

Turnaround Practices for Accelerated Improvement¹

Turnaround Practice #1: Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration

Component A: Teaming, Shared Leadership and Responsibility, and Collaboration

Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Instructional Leadership Team and grade-level or vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.

Component B: Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement

Administrators and teachers (through teacher teams or involvement in the ILT) are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement.

Turnaround Practice 2: Intentional Practices for Improving Instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction

Component C: Defined Expectations for High Quality Instructional Practices

School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified student-specific instructional needs.

Component D: Administrative Observations Leading to Constructive, Teacher-specific Feedback, Supports, and Professional Development

There is a well-defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. The system includes frequent observations of instructional practice, team-based and job-embedded professional development, and teacher-specific coaching, when needed.

Component E: Teachers and Teacher Teams use Student Data to Adapt and Improve Instructional Strategies

Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified.

Turnaround Practice 3: Providing Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Component F. Using Data to Identify Student-Specific Academic and Non-Academic Needs

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content, or standard-specific academic needs) in order to provide student-specific interventions and supports.

¹ Adapted from Lane, B., Unger, C., & Stein, L. (2016). *2016 Massachusetts Turnaround Practices Field Guide: A Research-Based Guide Designed to Support District and School Leaders Engaged in School Turnaround Efforts*. Prepared for the Massachusetts Department of Elementary and Secondary Education.

Component G. Providing Targeted Interventions and Supports to Students and Monitoring for Effectiveness

The school employs a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to all students, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

Turnaround Practice 4: School Climate and Culture

The School has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Component H. Shared Behavioral Expectations that support Student Learning

Administrators and teachers have clearly established and actively pursue a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement.

Component I. Targeted and effective social-emotional supports

The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance.

Component J. Establishing a collegial, respectful, and trusting professional environment

A climate of respectful collegial communication, relationships, and leadership has been established by leadership, teacher leaders, and teachers allowing for a positive, productive, and collective effort to increase student achievement throughout the school.