

**Colorado Department of Education  
Promethean/UF Turnaround School Leaders Program  
Scope and Sequence**

The Promethean/UF Turnaround School Leaders Program has been designed as an intentional and powerful strategy to build the capacity of schools to continuously improve the quality of teaching and learning. Turnaround School Leaders are a foundational building block of a school system’s strategy to assess the quality of instruction, provide actionable feedback that improves teacher effectiveness, and increase student-learning gains. Research has shown that the most important factor affecting student achievement is the quality of instruction (Sanders & Rivers, 1996; Fullan & Hargreaves, 2012). For this reason, the Turnaround School Leaders program focuses on the improvement of instruction through job-embedded professional development techniques, including communities of practice facilitation and instructional coaching.

Previous implementations of this program have demonstrated effectiveness in increasing teaching quality and student learning. Principals and teacher participants report that the program provided personalized professional support and specific elements, such as the coaching conversation, data display, and coaching relationship, that contribute to changes in teacher learning and practice (Gibbs, 2015; Rodgers, 2015). UF’s job-embedded professional development approach also demonstrated statistically significant changes in instructional practice, as measured by the Classroom Assessment Scoring System, within a major quasi-experimental evaluation, which matched participants in the program to non-participating peers (Wang, et al., 2015). Finally, significant impacts on student achievement have also been demonstrated in working with turnaround schools in Duval County, Florida, as evidenced by an increase in school accountability grades and increases in learning gains among all students and the lowest quartile of students (See Appendix A in RFP Application for further detail.)

Promethean and UF’s goal is to work closely with school systems over a multi-year partnership to develop a strong cadre of Turnaround School Leaders that have expertise and success in advancing teaching and learning outcomes. This document highlights what the program will do each year, over successive years, to build several cohorts of participants into such a cadre.

**Four-Day Summer Institute:**

**The participants will begin by attending a four-day intensive summer institute in a centrally located site, according to the make-up of the cohort, which will be provided by one of the participating school districts. They will attend four consecutive days within a week. The district will send participants to the institute with the intention of keeping these groups together throughout the follow-up sessions. Promethean and UF will provide two facilitators per 30 participants for each week that the institute is offered.**

During the four-day institute, participants will build background knowledge around instructional leadership, highly effective professional development, building communities of practice, job embedded professional development structures, coaching research, instructional frameworks, educational technology integration, and an introduction to the UF Lastinger Coaching Model. By the end of the institute we anticipate that each participant will:

- Understand principles of adult learning and the job-embedded professional development needed to support adult learning.
- Understand a comprehensive framework for effective teaching that synthesizes elements from

multiple instructional frameworks and provides instructional strategies to improve teacher practice and student learning gains.

- Learn fundamentals of instructional leadership that support collaborative learning, including:
  - Learn how to structure and lead collaborative learning communities.
  - Utilize observation and feedback cycles to improve teachers' practice.
  - Create a learning culture that has high expectations with scaffolded supports.
  - Develop skills to facilitate job-embedded professional development.
  - Practice strategies, such as protocols, for engaging in structured, reflective discourse based on ideas contained in different kinds of "texts," including professional literature, lived experience, and video of classroom situations.
  - Develop a clear sense of the role of facilitator in engaging colleagues in collaborative conversations about practice.
  - Utilize resources, related to instructional domains and the implementation of college and career-ready standards, to plan professional development for teachers.

### **Follow-Up Sessions**

Participants will engage in four follow-up sessions throughout the school year. The first two sessions will be full day follow-ups (9:00a.m.-3:00p.m.) at a location to be determined in collaboration with participating districts, and the second two follow-up sessions will be half-day sessions with cohorts meeting from 9:00 a.m.-12:00 p.m. or 1:00 p.m.- 4:00p.m., either in a location determined collaboratively with participating districts (or other public sector entity) or through videoconferencing technology. Together, these follow-up sessions will allow participants to engage in an instructional leadership learning community where they will try new strategies, reflect on their practice, receive feedback from both their peers and facilitators and begin to master instructional leadership with an intense focus on professional development, coaching, and high quality instruction.

### **September (Full Day):**

- Assess skills related to conducting professional development sessions based on participant data.
- Evaluate and refine agenda developed for a professional learning experience designed by the participants utilizing the UF Lastinger professional development rubric.
- Plan sustained professional development based on teacher/school needs.
- Introduce UF Lastinger coaching cycle as a form of job embedded professional development.
- Assess skills related to conducting professional development sessions based on data:
  - Participants will submit a professional development agenda they created for their faculty along with faculty reflections from the PD experience.
  - UF Lastinger Coaching team will review agendas and reflections and provide feedback as needed.
  - Participants will resubmit their agenda if not approved by the UF coaching team.
- Introduce and practice interview/observation/development of data display/identification of topic for conversation.

### **October (Full Day):**

- Evaluate and refine skills for creating a data display based on classroom observation data.
- Introduce and practice conducting a coaching conversation guided by the UF Lastinger coaching rubric.
- Develop knowledge related to effective instruction and resources available to connect the coaching process to professional development.
- Re-examine the instructional framework and develop strategies for using it to improve instructional practice of teachers.

### **November/December (Half Day)**

- Evaluate and refine skills for the coaching cycle using the UF Lastinger coaching rubric.
- Identify areas of the instructional leadership coaching process for improvement or additional work.
- Targeted discussion of instructional strategies that scaffold higher order thinking and student success – helping more experienced or successful teachers improve.

### **January/February (Half Day):**

- Peer evaluation of instructional leadership materials to be submitted for certification (The goal here is to provide feedback to improve the quality and comprehensibility of submitted materials).

### **March/April:**

- Participants will submit certification videos and accompanying documentation.
- UF Lastinger Coaching team will review videos and provide feedback as needed.
- Participants will resubmit videos if they are not approved by the coaching team.

### **May:**

- Learning Showcase:
  - Participants will reflect on their learning and growth.
  - Participants will present their learning and knowledge to others in participating district.
  - Receive UF Certified Instructional Leadership Coaching certificates.

### **References**

Fullan, M. & Hargreaves, A. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

Gibbs, L.J. (2015). Principals as instructional leadership coaches: School change through job-embedded professional development. Doctoral dissertation. University of Florida, Gainesville, FL.

Rodgers, M.K. (2015). Reflective Coaching: Tensions and transformations from teachers' experiences. Doctoral dissertation. University of Florida, Gainesville, FL.

Sanders, W.L., & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

Wang, H., Warner, M., Golan, S., Wechsler, M., & Park, C.J. (2015). *Evaluation of the Florida Master Teacher Initiative: Final evaluation findings (SRI Project P20212)*. Menlo Park, CA: SRI International. Available at <http://lastingercenter.com/fmti-evaluation/>