)

Routine use of student social and academic data for the purposes of improvement is associated with better student outcomes. Closely analyzed evidence about the learning of students allows deliberate adjustments to a classroom teaching program in order to better meet the needs of students. Research suggests that when teachers use an in-depth analysis of assessment information to assist them to modify their program, then student achievement is raised (Newmann, King & Rigdon, 1997; Pressley, Allington, Wharton-McDonald, Block & Morrow, 2001).

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### Student Population

The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the demographics of each respective region, both rural and urban.

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### Student Population

The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the race/ethnicity of student populations in each region.

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### Student Population

Twenty-two studies examined only academic outcomes, four studies included only social and attitudinal outcomes, and one study included both types of outcome. The comparison groups comprised schools in which students performed consistently better or worse than schools that served students from similar social backgrounds (Bamburg & Andrews, 1991; Heck, 1992; Heck et al., 1990; Heck et al., 1991; Wellisch, MacQueen, Carriere, & Duck, 1978).

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### Student Population

K-12

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### Student Population

ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers

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## Intervention: Leading Teacher Learning and Development

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### Brief description of the intervention:

Leadership that not only promotes, but directly participates with teachers in, formal or informal professional learning.

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### Supporting Evidence

**Is this a peer-reviewed article/study or an external evaluation?**

- Peer-Reviewed Article

**Citation or Appendix:**

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- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Leading Professional Practice in Education*, 47-61.
- Robinson, V. M. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee NSW: Australian Council for Educational Leaders.

**Is this a peer-reviewed article/study or an external evaluation?**

- External Evaluation

**Citation or Appendix:**

- Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass.

ESSA Level 1: Strong (RCT/experimental)

**ESSA Evidence Level**

**ESSA Level 2: Moderate (quasi-experimental) X**

ESSA Level 3: Promising (correlational) \_\_\_\_\_

**Treatment Group**

**The evidence for this intervention garnered from a metaanalysis which began with a search of the international literature for publications in English that empirically examined the links between school leadership and academic or non-academic student outcomes.**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

**Control/Comparison Group**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

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**Statistical Significance**

**Describe significance:** While these studies have examined the impact of leadership on a wide range of student outcomes, academic outcomes (mathematics, reading and language) predominated. Twenty-two studies examined academic outcomes, four examined non-academic outcomes, and one included both. Without close inspection of assessment items in the various standardized tests used, it is difficult to evaluate the intellectual depth of the skills and knowledge being assessed. Critical thinking, intellectual challenge and problem-solving were features of at least some of the assessments. The four studies examining leadership impact on students' social and personal well-being included measures of attitudes to school, teachers and learning, and students' academic self-concept, engagement with their schooling, and retention rates.

**p-value:** The P-Value is < 0.00001

|                           |  |
|---------------------------|--|
|                           | <b>Page number(s):</b> P-Value calculated from pg. 656   |
| <b>Effect Size</b>        | <b>Describe positive effect:</b> Seventeen effect sizes derived from six studies were calculated for this dimension yielding an average effect size of 0.84. This is a large effect and provides some empirical support for calls to school leaders to be actively involved with their teachers as the leading learners of their school. In higher achieving and higher gain schools, teachers report their school leaders (usually the principal) to be more active participants in teacher learning and development than in lower achieving or lower gain schools (Andrews & Soder, 1987; Bamburg & Andrews, 1991). Similarly, leaders are more likely to promote and participate in staff discussion of teaching and teaching problems than principals in lower gain/lower achieving schools (Heck et al., 1990; Heck et al., 1991).<br><br><b>Effect size:</b> 0.84  |
| <b>Outcome(s)</b>         | <b>Page number(s):</b> 8, 15-17<br>Activities that were included in the professional development itself, no particular activity (e.g., classroom observations, professional reading, being observed and getting feedback, discussing student work) was required for success. What did seem to be necessary was alignment of purpose and activity, provision of a variety of activities, opportunities for negotiation of the meaning of key concepts and a strong focus on the impact of teaching on the student. The synthesis revealed important features of the learning processes involved in more effective professional development. When the new learning challenged teachers' existing understandings, deep rather than superficial engagement with those understandings was needed, so that a co-constructed alternative theory of practice could be developed. This required leaders of the professional development to be highly skilled in their facilitation of teacher learning. When the new learning involved an elaboration of the teacher's current understandings and practices, then such deep engagement was not required |
| <b>Student Population</b> | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the demographics of each respective region, both rural and urban.   |
| <b>Student Population</b> | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the race/ethnicity of student populations in each region.   |
| <b>Student Population</b> | Twenty-two studies examined only academic outcomes, four studies included only social and attitudinal outcomes, and one study included both types of outcome. The comparison groups comprised schools in which students performed consistently better or worse than schools that served students from similar social backgrounds (Bamburg & Andrews, 1991; Heck, 1992; Heck et al., 1990; Heck et al., 1991; Wellisch, MacQueen, Carriere, & Duck, 1978).  |
| <b>Student Population</b> | K-12   |
| <b>Student Population</b> | ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers  |

## Intervention: Ensuring an Orderly and Safe Environment

### Brief description of the intervention:

Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms

### Supporting Evidence

**Is this a peer-reviewed article/study or an external evaluation?**

- Peer-Reviewed Article

**Citation or Appendix:**

- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (n.d.). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Leading Professional Practice in Education*, 47-61.
- Robinson, V. M. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee NSW: Australian Council for Educational Leaders.

**Is this a peer-reviewed article/study or an external evaluation?**

- External Evaluation

**Citation or Appendix:**

Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass.

ESSA Level 1: Strong (RCT/experimental)

**ESSA Evidence Level**

**ESSA Level 2: Moderate (quasi-experimental) X**

ESSA Level 3: Promising (correlational) \_\_\_\_\_

**Treatment Group**

**The evidence for this intervention garnered from a metaanalysis which began with a search of the international literature for publications in English that empirically examined the links between school leadership and academic or non-academic student outcomes.**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

**Description:** The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis.

**Control/Comparison Group**

**Sample size:** Sixteen studies examined leadership in elementary school contexts, four in high schools, and seven studies included a mix of elementary, middle, and high schools. Fifteen of the 27 studies confined their analysis of school leadership to the principal only, whereas twelve took a broader, more distributed view of leadership.

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**Statistical Significance**

**Describe significance:** While these studies have examined the impact of leadership on a wide range of student outcomes, academic outcomes (mathematics, reading and language) predominated. Twenty-two studies examined academic outcomes, four examined non-academic outcomes, and one included both. Without close inspection of assessment items in the various standardized tests used, it is difficult to evaluate the intellectual depth of the skills and knowledge being assessed. Critical thinking, intellectual challenge and problem-solving were features of at least some of the assessments. The four studies examining leadership impact on students' social and personal well-being included measures of attitudes to school, teachers and learning, and students' academic self-concept, engagement with their schooling, and retention rates.

**p-value:** The P-Value is 0.00135

|                           |   |
|---------------------------|---|
|                           | <b>Page number(s):</b> P-Value calculated from pg. 656  |
| <b>Effect Size</b>        | <p><b>Describe positive effect:</b> The dimension was derived from eight studies which produced 42 indicators for an average effect size of 0.27. The indicators that contributed to this dimension included such things as a focus by leadership on cultural understanding and a respect for difference, leaders' provision of a safe orderly environment with a clear discipline code, and minimal interruptions to teaching time. It also incorporated the protection of faculty from undue pressure from parents and officials, and effectiveness in resolving conflicts.</p> <p><b>Effect size:</b> 0.27</p>   |
| <b>Outcome(s)</b>         | <p><b>Page number(s):</b> 8, 17-19</p> <p>The findings suggest that the leadership of effective schools is distinguished by its emphasis on and success in establishing a safe and supportive environment through respectful relationships and clear and consistently enforced social expectations and discipline codes (Heck et al., 1991). In one study which surveyed teachers, parents and students (Heck, 2000), there were consistent reports across all three groups of the extent to which they felt safe, comfortable and cared for. The more positive these reactions, the higher the school quality and the higher its achievement levels when student background factors were controlled. The leadership in higher performing schools is also judged by teachers to be significantly more successful than the leadership of lower performing schools in protecting teachers from undue pressure from education officials and from parents (Heck, 1992; Heck et al., 1991). This finding was particularly strong in high school samples. An orderly and supportive environment is also one in which staff conflict is quickly and effectively addressed. In one study, principal ability to identify and resolve conflict, rather than allow it to fester, was strongly associated with student achievement in mathematics (Eberts &amp; Stone, 1986).</p> |
| <b>Student Population</b> | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the demographics of each respective region, both rural and urban.  |
| <b>Student Population</b> | The majority of studies in were conducted in U.S. schools. Two studies were conducted in Canada and one in each of Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore. Each study measures the race/ethnicity of student populations in each region.  |
| <b>Student Population</b> | Twenty-two studies examined only academic outcomes, four studies included only social and attitudinal outcomes, and one study included both types of outcome. The comparison groups comprised schools in which students performed consistently better or worse than schools that served students from similar social backgrounds (Bamburg & Andrews, 1991; Heck, 1992; Heck et al., 1990; Heck et al.,1991; Wellisch, MacQueen, Carriere, & Duck,1978).   |
| <b>Student Population</b> | K-12  |
| <b>Student Population</b> | ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers   |

## **Intervention: Making data part of an ongoing cycle of instructional improvement**

**Brief description of the intervention:** Teachers should adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. This includes a step for collecting and preparing data about student learning from a variety of relevant sources, including annual, interim, and classroom assessment data. After preparing data for examination, teachers should interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions they can take to meet students' needs. Teachers then should test these hypotheses by implementing changes to their instructional practice. Finally, they should restart the cycle by collecting and interpreting new student performance data to evaluate their own instructional changes.

|  |   |
|--|---|
| <p><b>Supporting Evidence</b></p>      | <p><b>Is this a peer-reviewed article/study or an external evaluation?</b></p> <ul style="list-style-type: none"> <li>External Evaluation</li> </ul> <p><b>Citation or Appendix:</b><br/>Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Martin, E., &amp; Steele, J. L. (2009). Using Student Achievement Data to Support Instructional Decision Making. <i>United States Department of Education</i></p>   |
| <p><b>ESSA Evidence Level</b></p>      | <p>ESSA Level 1: Strong (RCT/experimental)</p> <p>ESSA Level 2: Moderate (quasi-experimental)</p> <p><b>ESSA Level 3: Promising (correlational) X</b></p>   |
| <p><b>Treatment Group</b></p>          | <p><b>Sample size:</b> NA--In general, characterization of the evidence for a recommendation as low means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong level. Low evidence is operationalized as evidence not meeting the standards for the moderate or strong level.</p> <p><b>Description:</b> The panel drew on a group of qualitative and descriptive studies to formulate this recommendation, using the studies as sources of examples for how an inquiry cycle for data use can be implemented in an educational setting. No literature was located that assesses the impact on student achievement of using an inquiry cycle, or individual steps within that cycle, as a framework for data analysis, however, and the panel determined that the level of evidence to support this recommendation is low.</p> |
| <p><b>Control/Comparison Group</b></p> | <p><b>Sample size:</b> NA</p> <p><b>Description:</b> The panel drew on a group of qualitative and descriptive studies to formulate this recommendation, using the studies as sources of examples for how an inquiry cycle for data use can be implemented in an educational setting. No literature was located that assesses the impact on student achievement of using an inquiry cycle, or individual steps within that cycle, as a framework for data analysis, however, and the panel determined that the level of evidence to support this recommendation is low.</p>  |
| <p><b>Statistical Significance</b></p> | <p><b>Describe significance:</b> Phillips et al. (1993)</p> <ul style="list-style-type: none"> <li>1) Curriculum-based measurement (CBM) combined with instructional recommendations and peer tutoring assignments. CBM consisted of biweekly assessments that provided information about trend scores and students to watch.</li> <li>2) CBM alone. (Both CBM conditions included student feedback.)</li> <li>3) Control group with which teachers used their conventional practices for planning and monitoring.</li> </ul> <p><b>p-value:</b> 1) vs. 3): +107, sig</p> <p><b>Page number(s):</b> 57</p>  |
| <p><b>Effect Size</b></p>              | <p><b>Describe positive effect:</b> For this recommendation, the panel drew on its own expertise as well as examples within studies that used qualitative designs to describe how educators have implemented an inquiry cycle for data use. These resources provided needed details about the inquiry cycle, especially when, examining the available evidence, the panel determined that no studies rigorously tested the effect of using an inquiry cycle as a framework for data use on student achievement. The panel considers the inquiry cycle of gathering data, developing and testing hypotheses, and modifying instruction to be</p>   |

|                           |  |
|---------------------------|--|
|                           | <p>fundamental when using assessment data to guide instruction. Although no causal evidence is available to support the effectiveness of this cycle, the panel draws on studies that did not use rigorous designs for examples of the three-point cycle of inquiry—the underlying principle of this recommendation.</p> <p><b>Effect size:</b> NA</p> <p><b>Page number(s):</b> NA</p>   |
| <b>Outcome(s)</b>         | <p>In a combined case study of two groups of schools, Herman and Gribbons (2001) describe how the districts implemented an inquiry process, detailing the processes for assessing student performance, understanding areas of curriculum strengths and weaknesses, and making curricular changes to address those strengths and weaknesses. The researchers coached the schools through implementing an inquiry process designed to raise student achievement. Although the panel recognizes that coaching of this type will not be available to all schools or districts that implement an inquiry cycle for data use, this example illustrates one way that schools could implement such a cycle in the absence of coaching.</p> |
| <b>Student Population</b> | <p>No literature was located that assesses the impact on student achievement, specifically student populations including geographic setting, race/ethnicity, and social economic status of using an inquiry cycle.</p>   |
| <b>Student Population</b> | <p>K-12</p>  |
| <b>Student Population</b> | <p>ELL, Low SES, Learning Disabilities, Low Achievers, Average Achievers, High Achievers</p>   |

## **Intervention: Establishing a clear vision for schoolwide data use and providing supports that foster a data-driven culture**

**Brief description of the intervention:** Schools must establish a strong culture of data use to ensure that databased decisions are made frequently, consistently, and appropriately. This data culture should emphasize collaboration across and within grade levels and subject areas to diagnose problems and refine educational practices. Several factors (e.g., planning, leadership, implementation, and attitude) affect the success schools will have with developing and maintaining a data culture. Here, the panel suggests steps schools should take toward establishing their vision, while recognizing that following the suggestions does not guarantee that a strong culture will emerge.

**Circle one:** Peer reviewed article / **External evaluation** / Internal evaluation

**Supporting Evidence**

**Citation:**  
 Hausman, C., & Shaeffer, J. (2017). ASSESSMENT TO ACHIEVEMENT EXECUTIVE SUMMARY OF RESULTS Prepared for The Utah State Board of Education Standards and Assessment Committee. *ASSESSMENT TO ACHIEVEMENT EXECUTIVE SUMMARY OF RESULTS*, 7. Retrieved from <https://www.schools.utah.gov/file/1330a912-a736-46df-a908-ff9edf1dce7a>

- [Study Linked Here](#)

**Intervention**

**Description of the intervention and the rationale for promising based on evidence:** Assessment to Achievement is a project executed by Ed Direction that uses School Transformation Teams to improve schools through the following objectives:

**School leadership:**

- **IMPROVING SCHOOL PERFORMANCE THROUGH COLLABORATION:** Participants will establish and implement collaborative structures and systems to effectively progress monitor both instruction and student performance.

**Data informed decision-making:**

- 
- **EFFECTIVELY USE DATA:** Participants will be able to use SAGE and other relevant assessment data, as part of collaborative, inquiry-based improvement cycles, to determine learning gaps that need to be addressed and areas of instruction that need to be changed.
- DRIVE ACHIEVEMENT WITH EVIDENCE-BASED INSTRUCTION:** Participants will be able to implement with fidelity, evidence-based instructional strategies that produce large effects on student learning and achievement.
- 

ESSA Level 1: Strong (RCT/experimental) \_\_\_\_\_

### Logic Model

**ESSA Level 2: Moderate (quasi-experimental) X**

ESSA Level 3: Promising (correlational) \_\_\_\_\_

### Statistical Significance (if applicable)

**Describe statistical significance:** At the time of the evaluation, there are two Assessment to Achievement cohorts. Cohort 1 includes 45 schools and is in its third year. Cohort two, which is beginning its second year, is comprised of 43 schools. This evaluation focuses on Cohort 1 given that it has been in operation longer and for a sufficient time to produce school effects. Schools selected for participation in Cohort 1 were targeted due to lower than state average performance on the course/level SAGE assessments in 2014. These gains are impressive with the understanding that even nominal gains for large numbers of students are statistically significant at the overall state level.

**Page number(s):** 2

**Describe positive effect:** The following results are based on SAGE Results in English Language Arts, Math and Science from Spring 2014 to Spring 2016. Specifically, the numbers in Tables One, Two and Three represent the percentage of students scoring proficient. 2014 is the baseline data for Assessment to Achievement. (To calculate true percentage gain: 2016 % proficient minus 2014% proficient divided by baseline year).

In A2A schools, 5.6% more students were proficient in in English Language Arts 2016 compared to 2014, which represents a 15.3% gain. In non A2A schools, 1.6% more students scored proficient in 2014 compared to 2016, which represents a 3.9% increase.

### Effect Size (if applicable)

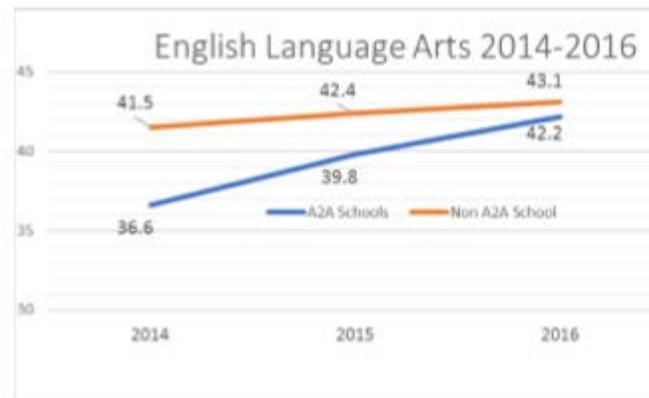


Table One: English Language Arts (% of Proficient Students)

| Year | A2A Schools | Non A2A School |
|------|-------------|----------------|
| 2014 | 36.6        | 41.5           |
| 2015 | 39.8        | 42.4           |
| 2016 | 42.2        | 43.1           |

In A2A schools, 8.3% additional students were proficient in Math 2016 compared to 2014, which represents a 22.3% gain. In non A2A schools, 5.2% more students scored proficient in 2014 compared to 2016, which represents a 13.0% increase.

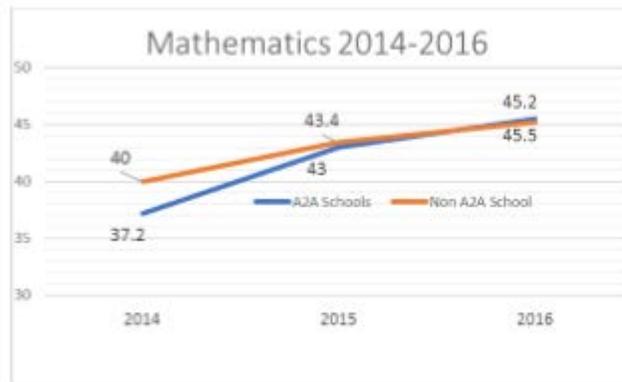


Table Two: Math (% of Proficient Students)

| Year | A2A Schools | Non A2A School |
|------|-------------|----------------|
| 2014 | 37.2        | 40.0           |
| 2015 | 43.0        | 43.4           |
| 2016 | 45.5        | 45.2           |

In A2A schools, 7.5% more students were proficient in Science in 2016 compared to 2014, which represents a 19.0% gain. In non A2A schools, 4.1% additional students scored proficient in 2014 compared to 2016, which represents a 9.5% increase.

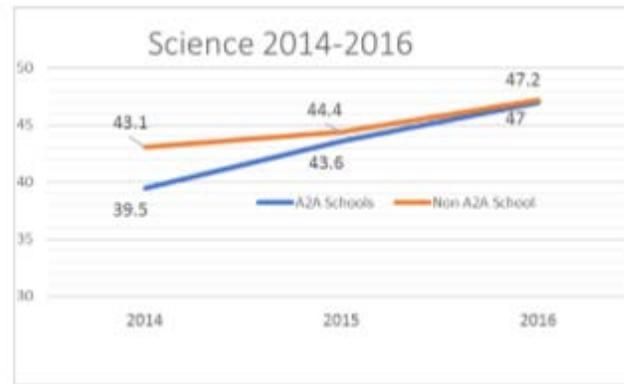


Table Three: Science (% of Proficient Students)

| Year | A2A Schools | Non A2A School |
|------|-------------|----------------|
| 2014 | 39.5        | 43.1           |
| 2015 | 43.6        | 44.4           |
| 2016 | 47.0        | 47.2           |

In all three subject areas, A2A Cohort 1 schools made greater gains on the SAGE from 2014 to 2016 than non A2A schools.

**Overall Survey Results:** At the conclusion of the 2015-16 school year, all teachers in cohort one schools were surveyed regarding the impact of participating in the project. [Linked](#) are five graphs report aggregate data for all teacher respondents. Each graph addresses a major program objective. The results were extremely favorable and indicate that Assessment to Achievement (A2A) is meeting its goals and positively impacting teachers and schools.

- 92.5% of teachers agreed or strongly agreed that “as a result of participating in A2A, I have improved my instruction.”
- 88.0% of teachers agreed or strongly agreed that “as a result of participating in A2A, I collaborate more effectively with my peers.”
- 88.9% of teachers agreed or strongly agreed that “as a result of participating in A2A, I use data more effectively to identify student learning gaps.”
- 85.3% of teachers agreed or strongly agreed that “as a result of participating in A2A, our teams function more effectively.”
- 94.4% of teachers agreed or strongly agreed that “as a result of participating in A2A, our school culture is data driven.”

**Page number(s):** 2-7

## Progress Monitoring

**Describe Progress Monitoring:** Data are systematically collected and leveraged to facilitate a structured, ongoing progress assessment process and identify opportunities for collaborative improvement. Our approach begins with, and remains relentlessly focused on, the collection, analysis, and utilization of data that explains the specific challenges, circumstances and opportunities that are specific to each individual school. A big-picture perspective on how we structure the approach to data collection, analysis, and reporting, and how this analysis leads to the development of an individual school’s turnaround plan is provided in the figure below:

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### Progress Monitoring Appraisal

Our Collaborative School Improvement Model commences at each school with strategic collection, review, analysis, and problem solving leveraging the following sources of primary data:

- Face-to-Face Interviews
- Focus Groups
- Observations (classroom, meetings, community events)
- Student Performance Data (short-, medium-, and long-term, including assessments)
- Student Behavior Data (e.g. attendance, office disciplinary referral information)
- Artifacts of Collaborative Work (e.g. Collaborative Teacher Team meeting notes)
- Surveys
- Implementation Data (e.g. Transparent Teacher Practices)

Once aggregated, these data inform a holistic view of student achievement, school culture, instructional practices, government, and leadership. To understand the complete picture for each low performing school, Ed Direction also conducts initial reviews of extant personnel, policy, planning, and finance documents and records, as well as ongoing reviews of changes within these areas, to inform a comprehensive view of an individual school. An overview of this process is [linked](#), as is a [sample findings report](#).

**Describe any effort to study the effects:** Being data driven, Ed Direction’s team is on a continual quest to measure and study the impact of school partnerships and every facet they comprise. The ultimate measure of impact is improved student performance data. Additionally, Ed Direction’s team regularly collects data to measure the effectiveness of any school or district partnership. The primary metrics used include progress monitoring appraisals, effective meeting implementation data, student engagement observations, and Professional Learning session surveys.

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#### Student Population

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As previously mentioned, our team is on a continual quest to measure and study the impact of our partnerships and every facet they comprise, including studying and aggregating achievement data for specific student populations including but not limited to: Geographic location, race/ethnicity, social economic status, grade levels, English language learners, and special education.

## V. References

Below is a sampling of past and current organizations with whom we have partnered to improve student academic achievement. Ed Direction has been partnering with schools for more than ten years. We have only included recent partners in the list below, as requested by the Colorado Department of Education. We are happy to supply additional information and references upon request.

We encourage potential partners to contact our current and previous partners. We deliver what we promise, we form meaningful relationships with implementers that extend well beyond the conditions of contracts, and we build sustainable systems of support, so schools and districts may continue improvement efforts well after our contract has concluded. Our firm has never been involved in any type of litigation, at any point in our many years of operation.

## References and Sampling of Work

| Dates of Service | Description   | Impact   | Partner Reference  |
|------------------|---|--|--|
| 2018-2021        | <p><b>Comprehensive School Improvement</b><br/> <i>North Dakota’s ESSA plan was one of the first 3 approved by the Federal Department of Education. This plan included ongoing identification of underperforming schools and a statewide system for school improvement.</i></p> <p>As a part of the state’s ESSA Plan, Ed Direction was selected as the external partner for North Dakota’s most underperforming schools and charged with developing a tiered model of support. It was important to the state’s Department of Public Instruction that underperforming schools have choice in how they engaged in school improvement with outside experts.</p> | <p><b>School &amp; State Partnership</b></p> <ul style="list-style-type: none"> <li>• All of the identified schools serve low income communities with student enrollment that may be characterized as minority majority.</li> <li>• Of the 13 schools identified, 7 selected the most intensive tier of support, 5 selected the middle, and 1 selected the lowest level of involvement with an outside school improvement expert.</li> <li>• 2 of the schools chose to extend the work beyond the most intensive tier through school-based contracts and local funding.</li> <li>• 3-year engagement is focused on comprehensive school improvement including instructional improvement for all teachers and student-centered leadership.</li> </ul> | <p><b>Laurie Nord, State Program Administrator for ESSA</b><br/>           North Dakota Department of Public Instruction<br/>           600 E. Boulevard Avenue, Dept. 201<br/>           Bismarck, ND 58505-0440<br/>           p: (701) 328-2282<br/>           e: <a href="mailto:lnord@nd.gov">lnord@nd.gov</a></p>  |
| 2015 -2031       | <p><b>State Board of Education: Assessment to Achievement</b><br/> <i>The Utah State Board of Education contracted with Ed Direction to assist schools and districts in using data to make instructionally relevant decisions. This 4-year partnership included 86 schools from across the state.</i></p>   | <p><b>State, District, &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Participating schools saw an increase in student proficiency 2x the state average.</li> <li>• High implementing schools saw 7x growth in proficiency than non-participating schools.</li> </ul>   | <p><b>Cydnee Carter, State Educational Specialist</b><br/>           Utah State Board of Education<br/>           P.O. Box 144200<br/>           Salt Lake City, UT 84114-4200<br/>           p: (801) 538-7819<br/>           e: <a href="mailto:cydnee.carter@schools.utah.gov">cydnee.carter@schools.utah.gov</a></p> |

| Dates of Service | Description   | Impact  | Partner Reference   |
|------------------|---|---|---|
|                  | <p>This work included mentoring and coaching for leaders at the state, district, and school levels to improve three key levers: Data Use, Evidence-Based Instruction and Effective Collaboration</p>  | <ul style="list-style-type: none"> <li>• Due to the unprecedented success, the Utah State Board of Education decided to extend the project for 5 additional years starting in 2019.</li> </ul>  |   |
|                  | <p><b>Charter School Seminars</b><br/> <i>In 2017, The Utah Charter School Board identified a need for relatively new teachers and administrators in charter schools to see evidence-based practices in action and learn about how such practices may be implemented at their schools. However, the Board was also sensitive to potential political consequences should the public perceive that charter school leaders lacked expertise.</i></p>   | <p><b>State &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Partner schools serve a variety of communities with the majority situated in low income communities with ethnic and linguistic diversity.</li> <li>• Exemplars include 7 schools demonstrating high proficiency and growth data for all student groups. In fact, student-level variables like English Learner and income levels were included in a polytopic vector analysis to ensure that selected schools were generating greater learning and growth for traditionally underserved student groups.</li> </ul> |   |
| <p>2018-2025</p> | <p>Ed Direction was selected to work with the Board and create a plan addressing the need for personnel development and avoiding unintended consequences in the political climate. The plan includes seminars for charter school teachers and administrators across the state, focused on sharing exemplary practices in Utah’s highest performing charter schools. Ed Direction co-facilitates each session with a charter school teacher and video observations are shared of the teacher implementing evidence-based instructional strategies.</p> | <ul style="list-style-type: none"> <li>• We conducted classroom validation visits to observe and interview teachers, resulting in the identification of effective instructional strategies commonly employed by the exemplar schools.</li> <li>• The session feedback was so positive the Utah Charter School Board continued the partnership for five years, selecting Ed Direction to provide the professional learning and coaching</li> </ul>   | <p><b>Marie Steffensen,</b><br/> <b>State Education Coordinator</b><br/> Utah Charter Schools Board<br/> P.O. Box 144200<br/> Salt Lake City, UT 84114-4200<br/> p. (801) 538-7990<br/> e. <a href="mailto:marie.steffensen@schools.utah.gov">marie.steffensen@schools.utah.gov</a></p> |

## Appendices

### Appendix A: Demonstrated Experience and Impact as a Turnaround Leadership Provider and Management Partner in addition to references and sampling of work

| Dates of Service | Description  | Impact  | Partner Reference   |
|------------------|--|---|---|
| 2018-2022        | <p><b>IL-EMPOWER</b><br/> <i>The Illinois State Board of Education selected Ed Direction as one of their Vendor Learning Partners to support schools through the Every Student Succeeds Act (ESSA) initiative.</i></p> <p><i>Five of the state’s lowest-performing schools selected Ed Direction as a partner. Services include professional learning and coaching for leaders, teachers, and teams.</i></p> | <p><b>State &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>The project is in its first full year of implementation. 100% of Ed Direction’s partner schools have decided to extend partnerships into the next year of support and communicate high degrees of satisfaction with Ed Direction’s responsiveness, caliber of professional learning, and coaching support.</li> </ul> | <p><b>Roxanne Filson,</b><br/> <b>IL-EMPOWER,</b><br/> <b>Manager of School Supports</b><br/>           Illinois State Board of Education<br/>           101 N 1<sup>st</sup> Street<br/>           Springfield, IL 62777</p> <p>p. (217) 494-0171<br/>           e. <a href="mailto:rfilson@isbe.net">rfilson@isbe.net</a></p> |
| 2019-2022        | <p><b>Wyoming Department of Education</b><br/> <i>The Wyoming State Board of Education selected Ed Direction as a learning partner to support schools through the Every Student Succeeds Act (ESSA) initiative.</i></p> <p><i>Ed Direction is facilitating needs assessments for a 3-three school district in</i></p>  | <p><b>State &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>The project is in its first full year of implementation. 100% of Ed Direction’s partner schools have decided to extend partnerships into the next year of support and communicate high degrees of satisfaction with Ed Direction’s</li> </ul>   | <p><b>Shelly Andrews,</b><br/> <b>Policy and Program Manager,</b><br/> <b>Statewide System of Support</b><br/>           Wyoming Department of Education<br/>           Cheyenne, WY 82002</p> <p>p. (307) 777-3781<br/>           e. <a href="mailto:shelly.andrews@wyo.gov">shelly.andrews@wyo.gov</a></p>                    |

| Dates of Service  | Description  | Impact   | Partner Reference   |
|-------------------|--|--|---|
|                   | <p><i>central Wyoming on the Wind River Reservation and will continue partnership through the upcoming year providing discrete action planning, coaching, and professional learning support</i></p>  | <p>responsiveness, caliber of professional learning, and coaching support.</p>   |   |
| <p>2018 -2019</p> | <p><b>Data-Driven Instruction and Collaborative Teaming Initiative</b><br/> <i>Davis School District serves 68,000 students in over 100 schools ranging from urban to suburban, from high-poverty to affluent, and from culturally diverse to relatively culturally homogeneous. For over 10 years, teacher teams have attended conferences focused on data-driven decision making and effective collaborative practices. Unfortunately, district schools have yet to see tangible evidence of increased efficacy as measured by student learning data. So, the district consulted research literature and decided to re-direct resources for professional learning and coaching to focus on more sophisticated implementation supports.</i></p> | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>The project is in year one of implementation and the response has been so exiting for district and school leaders that a multi-year partnership with Ed Direction is in the works.</li> </ul> | <p><b>Daron Kennett, District Staff Development Coordinator</b><br/>           Davis County School District<br/>           45 E. State Street<br/>           Farmington, UT 84025</p> <p>p. (801) 402-5148<br/>           e. <a href="mailto:dkennett@dsdmail.net">dkennett@dsdmail.net</a></p> |
|                   | <p>Ed Direction is working with Davis School District to coach Professional Learning</p>   |  |   |

| Dates of Service   | Description   | Impact   | Partner Reference   |
|--------------------|---|--|---|
|                    | <p>Communities on a regular basis to develop internal capacity and district coherence, while improving collaborative practices and student learning outcomes. This includes a deeper exploration of grade level standards in key content areas to ensure that teacher and teacher team developed short-term assessments are instructionally relevant and properly aligned with the degree of rigor necessary.</p>                             |  |   |
| <p>2018 - 2020</p> | <p><b>School Turnaround</b><br/> <i>In 2016, the criteria for school turnaround was adjusted to only include those school performing in the bottom 3% statewide for 2 consecutive years (See 2015-18 Cohort 1 for more information about the legislation).</i><br/>           For this cohort of underperforming schools, there were 9 turnaround partner organizations approved by the state board of education and 5 school identified.</p> | <p><b>School Partnership</b></p> <ul style="list-style-type: none"> <li>Two of the schools serve low income communities with many English Learners.</li> <li>75% of eligible schools (4/5) selected Ed Direction as their external partner for school improvement from a list of 9 approved partners.</li> <li>Each of the schools have an Ed Direction Improvement Coach and Leadership Coach working directly with teachers and administrators on an at-least weekly basis.</li> </ul> | <p><b>Julie Atwood, Director</b><br/>           Dixie Montessori Academy<br/>           p. (435) 251-8539<br/>           e. <a href="mailto:jatwood@dixiemontessoriacademy.org">jatwood@dixiemontessoriacademy.org</a></p> <p><b>Katina Santamaria, Director</b><br/>           Guadalupe Community School<br/>           p. (801) 531-6106<br/>           e. <a href="mailto:Katina.santamaria@guadschool.org">Katina.santamaria@guadschool.org</a></p> <p><b>Fernando Seminario, Director</b><br/>           Paradigm High School<br/>           p. (801) 676-1018<br/>           e. <a href="mailto:fseminario@paradigmhigh.org">fseminario@paradigmhigh.org</a></p> <p><b>Mary Basso, Principal</b><br/>           Kennedy Junior High<br/>           p. (385) 646-5214</p> |

| Dates of Service | Description   | Impact   | Partner Reference   |
|------------------|---|--|---|
|                  |   | <ul style="list-style-type: none"> <li>Data for year 1 of the partnership will be collected with state assessments in Spring 2019.</li> </ul>  | e. <a href="mailto:mkbasso@graniteschools.org">mkbasso@graniteschools.org</a>   |
| 2018             | <p><b>Building Stronger Building and Teacher Leadership</b><br/> <i>In 2017, Lance Hatch was appointed Superintendent of Carbon County schools. After conducting a listening tour and reviewing student learning data, he identified a need for more systematic school leadership structures across the district. He also wanted to develop a career continuum for teacher leadership and emerging building leaders.</i></p> <p>The new superintendent contacted with Ed Direction to co-develop a plan for school leadership teams and lead professional learning for school leadership teams at each of the district’s schools. This included authentic tasks for school leaders to plan forward and employ rapid improvement cycles.</p> | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>The community is experiencing economic blight due to changes in the mining industries. Many families are grappling with the challenges associated with historically low economic conditions.</li> <li>Each school in the district has a functioning leadership team that guides the professional learning at their school.</li> <li>These teams use data to inform their practices and build capacity of grade-level and content area teams, giving teachers an opportunity to engage in meaningful leadership roles and own the improvements at their school.</li> </ul> | <p><b>Lance Hatch, Superintendent</b><br/> Carbon County School District<br/> 251 West 400 North<br/> Price, UT 84501<br/> p. (435) 219-1401<br/> e. <a href="mailto:hatchl@carbonschools.org">hatchl@carbonschools.org</a></p> |
| 2016-2017        | <p><b>Granite Collaborative School Improvement (UT)</b><br/> <i>Granite Public Schools is the third largest educational agency in UT serving roughly</i></p>  | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>Ed Direction exceeded the scope of contract to ensure that each district department with a role to play in school</li> </ul>  | <p><b>Kami Alvarez, District School Support Team Lead</b></p>   |

| Dates of Service  | Description   | Impact  | Partner Reference   |
|-------------------|---|---|---|
|                   | <p><i>70,000 students. Granite Schools serve many of the lowest performing communities in the region. Challenges include intergenerational poverty and many families with refugee status. The district saw a need to increase coherence amongst their 25 Title-I schools.</i></p> <p>Ed Direction performed an appraisal of current practices in the district's 25 Title I schools, 10 of which were identified as persistently underperforming and ranked in the bottom 3% for the state. Following review of the findings, Ed Direction and Granite District leaders co-developed and implemented a framework for Collaborative School Improvement.</p> | <p>improvement received on-going coaching and facilitated work.</p> <ul style="list-style-type: none"> <li>• All district level school supervisors engaged in regular coordination with Ed Direction coaches to ensure coherence across the Title I and non-Title I designated schools.</li> <li>• The vast majority of teachers and principals indicated that over the course of the year-long project, they increased the use of data driven decision making and teacher leadership in their respective schools.</li> </ul> | <p>Granite School District<br/>2500 S. State Street<br/>Salt Lake City, UT 84115<br/>p. 385-437-9981</p>  |
| <p>2016 -2018</p> | <p><b>High School Improvement</b></p> <p><i>The North Dakota Department of Public Instruction (NDDPI) contacted Ed Direction to provide on-site coaching to 5 of their most underperforming high schools.</i></p> <p>Ed Direction Improvement Coaches provided on-site and virtual professional learning and coaching services with a focus on increasing student engagement.</p>   | <p><b>State &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• All 5 schools served low income communities with challenging economic conditions and many students learning English.</li> <li>• All 5 schools decreased time off-task and down time in their classrooms.</li> <li>• 4 of the 5 schools chose to continue the partnership and allocated their school-based budgets for 2018-19.</li> </ul>   | <p><b>Stefanie Two-Crow, State Director of Educational Equity &amp; Support</b></p> <p>North Dakota Department of Public Instruction<br/>600 E. Boulevard Avenue, Dept. 201<br/>Bismarck, ND 58505-0440<br/>p. (701) 328-2287<br/>e. <a href="mailto:stwocrow@nd.gov">stwocrow@nd.gov</a></p> |

**Dates  
of  
Service**

**Description**

**Impact**

**Partner  
Reference**

2015 -2018

**Utah School Turnaround**

*In 2015, the Utah legislature passed Utah’s School Turnaround and Leadership Development Act through which the most underperforming schools in the state, those in the bottom 3%, are given access to outside experts for 2.5 years. Ed Direction’s 2.5-year engagement included individualized coaching, Professional Learning, and data mentorships for teachers and leaders. Of the 26 schools identified by the state, 15 chose to partner with Ed Direction.*

**School Partnership with State Administration**

- 60% of the schools selected Ed Direction as their expert partner from 5 approved by the state.
- Statewide, 24% (6/25) of the schools generated student growth equivalent to at least 2 grade-level increases and of these schools that demonstrated admirable and unexpected success in just 2.5 years, 83% (5/6) were Ed Direction partner schools.
- 86% of Ed Direction’s partner schools (12/14 schools) exited turnaround status or met criteria for an extension due to levels of growth.
- 1 of our partner schools closed before the end of the partnership due to lack of financial viability.
- 14% of Ed Direction’s partner schools (2/14) schools did not improve

**Sheryl Ellsworth, State School Improvement Specialist**

Utah State Board of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200  
p. (801) 404-3907

e. [sheryl.ellsworth@schools.utah.gov](mailto:sheryl.ellsworth@schools.utah.gov)  
Ed Direction partner schools with 2 grade-level or more increase:

**Janice Bukey, Principal**, Bonneville Elementary School,  
e. [bukeyj@ogdensd.org](mailto:bukeyj@ogdensd.org)

**Amber Clayton, Principal**, Granger Elementary School,  
e. [asclayton@graniteschools.org](mailto:asclayton@graniteschools.org)

**Dr. Anapesi Kaili, Director**, Mana Academy,  
e. [anapesi@themanaacademy.org](mailto:anapesi@themanaacademy.org)

**Seth Allred, Principal**, Mont Harmon Middle School,  
e. [allreds@carbonschools.org](mailto:allreds@carbonschools.org)

**Dr. Tyler Howe, Principal**, West Lake Jr. High,  
e. [ahowe@graniteschools.org](mailto:ahowe@graniteschools.org)

| Dates of Service | Description  | Impact  | Partner Reference  |
|------------------|--|---|--|
| 2015 -2017       | <p><b>Iron County School District</b><br/> <i>In 2014, an underperforming Title-I elementary school in the district was identified for improvement.</i></p> <p>Ed Direction engaged in a 2-year partnership with the lowest performing school in the district. Using data and community input, the school built and implemented a plan for STEM focused thematic units</p> | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Student proficiency increased for each tested subject and grade-level.</li> <li>• Teachers reported a greater feeling of collective efficacy.</li> <li>• More students chose to enroll in the school.</li> </ul> | <p><b>Dr. Shannon Dulaney,</b><br/> <b>Superintendent</b><br/> Iron County School District<br/> 2077 W. Royal Hunte Drive<br/> Cedar City, UT 84720<br/> p. (435) 586-2804<br/> e. <a href="mailto:shannon.dulaney@ironmail.org">shannon.dulaney@ironmail.org</a></p>                            |
| 2012 -2016       | <p><b>Evansville Vanderburgh School Corporation</b><br/> With ongoing support from Ed Direction, the district implemented Collaborative School Improvement principles through a system of performance management for distributed leadership and capacity building.</p>   | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• 300% increase in the number of “A” schools in the district</li> </ul>  | <p><b>Emily Smith-McMormick, District Director of Curriculum and Response to Intervention</b><br/> Evansville Vanderburgh School Corporation<br/> 951 Walnut<br/> Evansville, IN 47713<br/> p: (812) 435-8358<br/> e: <a href="mailto:academics@evsc.k12.in.us">academics@evsc.k12.in.us</a></p> |
| 2010 -2016       | <p><b>Chandler Unified School District</b><br/> Ed Direction coached district and school leaders to make more effective data-driven decisions. Coaches helped to align schools’ annual improvement plans and drove student achievement by helping district and school teams use data to improve instruction.</p>   | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Went from performing at or below the state average to an “A” grade as a district (one of only 9 districts to earn an “A”).</li> <li>• More than half of CUSD schools earned an “A” grade in 2013-2014</li> </ul> | <p><b>Dr. Craig Gilbert, Assistant Superintendent of Secondary Education</b><br/> Chandler Unified School District<br/> 1525 W. Frye Road<br/> Chandler, AZ 85224<br/> p. (480) 812-7000<br/> e. <a href="mailto:gilbert.craig@cusd80.com">gilbert.craig@cusd80.com</a></p>                      |

| Dates of Service | Description  | Impact  | Partner Reference   |
|------------------|--|---|---|
| 2010 -2015       | <p><b>City School District of New Rochelle</b><br/>Ed Direction coaches provided guidance on assessment and evaluation for new district administrators to make data-driven decisions about district restructuring.</p>   | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Growth double that of the state average in the first year with ongoing maintenance of higher levels of student achievement</li> </ul>  | <p><b>Susan Yom, Director of Research, Assessment and Accountability</b><br/>City School District of New Rochelle<br/>515 North Avenue<br/>New Rochelle, NY 10801<br/>p. (914) 576-4300<br/>e. <a href="mailto:syom@ccsd.org">syom@ccsd.org</a></p>           |
| 2009-2015        | <p><b>Canyons School District</b><br/><i>As a re-start district of 34,000 students, with a broad array of student needs, Canyons required a system to be built from the ground up.</i><br/>Ed Direction coaches provided guidance and embedded support, establishing a district leadership team, leadership implementation teams for principals from across the district to work together and problem-solve implementation challenges, restructuring of services for English Learners and students requiring specialized instruction (e.g. gifted and special education services), implementation of a Response to Intervention (RtI) system for academics and behavioral support, re-configuration of grade levels and school schedules k-12, increased offerings of Advanced</p> | <p><b>District &amp; School Partnership</b></p> <ul style="list-style-type: none"> <li>• Prior to 2009, schools in the area consistently performed below state averages. However, in just 3 short years, the district was named to the College Board’s AP Honor Roll and all district schools performed above state average in English language arts and mathematics.</li> <li>• In 2015 and 2016, despite a dip in student performance across the state, Canyons demonstrated continued improvement and was named as the only district to generate ongoing improvement.</li> </ul> | <p><b>Leslie Robinett, Instructional Supports Department</b><br/>Canyons School District<br/>9150 S. 500 West<br/>Sandy, UT 84107<br/>p. 801-706-2009<br/>e. <a href="mailto:Leslie.Robinett@canyonsdistrict.org">Leslie.Robinett@canyonsdistrict.org</a></p> |

**Dates  
of  
Service**

**Description**

**Impact**

**Partner  
Reference**

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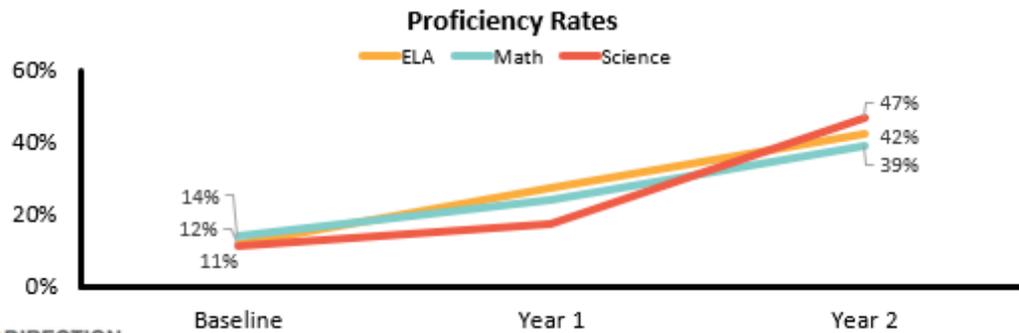
Placement and International Baccalaureate course offerings, focused Career and Technical Education pathways, standards-aligned curriculum maps with corresponding benchmarks and teacher created short-term assessments, implementation of Dual-Language Immersion, updated job descriptions for all personnel, and many other innovations.

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# Bonneville Elementary, Urban School

|          |   |
|----------|---|
| Obstacle | <ul style="list-style-type: none"> <li>• Instructional time, specifically literacy instruction, was not consistent throughout the school</li> <li>• Curriculum plans were reliant on teacher instincts rather than student needs or grade-level standards</li> <li>• Collaborative meetings lacked focus and were ineffective</li> </ul>  |
| Solution | <ul style="list-style-type: none"> <li>• Implemented a literacy framework and weekly lesson plans for each grade level</li> <li>• Improved meetings by creating structure for productive dialogue and protocols for data collection and use</li> <li>• Coached teachers to use data to create scaffolding instruction, reteach core concepts not mastered, and ensure supplemental interventions were provided as needed</li> </ul> |
| Results  | <ul style="list-style-type: none"> <li>• After two years of engagement Bonneville had the highest student proficiency growth in the Ogden School District</li> <li>• Teachers are building collective efficacy through a master schedule, common instructional approaches, and enhanced collaboration</li> <li>• Overall Proficiency Rate increased 2.4x from 13% to 43%, exceeding district rates</li> </ul>                       |

| Demographics               |       |
|----------------------------|-------|
| Students                   | 507   |
| Economically Disadvantaged | 100%  |
| Minority                   | 58.4% |
| ELL                        | 19.5% |
| Special Education          | 12.0% |



“Receiving coaching, both collaborative coaching with teachers and Principal coaching, through our partnership with Ed Direction has been a foundational piece of our school turnaround. Through coaching, we were able to restructure our thinking and even shift deep assumptions about instruction toward more effective practices. Their training and coaching has influenced and shaped what we now do as a leadership team and as a school.”

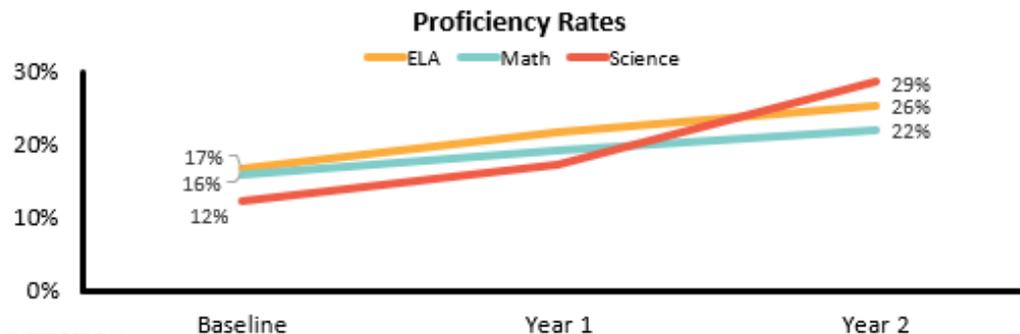
- Janice Bukey, Principal



# Granger Elementary, Suburban School

|                 |  |
|-----------------|--|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>Resource constraints restricted PLC collaboration and instructional planning, leading to inconsistent curriculum implementation</li> <li>School size and structure impeded common planning times, limiting instructional collaboration</li> <li>High teacher turnover delayed improvement efforts</li> </ul>  |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Created a collaborative structure, enabling teachers to meet in PLCs on a regular basis</li> <li>Aligned curriculum with Utah Core Standards, strengthening the effectiveness of Tier 1 instruction</li> <li>Improved curriculum implementation by aligning expectations, implementing evidence-based instructional practices, and revising assessment practices</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>Overall Proficiency Rate increased from 15% to 25%, exceeding district rates</li> <li>The school moved up two letter grades, from an F in 2015 to a C in 2018, and is poised to demonstrate continued improvement</li> <li>Collaboration has become the foundation of the school's culture</li> </ul>   |

| Demographics               |       |
|----------------------------|-------|
| Students                   | 824   |
| Economically Disadvantaged | 84.8% |
| Minority                   | 83.1% |
| Mobility                   | 27.0% |
| ELL                        | 65.9% |
| Special Education          | 10.8% |



“While we expected Ed Direction, our Turnaround partner, to function as an external appraiser and commentator, in practice we have found them to be committed teammates in our work to build collective teacher efficacy and improve student outcomes at our school. Their strength lies in their commitment to quality education, their deep understanding of the research, and their willingness to offer pivotal feedback that builds momentum in a positive direction.

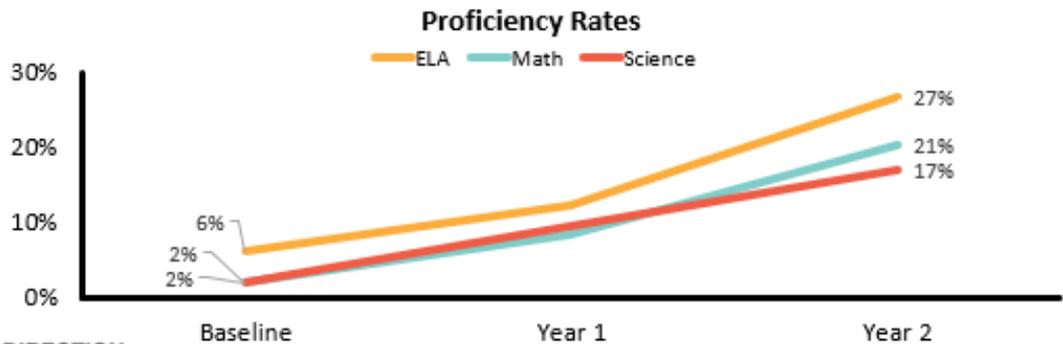
- Amber Clayton, Principal



# Mana Academy, Suburban Charter School

|                 |   |
|-----------------|---|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>Teachers lack clarity regarding how to use data to make instructional decisions</li> <li>Inconsistent knowledge of and adherence to instructional standards</li> <li>Transitioning from prior outside professional service partner</li> <li>High teacher turnover</li> </ul>   |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Improved instruction by aligning curriculum with instructional standards</li> <li>Increased culture and collaboration efforts by establishing a School Transformation Team and implementing effective data-driven PLCs</li> <li>Implemented Explicit Instruction to increase student engagement and align academic expectations across the school</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>Highest SGP growth among comparison schools in Utah</li> <li>Overall Proficiency Rate increased 5x from 3% to 22%, exceeding rates of neighboring district and charter schools</li> </ul>  |

| Demographics               |       |
|----------------------------|-------|
| Students                   | 320   |
| Economically Disadvantaged | 81.9% |
| Minority                   | 96.6% |
| EL                         | 15.0% |
| Special Education          | 10.3% |



“With Ed Direction we feel we are making a lot of gains bringing up our school community, getting them where they need to be but also having that conversation early in their time here at Mana about college. Initially our parents were kind of weirded out by that and didn’t understand why we were talking about college in kindergarten or in first grade. Once we painted that picture for them, the parents were like, “Okay, that’s great. You know, if we need to start that early, then let’s start that early.” Ed Direction has helped us with virtually every aspect of our academic program, at this point, they are simply a part of the Mana family.

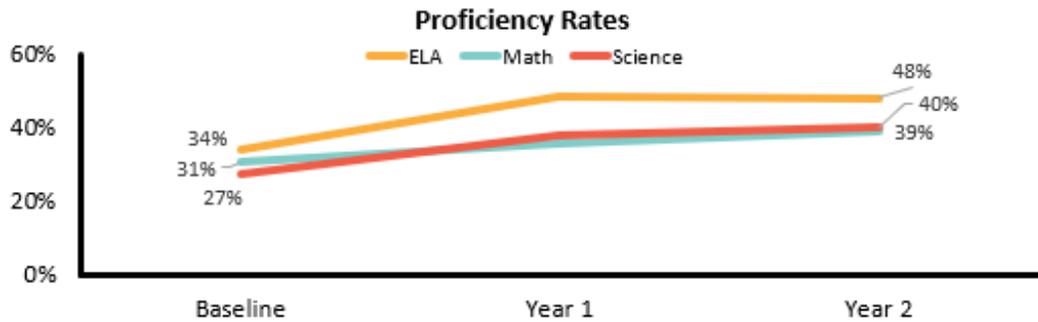
- Richard Wolfgramm, Academic Dean



# Mont Harmon Middle School, Rural School

|                 |   |
|-----------------|---|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>• Departments relied too much on individual teachers to plan rather than creating true collaboration</li> <li>• Off-task rates were relatively high, observed at 18%</li> <li>• Teachers reported unclear teaching expectations</li> <li>• Lack of effective communication from leadership</li> </ul>  |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>• Focused on improving collaboration and instruction by increasing teacher-leadership interactions in order to improve student outcomes</li> <li>• Focused on improving student engagement by implementing questioning and feedback techniques</li> <li>• Implemented Distributed Leadership by building leadership capacity of SLT members in order to empower the SLT</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>• Student engagement increased from 84% of instructional time to 92% of instructional time</li> <li>• The school moved up one letter grade, from a D in 2015 to a B in 2018, and is poised to demonstrate continued improvement</li> <li>• Overall Proficiency Rate increased from 31% to 44%, exceeding district rates</li> </ul>   |

| Demographics                      |       |
|-----------------------------------|-------|
| <b>Students</b>                   | 603   |
| <b>Economically Disadvantaged</b> | 44.8% |
| <b>Minority</b>                   | 16.7% |
| <b>ELL</b>                        | 3.3%  |
| <b>Special Education</b>          | 13.8% |



*“Ed Direction has coached our teachers and teams for over a year. Their work has made a positive impact in our school. Now, their coach is coaching our school’s teacher leaders who will, in turn become our school coaches in the fall. Ed Direction’s coaches are open to not only providing the right feedback but also sharing their approach so that others can emulate it. I value their openness and capacity to do the good work of coaching together.”*

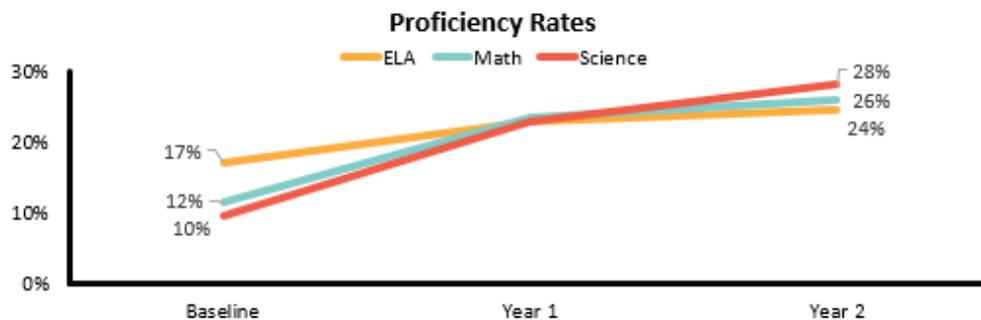
- Seth Allred, Principal



## South Kearns Elementary, Suburban School

|                 |  |
|-----------------|--|
| <b>Obstacle</b> | <ul style="list-style-type: none"> <li>At baseline, 86% of teacher faculty were new and ill-prepared for South Kearns' culture and student behavior</li> <li>South Kearns has a high percentage of students with mental health issues</li> <li>School lacked structure and consistency, and student morale was low due to leadership and faculty turnovers</li> </ul>  |
| <b>Solution</b> | <ul style="list-style-type: none"> <li>Structured PLCs to be standards-based and data-reflective on Common Formative Assessments in order to effectively monitor student progress and adapt as needed</li> <li>Identified a common learning challenge (writing) and aligned rubrics and graphic organizers across grade levels to improve student writing skills</li> <li>Created a School Leadership Team to plan and implement school improvement efforts</li> </ul> |
| <b>Results</b>  | <ul style="list-style-type: none"> <li>Faculty turnover rate decreased from 86% at Baseline to 14% at Year 2</li> <li>The school moved up two letter grades, from an F in 2016 to a C in 2017, and is poised to demonstrate continued improvement</li> <li>Overall Proficiency Rate increased from 18% to 26%, exceeding district rates</li> </ul>   |

| Demographics               |       |
|----------------------------|-------|
| Students                   | 322   |
| Economically Disadvantaged | 85.4% |
| Minority                   | 57.1% |
| ELL                        | 39.4% |
| Special Education          | 18.6% |



“ I am confident partnering with Ed Direction because I know that they will always represent themselves and my school accurately and keep an open-to-learning stance. They are not the type of consultants to just come in and tell people what to do. They subscribe to a very collaborative model. This helps my team to own the improvement work and do so with an understanding that at the end of the day, we, the [school] family are responsible for the learning and growth of ourselves and our school.

- Debbie Koji, School Principal



## Appendix B: List of Team Members and Short Team Bios

Ed Direction is a close-knit team of former teachers, instructional coaches, school psychologists, principals, district administrators, university instructors, and state specialists from across the country. We leverage our collective experience and expertise to ensure that our school and district partners receive the highest quality Professional Learning and coaching. The following tables provide a brief introduction to the members of our team.

| Leaders   | Professional Highlights  |
|---|--|
| <p>Dr. Trent Kaufman<br/><i>Founder and Chief Executive Officer</i></p> | <ul style="list-style-type: none"> <li>• Ed.D. Harvard University</li> <li>• Author of <i>Collaborative School Improvement</i> and <i>The Transparent Teacher</i></li> <li>• National experience leveraging adult learning theory for Professional Learning</li> <li>• Extensive experience as a K-12 school administrator</li> </ul>  |
| <p>Dr. Hollie Pettersson<br/><i>Partner + Practice Lead</i></p>         | <ul style="list-style-type: none"> <li>• Ph.D. University of Utah</li> <li>• Architect of Ed Direction’s Collaborative Demonstration-Practice-Coach model</li> <li>• Statewide Professional Learning Director (2001-2009) in Utah</li> <li>• Teaching and Learning Director for district of 45 schools (2009-2015)</li> <li>• University Instructor</li> <li>• Established statewide Professional Learning and coaching model for principals</li> </ul>  |
| <p>Dr. Kerri Briggs<br/><i>Principal + Dallas Lead</i></p>              | <ul style="list-style-type: none"> <li>• Ph.D. University of Southern California</li> <li>• Noted policy expert on accountability, principal leadership development, and school improvement</li> <li>• As Ed Reform Director at the George W. Bush Institute, established a principal leadership initiative, and reform initiative for middle schools</li> <li>• As State Superintendent for Washington D.C., helped lead the city’s <i>Race to the Top</i> initiative, and directed numerous innovative initiatives to improve performance of the SEA</li> </ul>  |
| <p>Allison Miller<br/><i>Leadership Coach</i></p>                       | <ul style="list-style-type: none"> <li>• M.Ed. Harvard University</li> <li>• Extensive experience applying adult learning theory to Professional Learning services for both large and small groups of university, district, and school leaders and teachers</li> <li>• As a Reading and Learning Specialist in Atlanta, GA, assisted students with learning differences to discover learning styles through multisensory instruction, becoming self-confident learners, and improving academic achievement through individualized instruction</li> <li>• Author (with Trent Kaufman, CEO) of <i>Collaborative School Improvement: Eight Practices for District-School Partnerships to Transform Teaching and Learning</i></li> </ul> |

Carrie Miller  
*Leadership Coach*

- EdD candidate, Johns Hopkins University
- MEd, Pacific University
- Professional Teaching Licenses, Utah and Colorado
- Significant experience providing Professional Learning to district and school partners, including guiding school appraisals, designing and charting school improvement plan progress
- As a Colorado Title I middle school leader, designed a data-driven, student-centered model to produce more than an average of one-year of student growth in reading and writing
- Implemented a districtwide model of standards-based credit recovery in a community with high mobility and significant economic needs
- Extensive experience coaching school leaders and building level leadership teams

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Dr. Laura Scarpulla  
*Leadership Coach*

- Ed.D. University of Utah
- Reading Specialist, Literacy and Curriculum, MA, University of Colorado
- Expertise applying adult learning theory to Professional Learning for university, district, and school leaders and teachers
- As Project Lead for Gates Foundation Small Schools Initiative worked with a variety of school models to implement personalized learning
- As District Leadership Development Director for an urban minority majority district developed school leader distributed leadership strategies to build strong teacher leaders

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### Improvement Coaches

### Professional Highlights

Mavis Snelson

- M.Ed. Harvard Graduate School of Education
- Professional Teaching Licenses, Generalist 4-8 & Mathematics 8-12 (TX)
- Experience leading curriculum development for a team of teachers focused on speaking, academic writing, and critical thinking in Hong Kong
- As a teacher in a Title 1 middle school serving over 90% economically disadvantaged students, implemented a self-directed, data driven tracking system for students and led collaborative meetings for both grade level and content area

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Jessica Vidal

- University of Phoenix, M. Ed.
- As an administrator in an urban turnaround school, established data-driven collaborative teacher teams and implemented schoolwide PBIS resulting in a significant decrease in office discipline referrals and an unprecedented increase in student achievement
- As an instructional coach in a large French dual immersion school, implemented a reading intervention protocol in which the school met its improvement goals for the first time in 5 years

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Athena Nadeau

- University of Utah, M. Ed.
  - National Board Certified Teacher
-

|                   |   |
|-------------------|---|
|                   | <ul style="list-style-type: none"> <li>As an instructional coach in an urban alternative high school, created standards-aligned ELA curriculum and provided coaching for teachers to implement new curriculum and increase rigor in the classroom.</li> <li>Significant experience as a teacher leader providing professional learning for new and experienced teachers.</li> </ul>   |
| Kattie Dewald     | <ul style="list-style-type: none"> <li>M.ED Southern Utah University</li> <li>Science Specialist K – 12</li> <li>Gifted and Talented Endorsed</li> <li>ESL (English as a Second Language) Endorsed</li> <li>Professional Teaching License, Utah Elementary K-6 and 1-8 and Texas EC – 4 and Generalist 4 –8</li> </ul>  |
| Magda Tsagaris    | <ul style="list-style-type: none"> <li>Southern Utah University, M. Ed.</li> <li>Intervention Specialist, Granite School District</li> <li>Teacher, Granite School District</li> </ul>  |
| Lauren Watkins    | <ul style="list-style-type: none"> <li>Early Literacy Specialist, Mesa Public Schools</li> <li>Harvard Graduate School of Education, M. Ed.</li> </ul>  |
| Laura Grzymkowski | <ul style="list-style-type: none"> <li>New Teacher Induction Coordinator, Canyons School District</li> <li>Instructional Coach Coordinator, Granite School District</li> <li>University of Utah, M.Ed.</li> </ul>   |
| Luis Cantu        | <ul style="list-style-type: none"> <li>University of Texas at Austin, B.A.</li> <li>Relay Graduate School of Education, Principal Supervisors Fellowship</li> <li>Director of Instructional Coaching, IDEA Public Schools</li> </ul>  |
| Dr. William Evans | <ul style="list-style-type: none"> <li>Interdisciplinary Ed.D. in Leadership, Creighton university</li> <li>Significant experience as a teacher team leader providing professional learning about standards-based grading, and aligning curriculum and lessons to standards</li> <li>Operation and Management Strategy expert with particular strength in helping schools create strategic plans, marketing strategies, and organizational structures that contribute to long-term success.</li> <li>Experienced school administrator with significant history improving teams’ use of effective behavior management strategies.</li> </ul> |
| Dallin McKinnon   | <ul style="list-style-type: none"> <li>Teacher, New York City School District</li> <li>Relay Graduate School of Education, M.A.T.</li> </ul>  |
| Jed B. Smith      | <ul style="list-style-type: none"> <li>M.Ed. Southern Utah University</li> <li>Founder &amp; Executive Director, Camp U Leadership (Non-Profit)</li> <li>Extensive experience in leadership and culture development</li> <li>Lead several school teams in curriculum development and mapping to improve student growth and achievement</li> </ul>   |

## Appendix C: Objective and Key Results

### Sample Learning Guide

#### Objectives and Key Results

Ed Direction has committed to using an **Objectives and Key Results (OKR)** framework to monitor and adjust the practice plan.

- **Objectives:** describe what is to be achieved
- **Key Results:** let us know how we are doing; if we are on-track or need a course correction

Our process will be:



**Dynamic.** Reviewed frequently, in many cases monthly and at least quarterly.



**Transparent.** All team members will know our targets and whether we are making appropriate progress towards each.



**Shared.** A sideways approach that strives to be 50% top down and 50% bottom up; ownership is collective, and coherence is maintained for practice, focus area, and individual objectives each quarter.



**Aggressive.** We will utilize rapid improvement cycles to inform our decisions, just like we do with our school system partners.

### OKR Best Practices

1. Identify 1-2 objectives. Answer the question “where do I want to go?”
2. Articulate 3-5 Key Results per objective. Answer the question “How will I know if I get there?”
  - Make sure you have a quantitative and qualitative measure in place for each objective.
3. Write for other people; they must clearly understand your goals.

### Sample OKRs

**Objective for Q4:** Extend partnerships with current schools and districts.

- **Key Result:** 20% of current partners opt to extend services
- **Key Result:** 100% of partners provide positive recommendations
- **Key Result:** Overall engagement with partners is positive (they like us)

**Objective for Q2:** Develop strong marketing collateral to highlight the Ed Direction practice, successes, and our Point of View.

- **Key Result:** Two well-designed flyers outlining who we are, what we do, and why it matters
- **Key Result:** Revamped website that accurately portrays us and our work
- **Key Result:** System to track marketing material Return on Investment (ROI)

**Objective for Q1:** Continue to provide systematic learning opportunities for the team individually and collectively.

- **Key Result:** 100% of team members identify quarterly key results to measure their performance and growth.
- **Key Result:** 80% of team and individual learning informed by current team targets
- **Key Result:** 20% of team and individual learning focused on looking forward, investigating emerging trends in education, and developing new capabilities

## Objective and Key Results Planner

### Capabilities and Development: Digital Capabilities

**Goal:** Extend and refine digital capabilities with practical tools (e.g. GoReact, EdThrive, and Learning Spaces).

| Q1 Objective   | Q2 Objective  | Q3 Objective   | Q4 Objective   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Ensure current digital tools and resources are high quality, relevant, and used by team</li> <li>• Ensure digital tools and resources increase transparent practices</li> <li>• Ensure digital tools and resources contribute to decreased travel and enhance quality of implementation</li> </ul>  | <ul style="list-style-type: none"> <li>• Increase the team's use of digital tools that enhance their work with partners</li> <li>• Ensure coaches engage in ongoing professional learning to support their use of digital tools</li> <li>• Ensure digital tools and resources contribute to decreased travel and enhance quality of implementation</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to refine the team's use of digital tools to enhance their work with partners</li> <li>• Continue to ensure digital tools are effective and usable for partners</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to refine the team's use of digital tools to enhance their work with partners</li> <li>• Continue to ensure digital tools are effective and usable for partners</li> <li>• Utilize data collected to inform 2020 practice plan</li> </ul>  |
| Key Results  | Key Results   | Key Results  | Key Results  |
| <ul style="list-style-type: none"> <li>• <b>Quant:</b> 50% of milestones completed by February 15<sup>th</sup>, 2019; 100% of milestones completed by end of Q1</li> <li>• <b>Qual:</b> Gather feedback from ED team about which digital tools they are currently using and what is still needed</li> <li>• <b>Qual:</b> Solicit feedback from ED team about usage and satisfaction with GoReact, EdThrive, Learning Spaces, and additional virtual coaching tools</li> <li>• <b>Products:</b> Schedule for developing new digital tools and refining current tools; Ed team usage report; Ed travel report</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Quant:</b> Design and deliver 1 professional learning sessions to ED Team on using the ED Learning Spaces.</li> <li>• <b>Quant:</b> 50% of milestones completed by May 15<sup>th</sup>, 2019; 100% of milestones completed by end of Q2.</li> <li>• <b>Qual:</b> Gather data on how often the ED Team is using available technology (EdThrive, Zoom, GoReact, Learning Spaces).</li> <li>• <b>Products:</b> Resources to support partners use of the ED Learning Space; Data report and plan of action based on data gathered from ED Team; ED travel report and cost analysis</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Quant:</b> Design and deliver 3 professional learning sessions to ED Team on digital tools and capabilities</li> <li>• <b>Quant:</b> 50% of milestones completed by August 15<sup>th</sup>, 2019; 100% of milestones completed by end of Q3.</li> <li>• <b>Qual:</b> Gather feedback from partners related to digital tools that identifies satisfaction, usability, and recommendations for refinement</li> <li>• <b>Products:</b> Partner satisfaction report; Ed team usage report</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Quant:</b> Design and deliver 3 professional learning sessions to Ed Team on digital tools and capabilities</li> <li>• <b>Quant:</b> 50% of milestones completed by November 15<sup>th</sup>, 2019; 100% of milestones completed by end of Q4.</li> <li>• <b>Qual:</b> Gather feedback from partners related to digital tools that identifies satisfaction, usability, and recommendations for refinement</li> <li>• <b>Products:</b> Partner satisfaction report; Ed team usage report</li> </ul> |



## Appendix D: Examples of Learning Spaces

A faculty participated in professional learning on how to support struggling learners in literacy with a focus on foundational literacy skills.

# Supporting Struggling Readers

**Why:** When teachers understand dyslexia and how deficits in reading skills present themselves, they can provide targeted support to struggling readers.

**Outcome:** Participants will be able to identify the six indicators of dyslexia, screening tools used to identify these indicators, and academic interventions that can support struggling readers.

**Learning Guide**

Supporting Struggling Readers

Why: When teachers understand dyslexia and how deficits in reading skills present themselves, they can provide targeted support to struggling readers.

**Outcome:** Participants will be able to identify the six indicators of dyslexia, screening tools used to identify these indicators, and academic interventions that can support struggling readers.

**Background:**  
Adapted from The 180 Center for Distance and Creativity and Teaching Students with Dyslexia from the Neurospicy Life Learning Series, Phonics (Phonological Awareness), and Social Studies (Literacy).

Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and put the words together into sentences and paragraphs we can read and comprehend. People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder.

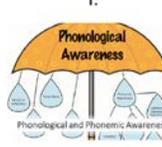
Individuals with dyslexia usually struggle with spelling and writing. These difficulties are often referred to as dysgraphia. Although dyslexia and dysgraphia frequently occur together, problems with spelling and writing can

**Note Taking Template**

| Type   | Description | Notes |
|--|-------------|-------|
| Indicator 1: Phonological and Phonemic Awareness |             |       |
| Indicator 2: Sound-Symbol Recognition            |             |       |
| Indicator 3: Alphabet Knowledge                  |             |       |

### Dyslexia Indicators, Screening Tools, and Academic Interventions

1.



Phonological and Phonemic Awareness

2.



Sound-Symbol Recognition

3.



Alphabet Knowledge

4.



Decoding Skills

5.



Rapid Naming Skills

6.



Encoding Skills

7.



Screeners

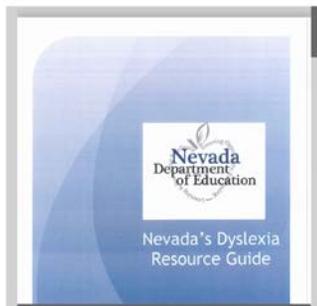
8.



Academic Interventions

## Additional Resources

### Nevada Dyslexia Resource Guide



### Activities to Use During Intensive Instruction



# Appendix E: Principal Coaching Curriculum and Agenda

## Principal Coaching Curriculum

### School Principal Milestones & Weekly Coaching Schedule

Winter|Spring Turnaround 2016  
Version 4.0



### PRINCIPAL WEEKLY COACHING

|                | March 7  | March 14  | March 21   | March 28  | April 4   | April 11   | April 18   | April 25   | May 2  | May 9   | May 16   | May 23   |
|----------------|--|---|--|---|---|--|--|--|--|---|--|--|
| <b>Read:</b>   | Chapters 1-2 (Prepare) <i>Data Wise</i> Boudett, City, Murnane   | <i>Leadership for Learning</i> "Buy in Vs. Ownership" Tony Wagner; STT member selection guide                       | "Starting a Turnaround Team"   | CTT Guide (meant for PLCs, team meeting protocols are included)                         | STT kick-off meeting, sample agenda   | Spring Data Reflection Instructions                        | Chapters 3-4 <i>Data Wise</i> Boudett, City, Murnane   | Evidence Based Instructional Strategy guide; Faculty self-assessment | <i>Leading for Instructional Improvement</i> Fink, Markholt; <i>Student-Centered Leadership</i> Robinson | <i>Transparent Teaching Practices</i> Partnership Learning Knight | Agenda and Material for Summer PL  |  |
| <b>Do:</b>     | Draft list of potential STT participants; Collect feedback about teacher participation in various committee responsibilities | Informal conversations w/ potential STT members. Note those excited by turnaround as an opportunity for growth      | Invite STT members one-on-one, in person   | Prepare for inaugural STT meeting – including key components of a successful "kick-off" | Hold first STT meeting if possible. Utilize an agenda with objectives, assign timekeeper and recorder | Take provided sample agenda & make it work for your school | Create first draft of Spring Data Reflection meeting agenda. Discuss school teaming plan with trusted colleagues | Discuss school teaming plan with a couple of trusted colleagues      | Conduct full faculty Spring Data Reflection by May 23  | Complete self-assessment of Transparent Practices for school      | Finish school strong - ensure all non STT members know what to expect when returning from summer break |  |
| <b>Submit:</b> | 1 page of personal hopes and fears in being a turnaround principal   | First draft STT member list, with rationale for each member; First draft list of all committees and teams on campus | Next draft STT member list; First draft talking points to invite them to participate | Final STT selection, with confirmation of acceptance from each team member              | First Draft STT kickoff meeting agenda  | Invite ED Direction Improvement 1 Coach to STT Kick-Off    | Final Draft STT Kick-Off Meeting Agenda  | Draft Spring Data Reflection meeting agenda.                         | Final draft of school teaming plan   | Draft school teaming plan for 2016-17                             | First draft agenda for final faculty meeting of year; self-assessment                                  | (Revised) 1 page summary of personal hopes and fears in being a turnaround principal |



## Principal Coaching Agenda Template

Following the planning phase, principals engage in ongoing leadership coaching twice monthly in conjunction with regular planning check-ins. An example agenda is included below:

### ***Sample Turnaround Principal and Education Direction Partner Check-In and Coaching Session:***

**School:** Elementary School      **Date:** September 8th      **Time:** 10:30 11:15      **Location:** <https://global.gotomeeting.com/join>

**WHY:** Support ongoing implementation

**Attendees:** Principal and Coach

**Meeting Objectives:**

- Address principal’s agenda items
- Celebrate successes to date
- Follow-up on feedback and coaching; discuss new goals
- Discuss LCP vertical articulation
- Review 90-day PL Planning supports
- Review CTT Guide

**Meeting preparation:** Prepare for GoTo Meeting by making sure your computer is ready, with your camera on

**Resources:** Roadmap, LCP Vertical Articulation Document, 90-day Planning Tools, CTT Guide – in draft from

| Time    | Topic                  | Task  |
|---------|------------------------|---|
| 1 min   | <b>Getting Started</b> | Review today’s meeting objectives and agenda  |
| 15 mins | <b>Data and Action</b> | <p><b>School Priorities</b></p> <ul style="list-style-type: none"> <li>• What specific questions or concerns have come up?</li> </ul> <p><b>Leadership Coaching</b></p> <ul style="list-style-type: none"> <li>• Feedback and impact from previous session</li> <li>• Next steps and new opportunities and goals</li> </ul> |
| 10 mins | <b>Data and Action</b> | <p><b>Discuss LCP Articulation</b></p> <ul style="list-style-type: none"> <li>• Review resources</li> <li>• Plan for next steps</li> </ul>  |
| 10 mins | <b>Data and Action</b> | <p><b>Review 90-day Planning Tools</b></p> <ul style="list-style-type: none"> <li>• Discuss ways to organize for proactive planning with principal, ED coach, and District</li> </ul>   |

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|        |                        |  |
|--------|------------------------|--|
| 5 mins | <b>Data and Action</b> | <b>Review CTT Guide, draft form</b> <ul style="list-style-type: none"><li>• Discuss current state of CTT/PLCs</li><li>• Plan for next steps</li></ul>  |
| 3 mins | <b>Reflection</b>      | <ul style="list-style-type: none"><li>• What has been the value of this check-in and coaching session?</li><li>• What additional support can we provide to ensure you are able to implement your plan with fidelity?</li><li>• Review of commitments to action</li></ul> |

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## Appendix F: Transparent Teacher Practices

Inviting concrete feedback based upon a focused goal is the most efficient and effective way to maintain and improve the level of practice for any complex skill, including the development of instructional expertise. To give and receive actionable feedback, our practices need to be seen and heard by other professionals. Schools that effectively transform into places where underperforming students can thrive and succeed have some common features:

- Good instruction is viewed as an extremely sophisticated endeavor that requires ongoing deliberate practice to maintain high levels of proficiency.
- There is a shared belief among staff that improvement is necessary and possible.
- Instructional staff:
  - View instruction as a powerful practice that should be leveraged to impact student success
  - Believe that all students can learn content and standards to a high degree when instruction is focused and evidence-based
- Instruction in every grade-level and content area is focused on proficiency/mastery of clear goals and that are communicated across the school resulting in Collective Efficacy.
- All staff engage in a growth-oriented culture of group and individual learning where expertise is valued over years of tenure. Professionals engage in the work as essential members of a larger system, serving as critical supports for the learning of colleagues, themselves, and students.
- All staff strive to implement prioritized Evidence-Based Instructional Strategies with fidelity while increasing the quantity and quality of feedback that they give and receive.



With a central focus on increasing the quality and quantity of feedback that is given and received, Transparent Teacher Practices are a systematic way for teachers to collaboratively develop their instructional expertise through deliberate practice. The data and information collected through Transparent Teacher Practices are aggregated to help teachers make decisions at the personal, team, grade, or school-wide level. Dr. Trent Kaufman, Ed Direction Founder, wrote *The Transparent Teacher* (Wiley) to further share out the durable and sustainable practices possible through teacher

leadership and collaboration in instruction, data use, and effective teaming.

There are five main Transparent Teacher Practices, which are described in greater detail below.

## Transparent Teacher Practices Overview

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### Learning Walkthroughs

Learning Walkthroughs are a systematic, non-threatening way for math teachers to learn by observing each other's instruction, talking about what they saw, and incorporating new learning into their everyday practice. Learning Walkthroughs help teachers see the value in continued improvement because everyone can observe and be observed. When implemented well, Learning Walkthroughs ensure that teachers have a shared understanding of effective instruction, value constructive feedback, and readily open their classrooms to observations.

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### Collaborative Lesson Study

Collaborative Lesson Study is an opportunity for a team of teachers to work together to examine their instructional practice and lesson design. Small groups of teachers identify an overarching math focus for student learning and their own pedagogical practice, and then work together to create a detailed lesson plan that utilizes new learning. One or more teachers implement the lesson while the rest of the team observes, and afterwards they meet to debrief successes and areas for growth. Engaging in Lesson Study empowers math teams to have critical conversations about how instruction and lesson design impact student learning, develop effective collaborative planning processes, and build relationships of trust, resulting in increased overall student performance.

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### Video Analysis

Video Analysis, which is commonly used in modern sports for coaches, trainers, and athletes to carefully analyze a performance and provide objective feedback, can also be a powerful tool for teachers. As a Transparent Teacher Practice, Video Analysis begins with a team of teachers carefully selecting an instructional strategy or technique on which to focus, and then either recording and analyzing their own use of the strategy or reviewing an external video. In either case, teachers focus their analysis on improving their use of the strategy and deepening their collective understanding of effective instruction. Video analysis is especially powerful because it encourages focused attention on the most important components of effective instruction and analysis of teaching techniques from the varied perspectives of a diverse team.

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### Collaborative Coaching

Collaborative Coaching is a framework that allows instructional coaches to ensure that coaching is relevant to the needs of each teacher and that feedback that is targeted and actionable. The distinguishing characteristic of Collaborative Coaching is that the coach enters a relationship with a teacher or group of teachers in which the knowledge and expertise of the teacher(s) are as valuable as the knowledge and expertise of the coach, which puts teachers in the driver's seat of their own professional learning. Collaborative Coaching relationships pave the way for the open and honest feedback that is necessary to improve instruction and, in turn, student outcomes. Moreover, teachers and coaches model a "growth mindset" for students – a necessary component for improvement.

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### Peer Coaching

Peer Coaching allows schools to accomplish the goals of Collaborative Coaching by leveraging the expertise already in the building. Peer Coaching is a partnership between two or more teachers who share ideas about implementing instructional techniques, conduct classroom observations, and leverage their abilities to problem solve as a team. Equal partnership, shared growth, mutual choice, public practice, and co-reflection are all essential mindsets for Peer Coaching to be

successful. Through Peer Coaching, teachers act as both thought and accountability partners for one another. Peer Coaching can be difficult to implement, because it requires a high-level of trust and mutual respect from everyone involved. However, when it is implemented well, it encourages instructional improvement, increased capacity for collaboration and teacher leadership, and a growth mindset for all teachers.

## Appendix G: Professional Learning Standards

### Standards for Professional Learning

Several years ago, in response to data about implementation of Professional Learning, Ed Direction abandoned the notion that Professional Learning efficacy can be measured by the degree to which participants “liked” the session. Instead, we focus on the level of implementation that the Professional Learning session supports. This shift to an implementation lens, as reported by researchers Beverly Showers and Bruce Joyce<sup>29</sup>, requires a different type of planning and delivery of Professional Learning content that is centered around striking the right balance of the following Professional Learning components:

- Theory – thinking and talking about concepts/practices
- Demonstration – seeing the concept/practice in action
- Practice – roleplaying or modeling the concept/practice
- Coaching – receiving actionable feedback about the use of the concept/practice
- While not included in Joyce and Showers’ research, we have added Pacing to help prompt us to think about pacing and plan with this in mind

The graphic below describes each Professional Learning component, its rationale, examples of implementation, and Ed Direction’s “Gold Standard” for delivering standards-based Professional Learning. We believe in this research-based model enough to share it with our partner schools as part of the gradual release process—when partner districts and schools deliver their own Professional Learning, we encourage them to use this model. We provide feedback to our partners on their delivery of Professional Learning using these research-based components as our guide.

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## Professional Learning (PL) Standards

Everything we do reflects our **unrelenting focus on improving student outcomes** by delivering high quality Professional Learning that is standards-based and directly aligned to client/project needs.<sup>30</sup>

| PL Component  | Rationale  | Examples  | Ed Direction Gold Standard  |
|---------------|--|---|---|
| Theory        | The theoretical underpinnings or “why” for new ways of work cannot be ignored.   | Introducing content from the front of the room; Small group and table discussions   | <ul style="list-style-type: none"> <li>✓ <b>No more than 25% of PL</b></li> <li>✓ Rationale is clear and connects to previous and future Professional Learning content</li> <li>✓ Emphasizes improving student outcomes</li> <li>✓ Aligns with school/district/state goals</li> <li>✓ Uses well-established discussion norms</li> </ul>                     |
| Demonstration | If we want professionals to engage in new ways of work, we must plan for examples of what the preferred practices look and sound like.   | Front of the room modeling; Fishbowls; Facilitated modeling at the tables; Video/media modeling   | <ul style="list-style-type: none"> <li>✓ <b>Between 10-20% of PL</b></li> <li>✓ Transparent and practical</li> <li>✓ Multiple exposures when needed (e.g., live and media examples)</li> </ul>  |
| Practice      | Unfortunately, verbal advocacy is not implementation. Practice increases the likelihood of implementation.   | Case studies; Data analysis; Implementation plans; Jigsaws; Role play   | <ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well-developed and varied protocols</li> <li>✓ Ongoing reflection and refinement</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>  |
| Coaching      | Research and experience confirm that no matter how accomplished or motivated people are, few can sustain their best performance alone. Coaching keeps high performers at the top of their field. | Specific and timely feedback applied to: Progress monitoring information; Deliverables; During practice; During site visits; and implementation plans | <ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Built on progress</li> <li>✓ Gradual release with authentic feedback partners (e.g., school/district/state leaders)</li> <li>✓ Feedback is highly focused and prioritized</li> <li>✓ Opportunities to achieve mastery by applying learning in new settings/context</li> </ul> |
| Pacing        | Even the most relevant content and skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.                                    | Movement; a.m. versus p.m. content placement; Individual versus group activities and reflection; Targeted mini-lessons versus full-day sessions       | <ul style="list-style-type: none"> <li>✓ Ensure movement every 60 minutes</li> <li>✓ Limit session objectives to 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>   |

## Appendix H: Overview of Collaborative Coaching

### Stages of Collaborative Coaching

The Collaborative Coaching Model consists of four stages which create a cycle of learning and growth. These four stages are used in any form of coaching including coaching of school leaders, individual teachers, and Teacher Teams. This section will outline the actions coaches and teachers take in these various stages and how the cycle leads to improved instructional practice, and outcomes for students.

|  |                          |   |
|--|--------------------------|---|
|   | <b>Goal Setting</b>      | Goals are collaborative and focused on measurable outcomes, driven by academic student data                                 |
|   | <b>Learning Together</b> | Partners work together to build the confidence and expertise needed for implementation of new skills                        |
|   | <b>Practicing</b>        | Partners engage in practice that is both non-threatening and transparent (i.e. seen and heard by others)                    |
|  | <b>Co-Reflecting</b>     | During each stage in the coaching cycle, collaborators reflect on their practice as well as the collaborative relationship. |



#### **Setting Goals**

*We practice collaborative inquiry and set relevant targets for learning.*

The Collaborative Coaching process begins with goal setting. The coach and the teacher, or group of teachers, come together to carefully analyze student performance data and observation data. Coaches and the teachers work together to identify patterns and trends in data to identify strengths of the teacher and areas for improvement. They then identify evidence-based instructional strategies that will target the areas that they identified need improvement. Through this data-driven process, coaches and teachers establish clear goals for the strategies and techniques that teachers will implement during the coaching cycle. During this stage, coaches and teachers also determine the timeline for implementation, desired outcome of both teacher and student learning, and how progress towards those outcomes will be measured.



### **Learning Together**

*We learn together to build our own capacity and support the growth of others.*

In the Learning Together Stage, coaches and teachers engage in professional learning focused on a high-leverage, Evidence-Based Instruction Strategy that is aligned with the goal for the coaching cycle. As the coach and teacher learn together, they build a shared understanding of the theory and rationale behind the strategy and how to implement the strategy in practice. The coaching team may review articles, watch videos, explore sample lesson plans, or engage in learning module together. The coach may also model the strategy or co-plan a lesson using the strategy with the teacher. At the end of the Learning Together Phase the coach and the teacher create a plan for how they will implement the new strategy in practice.



### **Practicing**

*We practice instruction and invite observation*

During the practicing stage of Collaborative Coaching, teachers are regularly observed by a coach, either in person or via video. The teacher maximizes opportunities for actionable feedback by frequently practicing their focus strategy often. The coach then observes the teacher frequently during this stage. A key component of the Practicing Stage is that instruction is public. The teacher opens the doors to their classroom to the coach at any time, so observed instruction is genuine. The coach typically uses a pre-selected observation protocol and template that are customized to the learning goal and accompanying focus strategy, which the teacher has seen in advance. This helps the teacher feel comfortable with frequent observation and feedback, because they know the observation will be closely tied to the instructional goal set by the coaching team.



### **Co-Reflecting and Sharing Feedback**

*We foster a culture of continuous improvement*

During the Co-Reflecting and Sharing Feedback stage teachers meet with their coaches to share observation data and reflect within at least one week of the observation. During these feedback meetings teachers debrief successes and areas for improvement with their coach, using a structured feedback protocol. The teacher also engages in individual and co-reflection about progress toward their goals and their contribution towards the coaching partnership. Part of this reflection involves analyzing the results of student achievement data to measure the impact of the instructional strategy on improving student outcomes. The final step in the Co-Reflecting and Feedback Phase is for the teacher and the coach to collaboratively define next steps based on observation and student

achievement data. These next steps may include: a) celebrating success and setting a new goal, b) revising the current goal and returning to the learning together stage, or c) maintaining the same goal and returning to the practicing stage. When working with Teacher Teams, feedback and reflection sessions will often be conducted as a team. Teacher Teams follows the same process for the Co-Reflecting and Sharing Feedback phase.

## Appendix I: Evidence-Based Instruction Examples

### Using Evidence/Research-based Instructional Practices/Resources that May Improve Student Outcomes

The following illustrates how Ed Direction helps teams build their capacity to utilize evidence-based instructional practices/resources that may improve student outcomes. The table below provides a summary of the Professional Learning structure.

#### Format

This Professional Learning module follows a whole group Professional Learning session that has been delivered to a variety of learners. It is used independently by participants, includes opportunities for choice and personalization, and is housed in a digital platform.

#### Approach

Participants delve deeper into learning about three different evidence-based instructional practices through a customized format. They determine their path for learning through selecting one practice to research. When participants are ready to learn about another evidence-based instructional practice, they can simply log back into the digital platform and select another evidence-based instructional practice about which they would like to learn.

#### Professional Learning Development: Guiding Principles

As with all our Professional Learning content, this Professional Learning content was developed with the following principle in mind: *Effective adult learning is: relevant, interactive, credible, consistent, and respectful.*

By presenting the content in a digital platform to participants, we were able to ensure that all five components of our Professional Learning Standards were hit: theory, demonstration, practice, feedback, and pacing.

#### Impact of Professional Learning

Learning about and implementing evidence-based instructional practices has the capacity to improve outcomes for students. Professional Learning that is customized to meet the needs of teachers can be impactful as teachers guide their own learning therefore increasing the likelihood that they will implement a practice. Subsequent Professional Learning content scaffolds decision making for observations, self-reflection, and use of Transparent Teacher Practices to truly put teachers in the driver's seat of their professional practice and growth.

**A full version of the Evidence-Based Instructional Strategy Learning Space is available upon request.**

# Advance Your Learning

**Instructions:** Use the document below as your guide and choose a focus area to advance your learning about Transparent Teacher Practices. For this activity there will be articles, video clips, and other resources. You may want to use headphones. A note-taking resource is linked inside; however, feel free to take notes in any way you see fit. Be prepared to share any insights or questions.

## Advance Your Learning: Evidence-Based Instructional Strategies

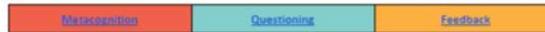
**10:10am-10:50am**

**Why:** Adult learners benefit from customized learning opportunities.

**Outcome:** Participants will advance their learning by reviewing resources relevant to one of the three Evidence-Based Instructional Strategies covered this morning.

**Protocol:** Advance Your Learning

**Step 1: Decide (2 min):** Review the strategies you briefly learned about earlier today. Choose one of the Evidence-Based Instructional Strategies to focus on during this time.



**Step 2: Explore (30 min)** Select a link above and explore the resources related to the Evidence-Based Instructional Strategy you chose in Step 1. As you review the resources, consider how you can incorporate what you're learning in your classroom instruction. Collect your thinking using the [Advance Your Learning Note](#).

**Step 3: Discuss (8 min)** With a partner, take turns sharing your insights from the resource(s) you selected (4 minutes each). Discuss your ideas for classroom use and think about solutions to any barriers to implementation that may be present.

**Notes:**

# Feedback

|                         |   |  |  |   |
|-------------------------|---|--|--|---|
| <b>Videos:</b>          | <a href="#">Positive Feedback to Students</a> | <a href="#">Student Feedback</a>                                       | <a href="#">Student to Student Feedback</a>                  | <a href="#">Fist to Five Feedback</a>               |
| <b>Articles:</b>        | <a href="#">Sharing Success Criteria</a>      | <a href="#">Teacher Praise: An Effective Tool to Motivate Students</a> | <a href="#">5 Research-Based Tips for Providing Feedback</a> |   |
| <b>Case Studies:</b>    | <a href="#">Feedback for learning</a>         | <a href="#">Feedback in Practice</a>                                   |  |   |
| <b>Artifacts/tools:</b> | <a href="#">Non-judgemental Feedback</a>      | <a href="#">Characteristics of Effective Feedback</a>                  | <a href="#">Feedback Observation Form</a>                    | <a href="#">Descriptive Teacher Feedback Rubric</a> |

## Example: Complete EBIS Guide

This example illustrates how Ed Direction helps teams build their capacity to **utilize evidence-based instructional practices/resources that may improve student outcomes**. The table below provides a summary of the Professional Learning structure.

### Format

This is a Professional Learning tool that has been utilized in both small and large group settings. It is a companion guide to Professional Learning modules in which teachers select an evidence-based instructional practice to implement in their classrooms.

### Approach

Faculties and teacher teams select an evidence-based instructional practice to implement either schoolwide or as a grade level/departmental team. The EBIS Focus Strategy Guide has been used to help teachers select a strategy they could immediately implement in their classroom. Additionally, it provides resources and examples of implementation in classroom settings.

### PL Development: Guiding Principles

As with all our Professional Learning content, this Professional Learning content was developed with the following principle in mind: *Effective adult learning is: relevant, interactive, credible, consistent, and respectful.*

This guide, a sample of which is included below, provides teams with a library of resources to help increase their understanding behind the *theory* of multiple Evidence-Based Instructional Strategies and provides a wide variety of examples of these strategies to ensure that users of the guide have multiple opportunities to see the practices in action (*demonstration*).

### Impact of Professional Learning

The approach taken for this Professional Learning module was selected based on the desired outcome that participants would select a specific strategy to implement in their classroom. Student achievement would be quickly impacted due to the accessibility and immediate applicability of the strategy.

**A full version of the Complete EBIS Guide is available upon request.**

## EBIS Focus Strategy Guide

**Why:** To improve student outcomes, Evidence-Based Instructional Strategies (EBISs) must be implemented with fidelity and must include actions by both teachers and students.

**Outcome:** Participants will use this guide to explore, select, and implement instructional strategies that are aligned with their schoolwide EBIS and instructional goals.

**Background:** Now, more than any time in history, professional educators have access to clear and accurate information about teaching strategies that work. By consistently implementing highly effective instructional strategies, teachers are more likely to increase students' abilities to be college and career ready. In fact, a synthesis of over 913 meta-analyses, including 60,167 studies and 88,652,074 students, reported that the greatest influence on student learning is instruction (Hattie, 2012, p. 14). Many instructional techniques have some impact on student performance, therefore, the question for today's educator is not, "What works?" rather, "What combination of things works best?" To find the answer to this question of what works best, educators can access meta-analysis research (e.g. John Hattie or Robert Marzano) which summarizes the effect size of a variety of instructional strategies. For this information to be useful, it's important to understand what we can learn from Hattie's analysis. Typical effect sizes for instructional strategies range from .0 to .30, and those with an effect size of .40 or greater are associated with more than 1 year of growth in student performance. Simply put, if an instructional strategy has an effect size of .40, student growth in one year will be equal to, or greater than, one grade-level increase. With this logic, any instructional strategy with an effect size of .40 or higher *that is implemented with fidelity* will give students a better chance of catching up and narrowing gaps in achievement.



### Explicit Instruction

**Explicit Instruction (Effect Size 0.59):** Explicit instruction is an Evidence Based Instructional strategy in which the teacher clearly defines student mastery through clearly established Learning Intentions that outline what the students should know, understand, and be able to do by the end lesson or unit of study. The teacher organizes instruction with a clear lesson plan that includes input and modeling (I Do), guided practice (We Do, Y'all Do), and independent practice (You Do). Checks for understanding are also included in each portion of the lesson.

| Instructional Strategy | Description   | Resource                                    |
|------------------------|---|---|
| <b>Double Plan</b>     | Double Planning includes planning not only what to teach, but also planning what students will be doing each step of the lesson.  | <a href="#">Video: Double Planning</a>      |
| <b>Plan for Error</b>  | Planning for Error increases the likelihood of recognizing and responding to student errors by planning for common mistakes in advance which allows teachers to respond with appropriate adaptations. | <a href="#">Article: Planning for Error</a> |

| Instructional Strategy      | Description  | Resource   |
|-----------------------------|--|--|
| <b>The Hook</b>             | The Hook strategy is a short opening into a lesson that prepares students for what they will be learning. The Hook is meant to be a short (ten seconds to three minutes), engaging moment prior to the start of the lesson that will grab the interest and attention of your students.   | <a href="#">Video: The Hook</a>                        |
| <b>Name the Steps</b>       | Name the Steps is the process of breaking up a difficult task into smaller parts, such as breaking down an entire lesson or rule into a simple outline. This way, students can follow it in order to reach a specific academic goal.   | <a href="#">Video: Name the Steps</a>                  |
| <b>Begin with the End</b>   | Begin with the End is a planning strategy that focuses on planning lessons with a clear vision of your desired destination or objective. Rather than focusing on specific activities that students will complete, teachers focus on student learning outcomes and plan progressive delivery to ensure student mastery of the skills or concepts presented. | <a href="#">Video: Begin with the End</a>              |
| <b>The Shortest Path</b>    | The Shortest Path strategy is the idea that if there is more than one path to achieve an objective, to choose the simplest explanation or strategy. This planning strategy emphasizes the point that teachers should plan lessons by taking the shortest possible route to student mastery and remain focused on the intended outcomes of each lesson.     | <a href="#">Video: The Shortest Path</a>               |
| <b>Affirmative Checking</b> | In Affirmative Checking, teachers insert specific points or into their lesson where students will be responsible for showing whether they have successfully mastered the content before moving on to the next stage.   | <a href="#">See it in action: Affirmative Checking</a> |
| <b>Post It</b>              | Post It is a strategy where the teacher visibly posts the objective(s) for the day's lesson in student friendly language. This clearly lets the students know what they will be learning and provides them with a reference point for whether they are on track with their learning.   | <a href="#">Video: Post It</a>                         |

## Active Student Response

**Active Student Responses (Effect Size 0.60):** Active Student Response is the utilization of strong scaffolding and varied learning tasks for students, designed to enhance student engagement and participation by offering multiple opportunities to read, write, demonstrate, speak, and listen during classroom instruction, increase frequency of accurate and actionable feedback about levels of learning, and promote deeper understanding of rigorous content.

| Instructional Strategy             | Description  | Resource  |
|------------------------------------|--|---|
| <b>Response Cards/White Boards</b> | Student Response Cards and White Boards are meant to keep students actively engaged during lessons while the teacher performs a check for understanding. At any point during the lesson, the teacher poses a question to students who in turn either hold up the card which corresponds with their answer or directly respond in writing on their white board. | <a href="#">See it in action: Student Response Cards</a>            |
| <b>Hand Signals</b>                | Hand Signals, or, nonverbals, can be used to communicate certain thoughts or ideas in the classroom without speaking. Teachers can use nonverbal hand signals to increase student engagement or participation or for behavior management cueing.   | <a href="#">Article: 6 Hand Signals That Bring Learning to Life</a> |
| <b>Cloze Reading</b>               | Cloze Reading is an instructional strategy where students are asked to fill in the omitted words in a reading passage. This strategy increases active participation in the classroom and provides the teacher with opportunities to highlight important vocabulary words or key ideas within a text.   | <a href="#">See it in action: Cloze Reading</a>                     |
| <b>Everybody Writes</b>            | Everybody Writes is a strategy that prepares students to engage with content by having them individually reflect in writing before a class discussion. This increases the quality and depth of ideas discussed and actively engages students in the learning process.  | <a href="#">Video: Everybody Writes</a>                             |
| <b>Call and Response</b>           | Call and Response is when a teacher poses pre-planned questions to a group, and students respond to the teacher in unison. This strategy is an effective way to engage or re-engage students and is also effective for behavior reinforcement.   | <a href="#">Video: Call and Response</a>                            |
| <b>Cold Call</b>                   | Cold Calling is when a teacher calls on students regardless of whether they have raised their hands. This strategy allows teachers to check for student understanding, increases student accountability and engagement, and helps distribute work more evenly throughout the classroom.  | <a href="#">Video: Cold Calling</a>                                 |

| Instructional Strategy | Description   | Resource                                     |
|------------------------|---|--|
| No Opt Out             | In a high-performing classroom, a verbalized or unspoken “I don’t know” is cause for action. The No Opt Out strategy is best applied in situations when a student is unable or unwilling to provide a response to the teacher. By using this strategy, teachers ensure that students give a valid answer each time. | <a href="#">See it in Action: No Opt Out</a> |
| At Bats                | At Bats is a strategy that allows students to have as much practice as they need to master a task. Most students will not master a task after simply doing it once and require additional practice through repetition.  | <a href="#">Video: At Bats</a>               |

## Appendix J: Assessment Literacy Examples

### Analyzing Data from Local and State-wide Assessments

The included example illustrates how Ed Direction helps teams build their capacity to **analyze data from local assessments**. The table below provides a summary of the Professional Learning structure for this example.

#### Format:

This resource is used both with in-person coaching as well as without a coach after a teacher team has become fluent with its use.

#### Approach:

Analyzing common formative assessment data is critical to determining next instructional steps. Ed Direction Improvement Coaches use this protocol with teams of teachers to facilitate data analysis of local assessments and common formative assessments. Teachers bring student work samples to grade level and department meetings. They then sort student assessments to determine which students have *met* Success Criteria, which have *almost met* Success Criteria, and which have *not yet met* Success Criteria. Using this protocol and in-person coaching, teacher teams can effectively analyze data and determine pertinent steps to take as they ensure students are mastering grade level standards.

#### Professional Learning Development: Guiding Principles

As with all our Professional Learning content, this Professional Learning content was developed with the following principle in mind: ***Effective adult learning is: relevant, interactive, credible, consistent, and respectful.***

This protocol is designed to be used after teams have been introduced to *theory* (thinking and talking about the concept of data analysis), seen the practice in action (*demonstration*), and participated in a *practice* session with direct feedback (*coaching*) from a coach. Additional opportunities to practice using the protocol with immediate feedback from a partner coach are given throughout the session.

#### Impact of Professional Learning

The approach taken for this data analysis protocol was selected based on the desired outcome that participants would receive in-person coaching and support as they familiarize themselves with using data analysis protocols to analyze local assessment data. With the support of a coach, participants receive immediate guidance and feedback on data analysis practices and can then make timely instructional adaptations to meet the needs of students.

**A full version of the Analyzing Common Formative Assessments Professional Learning is available upon request.**

### Protocol: Analyzing Common Formative Assessments

#### Part A: On your own

After you administer a common formative assessment, use the following template to sort students into groups based on their demonstrated levels of mastery. While you review the student work, note common misconceptions that you see in students' work.

Date:

Standard(s) Assessed:

Subject/Period:

Week \_\_\_\_ Success Criteria:

| <p style="text-align: center;"><b>Got it</b></p> <p style="text-align: center;"><i>List names of students who met <u>all</u> Success Criteria</i></p> | <p style="text-align: center;"><b>Almost</b></p> <p style="text-align: center;"><i>List names of students who met <u>some</u> Success Criteria</i></p> | <p style="text-align: center;"><b>Not yet</b></p> <p style="text-align: center;"><i>List names of students who met <u>one</u> or <u>no</u> Success Criteria</i></p> |
|---|--|---|
| <p>% of class:</p>  | <p>% of class:</p>   | <p>% of class:</p>  |

**Remaining gaps in understanding:**

*Bring a representative sample of student work to your Collaborative Teacher Team meeting. Include at least one sample from each of the 3 categories (Got It, Almost, Not Yet)*

**Part B: With your Collaborative Teacher Team (CTT)**

**Step 1:** Go ‘Round the Horn and share out Assessment Results from Step 1 – what percent of students in each classroom fell into the “Got it”, “Almost”, and “Not yet” categories? Use this information to calculate overall percentages for each category.

**Step 2:** Share out common misconceptions (Remaining Gaps in Understanding) that you noticed in your students’ data. Note areas of overlap between teachers.

**Step 3:** Read Success Criteria out loud and discuss any questions or concerns about what each piece should look like in student work.

**Step 4:** Gather student work samples from each member of your team, grouping them into “Got it”, “Almost”, and “Not Yet”. Pass work samples around to each member of your team, rotating so that everyone has the opportunity to see each piece of student work.

Independently, skim each work sample and use the table below to note key takeaways:

| <b>Got It</b>  | <b>Almost</b>   | <b>Not Yet</b>  |
|--|---|---|
| <i>How did students meet each required Success Criteria?</i> | <i>Which Success Criteria did students meet? Where were there gaps?</i> | <i>What misconceptions seemed to cause student learning gaps?</i> |

**Step 5:** Share out key takeaways, discussing student successes and learning gaps. As a team, identify the 2-3 most common student misconceptions:

- 
- 
- 

**Step 6:** As a team, decide whether each teacher will re-teach core content (e.g. deliver another lesson on the same content, give a mini-lesson on key skills that students didn’t master, provide time for practice with feedback during warm-ups) or intervene with one or more small groups.

### Example: *Analyzing Long-Term Data*

The following example illustrates how Ed Direction helps teams build their capacity to **analyze state assessment data**. The table below provides a summary of the Professional Learning Structure.

#### **Format**

This resource is a flexible tool. Teachers teams and faculties can use this either under the facilitation of a coach or independently as it is a detailed and used-friendly protocol.

#### **Approach**

School faculties and teacher teams can use this tool to analyze state assessment data upon the conclusion of administration. Teachers identify reporting categories in which groups of students excelled as well as those categories in which students struggled. Once strengths and deficiencies are identified, teacher teams and faculties can determine next instructional steps and draft a common learning challenge for the upcoming school year.

#### **Professional Learning Development: Guiding Principles**

When presenting this content to participants, Ed Direction worked hard to ensure that the following Professional Learning components were included at appropriate depth for the group:

- Theory – thinking and talking about concepts/practices
- Demonstration – seeing the concept/practice in action
- Practice – role playing or modeling the concept/practice
- Coaching – receiving actionable feedback about the use of the concept/practice
- Pacing – chunking content into manageable sections and organizing it to encourage adult learner engagement

**Impact of Professional Learning**

Schoolwide instructional decisions that encourage vertical alignment can be made when using this data analysis protocol. Faculties can take a focused and proactive approach to making instructional decisions for the next school year.

**A full version of the Analyzing State Assessment Data Professional Learning is available upon request.**

**Analyzing State Assessment Data**

**Looking Back Reporting Template**

*Please complete using your long-term state assessment data.*

**STEP 1: WHAT DO YOU SEE – THIS YEAR?**

As a team, fill in the highlighted cells below.

| ELA/LITERACY  |  |  |  |
|---|--|--|--|
| Grade level/course your team reviewed:  |  | Average scale score for this grade level/course: |  |
| Within this grade level/course, which reporting category has the HIGHEST average scale score?                             |  | HIGHEST Reporting Category:                      |  |
|   |  | HIGHEST Scale Score in this Reporting Category:  |  |
| Within this grade level/course, which reporting category has the LOWEST average scale score?                              |  | LOWEST Reporting Category:                       |  |
|   |  | LOWEST Scale Score in this Reporting Category:   |  |
| Did the Learner-Centered Problem(s) this team focused on belong to the "highest" reporting categories? If so, which ones? |  |  |  |

| MATH  |  |  |  |
|---|--|--|--|
| Grade level/course your team reviewed:  |  | Average scale score for this grade level/course: |  |
| Within this grade level/course, which reporting category has the HIGHEST average scale score? |  | HIGHEST Reporting Category:                      |  |
|   |  | HIGHEST Scale Score in this Reporting Category:  |  |
| Within this grade level/course, which reporting category has the LOWEST average scale score?  |  | LOWEST Reporting Category:                       |  |
|   |  | LOWEST Scale Score in this Reporting Category:   |  |