



## Part I: Cover Page – Organization Information

Organization Information		
<b>Organization Name:</b>	Proactive Thought Leaders, LLC	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

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

District name	City	County name
<b>ANY SCHOOL DISTRICT or BOCES</b>	<b>ALL</b>	<b>ALL</b>
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan

## ***II Narrative: Turnaround Leader Development***

*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.* [L]  
[SEP]

With instructional practice and leadership at the heart of student learning and achievement, we have partnered with campus and district leaders to develop and execute a strategic plan for refining systems that develop proficiency in the planning, delivery, and assessment of instruction. Leadership development combined with coaching, feedback, and job-embedded support with progress monitoring for accountability has resulted in a highly impactful professional learning model that improves leadership effectiveness. The results of our work have clearly impacted schools and districts as evident in improved student achievement and sustainable school turnaround systems.

Our approach for developing turnaround leadership has been the result of working directly with key district and school staff in districts across the country, along with State Education agencies that seek an aligned and comprehensive process that will inform practice for turnaround when other efforts have failed. This work is grounded in findings from a comprehensive needs assessment and analysis of current instructional systems and infrastructures followed by a planning session with campus and district leaders that will ultimately support this effort through intensive and ongoing thought partnership.

A high-level/results-oriented turnaround leadership support and accountability program is designed specifically to address the challenges school leaders face when charged to lead in organizations and schools that require bold change for improvement. This program is rooted in school turnaround and transformation priorities and outcomes. These include an introduction and development of leadership competencies, vision setting with needs assessment, systems thinking and development, setting and executing instructional priorities, data systems and structures, and teaming for success.

Services include leadership development with on-site tailored support and coaching for district and school leaders initiating a turnaround effort. We serve as a thought partner to districts and schools to align systems within turnaround leader development that result in improved learning outcomes for scholars and a focus on structures for sustainability.

Monitoring progress includes measuring learning outcomes through participant self-reflection, session discussions, task completion, and specific feedback provided through participant surveys at the end of each session. Metrics aligned to turnaround competencies and student achievement goals are also determined as appropriate and monitored for growth and achievement results. On-going progress may also be determined through session feedback data collected throughout the project via classroom and school visits using research based rubrics and/or look-fors. A review and debrief on progress towards established goals are shared with campus and district leadership for additional opportunities for program adjustment and further support.

*Our work is largely influenced by the research published by Public Impact which can be found at <https://publicimpact.com/school-turnarounds/turnarounds-within-schools/>. Other resources used include the following:*

Hitt, D. H., Meyers, C. V., Zhu, G., & Woodruff, D. (2018). *Journal of School Leadership*. Principal Competencies that Make a Difference: Identifying and Validating a Model for School Turnaround

Hitt, D. H., & Meyers, C. V. (2017). *Promising leadership practices for rapid school improvement that lasts*. San Francisco, CA: WestEd.

Bambrick-Santoyo, Paul, (2018). *Leverage leadership : a practical guide to building exceptional schools*. San Francisco :Jossey-Bass,

Bambrick-Santoyo, Paul, (2019) San Francisco, CA : Jossey-Bass, [2010]. *Driven by Data 2.0: A Practical Guide to Improve Instruction*.

Bambrick-Santoyo, Paul, (2018) San Francisco, CA : Jossey-Bass. *A Principal Manager's Guide To Leverage Leadership 2.0: How to Build Exceptional Schools Across Your District*.

Bambrick-Santoyo, Paul, (2016) San Francisco, CA : Jossey-Bass, (2016) *Get Better Faster: A 90-Day Plan to Coaching New Teachers*.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

- 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 ensures participant growth in the turnaround context.* [L]  
[SEP]
  - ii. *How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).*

The turnaround leadership support and accountability program blends content workshops, webinars, job-embedded training, and virtual and/or on-site coaching for a cadre of turnaround leaders. Beginning with an initial workshop, participants will engage in the learning and application of turnaround leadership competencies through professional learning sessions that focus on each competency to make the most impact in the initial stages for turnaround work.

There are seven (7) leadership competencies which include:

- 1. Focuses on Sustainable Results** - The principal takes responsibility in improving school outcomes and implementing initiatives to accomplish

sustainable results, based on understanding and analysis of the challenges of the school.

2. **Engages the Team** - The principal works with a group of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.
3. **Impact and Influence** - The principal takes actions for the purpose of affecting the perceptions, thinking, and actions of others.
4. **Holding People Accountable for School Performance** - The principal is mindful of school performance needs and holds others accountable for high standards.
5. **Commitment to Students Learning** - The principal demonstrates a commitment to students as evidenced by a belief in own capability, and the courage to take a stand on behalf of students.
6. **Conceptual Thinking** - The principal demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.
7. **Analytical Thinking** - The principal demonstrates the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.

Beyond the initial professional learning sessions, the scope of this work at each of the turnaround schools includes professional learning sessions for teachers and leaders that emphasize a specific facet of turnaround leadership and school improvement. Session topics range in focus on competencies, visioning, systems for instruction, data, and teaming. In addition to the professional learning sessions, participants receive support and monitoring through real time coaching and small group job embedded training. These will include an opportunity for applying leadership competencies with change management that will deepen the participants' learning for leading and sustaining turnaround schools successfully and with real time support. Ultimately, participants will engage in the learning and application of turnaround competencies that make the most impact on student achievement.

School based turnaround support would include the following:

**Professional Learning Sessions for Teachers** - (Up to 5 sessions) These professional learning sessions are provided to small groups of teachers and focus on the rigor trajectory from Get Better Faster actions.

**Principal Coaching Support and Monitoring** - (Up to 5 sessions) this half-day focuses on holding principals accountable for their 90-day action plans and follows-up on evidence for the school's instructional priorities. A tracker is kept to determine if progress is being made and whether or not the school is on track. The session ends with coaching and next steps.

**Principal and School Leaders Support (Up to 3 virtual session)** - 2 hour virtual sessions that support an area of focus as principals build out their systems for results. Some examples that we may focus on include weekly data meetings, interim data meetings, school leadership team meetings, and instructional coaching.

Real-Time Teacher Coaching - (Up to 7 sessions) - A caseload of teachers is provided to the consulting team to support instructional coaching in real-time. The purpose of this work is to jump start the school's coaching model, but to also build the capacity of the various school leaders that coach teachers in the school.

Examples of sessions and job embedded training for this program are listed below:

Whole group sessions (6 hours each):

**Session 1 - Leadership Competencies and Leading a Change Initiative for Increased Results**

Session Goals and deliverables:

- Discuss turnaround competencies and impact on improving schools
- Reflect on successes and challenges to determine trends and opportunities for turnaround potential using a case study
- Identify a problem of practice that can impact growth in achievement and work through the root cause analysis cycle to develop a plan of action
- Understand and apply distributive leadership and/or change management model to impact and improve schools (ex. Kotter's Change Model)

**Session 2 - Visioning and Setting School Culture (Introduction to Systems Thinking)**

Session Goals and Deliverables:

- Set organization's purpose and vision
- Execute an effective root cause analysis process
- Understand the six turnaround systems that influence student achievement results: culture, PD, DDI, instructional supports, observation & feedback, and intervention
- Strategies for developing an effective plan of action (90-day planning)
- Key components and structures for establishing a positive school culture

**Session 3 - Systems Thinking: Data Systems & Structures and Observation & Feedback**

Session Goals and Deliverables:

- Learn strategies and tools for shaping a data culture in your school through strong data systems and structures and collaboration time
- Develop and implement an effective observation and feedback system (e.g. setting up infrastructures, engaging in a coaching cycle, and other key components for shaping a coaching culture in your school)

**Session 4 - Leadership Competencies for Impact and Accountability & Instructional Delivery and Support**

Session Goals and Deliverables:

- Influencer or Crucial Conversations Training (selection will be based on need and district input)
- Review components of the curriculum, instruction, and assessment framework (CIA)- Focus on alignment and rigor

- Identify priorities for instructional coaching that will support the development of aligned and rigorous instruction

### **Session 5 - Effective Instructional Leadership Teams & Supporting and Developing Teachers**

Session Goals and Deliverables:

- Discuss the key responsibilities and function of an effective Instructional Leadership Team (ILT)
- Introduce and discuss strategies for tiering teacher proficiency to deliver strategic support and resources that will support teacher development and success towards academic priorities and goals

#### **Job-Embedded Training (2 hours each group):**

During the job embedded training, participants will apply and demonstrate learned objectives from training sessions previously delivered. The format for these sessions includes highlighting successes and challenges, implementing learned practice between training sessions and observing instructional practice and preparing strategic feedback in real time at a host campus. Participants will review and discuss host campus target priorities and summarize instructional areas that will be the focus of observation and feedback. Participants will also engage in the preparation and practice of feedback using the 6 Step Protocol and Get Better Faster tools.

- Groups of participants (up to 5) will meet at a host campus to build on and apply skills from leadership development sessions previously delivered. District leadership will provide input and select campuses that align to district and campus needs.
- Visit 2-3 classrooms to apply learning from sessions delivered and highlight:
  - environmental resources and materials that support/accelerate learning
  - triangulation of objectives, learning activities, and formative assessments
  - flow and impact of lesson (including strategies for engagement, thinking, and opportunities for application)

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

- What roles should your participants hold (e.g. district level, school leader, aspiring leader)?* <sup>[L]</sup><sub>[SEP]</sub>
- How do you determine readiness and accept participants into your program?* <sup>[L]</sup><sub>[SEP]</sub>
- What are the leadership qualities that your program is expected to develop? Include any* <sup>[L]</sup><sub>[SEP]</sub>*documents or tools you use.* <sup>[L]</sup><sub>[SEP]</sub>

The Turnaround Leader extends beyond one single leader and promotes an interdependent team as the single most critical lever in a turnaround effort for school improvement and success. As we focus on building leadership capacity through workshop sessions, job embedded coaching, and tailored support with feedback sessions, ideal participants would be organized as a cadre and include executive team members (superintendent, principal supervisors), campus leadership (principals, campus leadership team members), and additional staff (aspiring school leaders, instructional coaches and/or

teacher leaders). As participants attend focus sessions, engage in job embedded coaching, and receive practical feedback, they will have opportunities to build a cohesive team focused on developing and nurturing systems that lead turnaround work.

Beginning with a district review process that includes a comprehensive needs and readiness assessment, the selection of participants engages district level staff in planning to identify a participant profile that will align with and meet the demands for turnaround work at an identified campus. With a completed profile we work with district staff in outlining a selection process that involves assessing current and potential proficiency levels using the seven (7) turnaround competencies based on research and collaboration with Partnership for Leaders in Education (PLE) through the University of Virginia.

This process is outlined and explained as follows:

### **District Review Process**

The overarching purpose for a district review is to provide the district with their readiness to support a turnaround effort in their district. Once the strengths and opportunities are identified, recommendations are provided to the district to address gaps. The district review team use both quantitative and qualitative data to rate the district in the areas of leadership, instructional infrastructures, talent management and support and accountability. Each of these areas is evaluated using the 4 areas just referenced in order to assess the district's preparedness and willingness to engage in turnaround. In addition, the team then identifies patterns and trends that are evident from the interviews, classroom walk-throughs, focus groups and data review. At the end of the visit, a presentation with high-level findings and recommendations is presented to the district team with immediate recommendations or next steps. Within two weeks of the visit, a report of the findings and recommendations are detailed for the district with a follow-up phone call to review the report and answer questions. This will serve as a roadmap and guide for turnaround work and corresponding leadership development and support.

Examples of the interview process for a district review to set goals and priorities and select participants include:

#### **1. Leadership**

1) *Will to do what is necessary*. District leadership promotes bold changes to prioritize turnaround work.

2) *Capacity*. The district has the bandwidth for multiple members of its leadership team to orchestrate significant change for school turnaround now.

#### **2. Support & Accountability**

- 3) *School accountability.* District executive leadership holds principals, school leadership teams, and itself accountable for high, specific expectations.
- 4) *School support.* District leadership supports schools by providing strategic and tailored resource utilization, rapid response to key needs and regular, purposeful school presence.
- 5) *Defined authority.* District provides turnaround principals with the defined authority to drive change in their schools.

### **3. Conditions for Effective Talent Management**

- 6) *School leadership selection.* District leadership implements intentional, rigorous, and prioritized hiring of school leaders for high-priority schools.
- 7) *Teacher talent management: Recruitment and Retention.* District leadership establishes conditions to increase the number of highly effective teachers in high-priority schools through recruitment, placement, and retention.
- 8) *Teacher talent management: Development.* District leadership develops teachers in high-priority schools and then increasingly holds them accountable for instructional performance.

### **4. Effective Instructional Infrastructure**

- 9) *Valid assessments.* District leadership ensures a rigorous interim assessment strategy that is clearly aligned to standards.
- 10) *Curriculum and Instructional strategy.* District has clear, coherent and quality curriculum that guides teachers during weekly collaborative meetings, supports alignment of lesson plans to the rigor of the standards, and helps build teacher understanding of each standard.
- 11) *Data system and culture.* District leadership establishes a data system and data-driven culture that prioritizes responsiveness, urgency, and individual student needs.
- 12) *Instructional monitoring and support.* District leadership has established practices and systems to ensure high-quality instruction (core & intervention) that is aligned with curriculum and assessments in all classrooms.

Our primary focus in this work is to develop and support leaders selected as key figures for district and campus turnaround work. This focus requires an overarching framework

for developing and supporting turnaround leaders. The turnaround competencies from the Partnership for Leaders in Education (PLE) through the University of Virginia guide the planning of goals, priorities, and activities for turnaround leadership development and support. We collaborate with each participant to assess proficiency levels for each competency and develop an appropriate leadership development plan for coaching goals and progress monitoring.

*III Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.* [L] [SEP]

We provide the specialization and technical skills for a concentrated and aligned approach in our work. Our organization is committed to employing consultants as experts who have a strong capacity to coach, a deep knowledge in the areas of focus, and practitioners with a track record of success. All services are supported by research and built from frameworks that help guide our work from foundational levels to deeper levels of implementation. This approach provides us with an opportunity to scale out our work and engage with a number of schools and districts.

Our team is ready to provide thought partnership to any district or school that wants to transform its practices from reactive to proactive. We know that proactive leadership is energetic, bold, and serves as the lever that helps an organization attain its desired results and sustain the results for years to come.

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

Our organization leverages the diverse talents and experiences of its team to support educational leaders across the country in the transformation of central office, principal supervision, change leadership, goal setting with action planning, and instructional infrastructures that include curriculum alignment, assessment strategies, and data driven instruction with an emphasis on school transformation and turnaround. We have recently supported leaders in over 40 districts or organizations that include private, charter and traditional public schools in urban, suburban and rural areas across the nation.

Provided in this section is a brief summary of our recent work and partnerships.

**University of Virginia School Turnaround Foundation** - Proactive Leaders engages in opportunities that provide a national perspective on education. Most of this work requires a working relationship with superintendents and central office leaders to provide guidance and support in the areas of leadership, instructional infrastructures, talent management, and support and accountability. A major focus of this work targets building sustainable structures and design thinking to launch innovation projects and initiatives.

**MBA Fellowship in Education Leadership Woodrow Wilson Foundation** - Proactive Leaders engages in national work to provide consistent, high quality coaching that can meet the current and future needs of the MBA Fellowship programs. Specific objectives include:

- Provide leadership support to help Fellows effectively initiate and sustain transformational change in education
- Facilitate Fellows focus to achieve meaningful and impactful improvement in student achievement, school performance, or both
- Ensure that the Fellow continues to develop the skills, knowledge, tools and mindset necessary to become a transformational leader

**Anadarko Public Schools** - Part I: Provided leadership development sessions to support turnaround sustainability systems and on-site tailored support for a full school year to district and school leadership teams. Part II: Executed an Instructional Coaching Academy to help campus coaches deepen their understanding of instructional coaching, analyze a coaching framework, and examine the coaching cycle.

**Baboquivari Unified School District** - Executed an Instructional Coaching Academy to help principals and campus coaches deepen their understanding of instructional coaching, analyze a coaching framework, and examine the coaching cycle. Provided one-on-one and job-embedded coaching to help school leaders develop effective feedback to increase teaching effectiveness.

**Montezuma-Cortez RE-1 School District** -

District Improvement Consulting - Leadership Session: Provide district-wide professional development to principals and school instructional leadership teams from four elementary schools, a middle school, and a high school, focused on research-based rapid school improvement strategies including developing a school-wide coaching culture, data driven instructional systems, and practices to close achievement gaps and sustain improvement over time

District Improvement Consulting - Strong Start Series: Provide professional development to new teachers and the district New Teacher Success Coordinator to implement practices aligned to the Get Better Faster trajectory.

District Improvement Consulting - Progress Monitoring and Coaching Site

Visits: Conduct 3 deep dive site visits with district leadership and on-site progress monitoring and job-embedded coaching for principals at each identified school. The purpose of the site visits will be to establish and monitor goals and strategies aligned to the 90-day plans at each school; progress monitor implementation of key strategies (observation and coaching aligned to Get Better Faster, effective weekly data meetings, and improving rigor of daily instruction).

Distributive Leadership RFP: Provided a Distributive Leadership Professional Development series for Elementary School Leaders that supports research-based systems to improve schools district-wide. The overarching goal of this leadership development is

to impart strategies that target systems thinking and how these elements improve teaching and learning.

Distributive Leadership RFP: Delivered Distributive Leadership for Aspiring School Leaders Professional Development through a blend of content workshops and virtual sessions that focus on turnaround leadership competencies, change management and the 4 disciplines of execution. Ultimately, cadre participants engaged in the learning and application of turnaround competencies that make the most impact on student achievement.

**Jordan School District** - Provided leadership development sessions and tailored support for campus and central office leaders that included:

- Leadership development session for campus leaders on strategic planning and aligning the PLC for supporting teacher collaboration on instruction and data analysis
- Conducting a work session for district leaders focus on identifying organizational purpose
- Facilitating the development of the district's vision, core beliefs and goals for effective core instruction
- Working with executive staff to develop a school support framework

Proactive Leaders also executed an Instructional Coaching Academy with job-embedded support to the campus leadership team on strategic action planning at one of the district's Title I campuses.

**Georgia School Turnaround Initiative (Georgia Department of Education)** -

Conducted district and school readiness assessments to determine the strengths and opportunities that informed strategy for launching a turnaround initiative.

**Gallup-McKinley County School District** - Provided leadership development and job-embedded instructional coaching to accomplish the following outcomes:

- Implementation of an instructional coaching cycle that ensures that aligns with best practice
- Focus coaching support on three high impact areas that affect student learning: Knowledge of Content and Curriculum, Instructional Decision-Making, and Partnership Learning
- Leadership development for principals and coaches emphasizing instructional planning, delivery of aligned professional development, and reflective feedback
- District-wide support on the topic of Data-Driven Instruction

**Texas Education Agency via Westat:**

Leadership Development & Support

Facilitate the development of a clear vision to lead an organization that is committed to building sustainable systems that will impact growth and success. Strategic planning with a focus on reviewing and refining systems that support the priorities and goals of the

Community Partnership Grant is a top priority for influencing practice. Topics for developing this priority include the following:

- Managing Change
- Setting and executing an effective Theory of Action
- Strong Collaboration with all stakeholders
- Bold leadership to drive change

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Assess and identify needs:

Engage in an analysis of a problem of practice that the district or organization has identified as a challenge or barrier in achieving the intended goals and priorities. This process will facilitate the identification of a root cause and the subsequent development of specific strategies and actions that will drive action planning and successful execution. This process will include the following:

- Facilitate a root cause analysis with key leadership
- Identify high impact practices and actions with metrics for measuring progress
- Coordinate follow-up and plan adjustments as necessary

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Strategic Planning and Execution:

In strategic planning, Proactive Thought Leaders either develops a strategy with our partnering districts and/or investigate why the current plan is working or not. Then identify best practices/next step actions that will become central to effective execution. Planning and execution considers the following:

- Assist in developing and reviewing project/grant implementation plans including metrics being used for progress monitoring
- Determine what is working and not working with your current strategy
- Coordinate follow-up and plan adjustments as needed by setting/adjusting next steps

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Design and implementing systems

Leading effective and sustainable systems is a key element in impacting growth and success. We will focus on developing and/or refining structures and systems that involve the following:

- Engaging the team
- Designing and Planning for sustainability
- Managing performance using data-based strategies and actions
- Implementing structures and systems aligned to priorities and needs
- Observing and providing feedback on systems and performance

Monitoring progress

Assessing and monitoring progress will be a critical component for charting and adjusting for success. Our focus will be on ensuring a commitment to goals and practices with an opportunity for replicating success, which will lead to sustainability. Monitoring progress will be continuous and will include the following:

- Establish milestones and metrics for progress monitoring
- Conduct progress monitoring sessions
- Identify promising practices and growth opportunities

Evidence - based intervention (EBI) Tier 4 would best describe our work. Our model and approach for developing and supporting leaders for district and campus turnaround is grounded in research based practice with an overarching framework supported through action research . The turnaround competencies from the Partnership for Leaders in Education (PLE) through the University of Virginia guide the planning of goals, priorities, and activities for turnaround leadership development and support. We work closely with each SEA and LEA partner to identify the most optimal metrics and outcomes for measuring and monitoring effectiveness and impact. This will typically involve determining promising practices with opportunities for growth followed by recommendations based on collected data from participant surveys, student achievement data, and effectiveness measures for leadership and teaching staff.

#### *V. References*

We currently serve over 40 districts or organizations that include private, charter and traditional public schools in urban, suburban and rural areas across the nation. Sample references for review are included.

**Firm:** Savannah Chatham County Public School System  
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