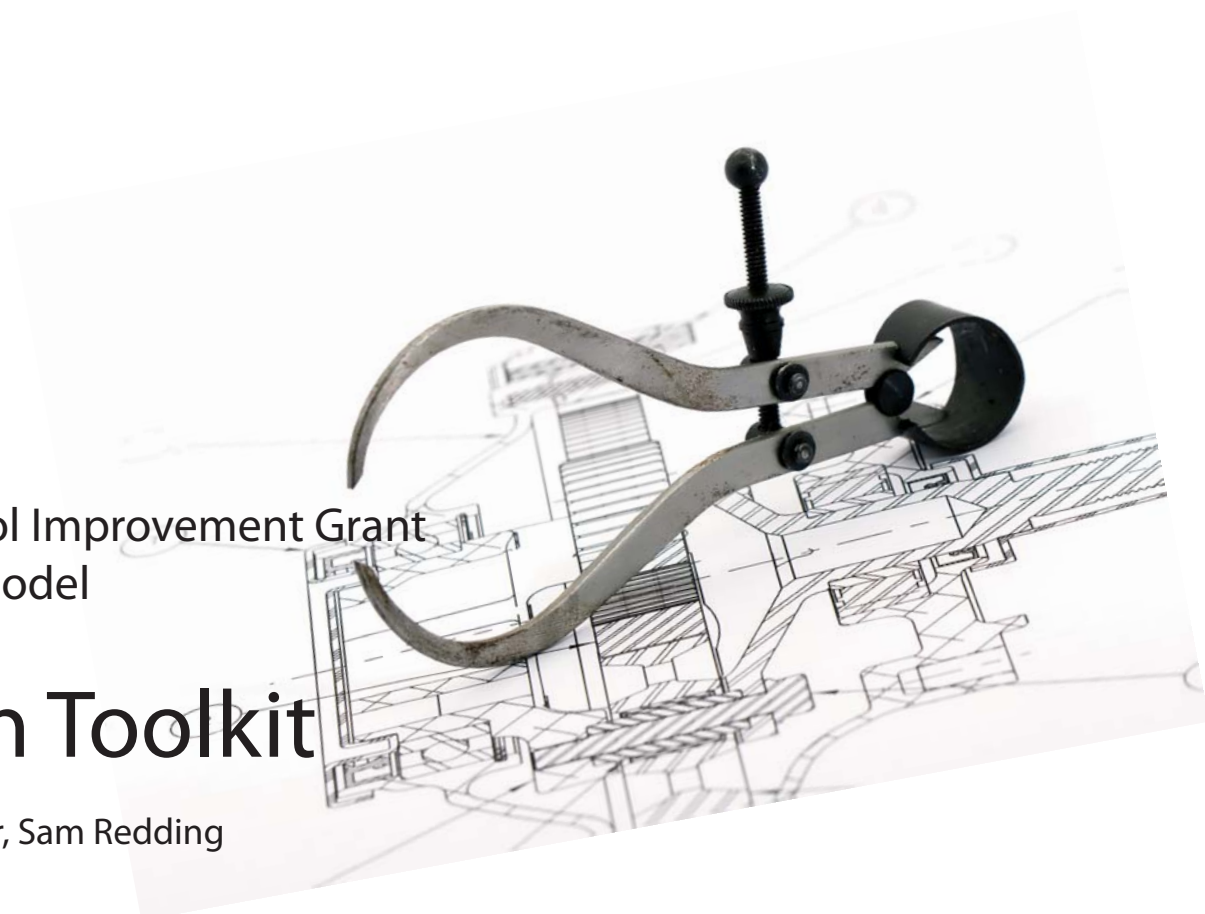Toolkit for Implementing the School Improvement Grant
Transformation Model

Transformation Toolkit

Carole Perlman, Carol Chelemer, Sam Redding

Center on Innovation & Improvement

Transformation Toolkit

Toolkit for Implementing the School Improvement Grant Transformation Model

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www.centerii.org

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Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions. The Center on Innovation & Improvement helps regional comprehensive centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students.

The Center on Innovation & Improvement is administered by the Academic Development Institute (Lincoln, IL) in partnership with the Temple University Institute for Schools and Society (Philadelphia, PA) and Little Planet Learning (Nashville, TN).

Contents

PART I: How to Use the Transformation Toolkit

Toolkit for Implementing the
School Improvement Grant Transformation Model
Center on Innovation & Improvement

Purposes

This document is intended for use after the LEA has determined that the Transformation model is the best fit for the school. The purposes of this document are to:
- outline action items involved in implementing the School Improvement Grant (SIG) Transformation model and
- provide tools and resources to help districts and school implement the Transformation model.

Transformation Model Requirements

Under the SIG Transformation model, the LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years, and there is tangible evidence that the principal has the skills necessary to initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

How the Toolkit Is Organized

The action items have been organized into the following strands. **We intentionally included many strands and action items in order to provide comprehensive resources for as many different needs and users as possible. No reader is expected to need or use every strand or action item** (see the section below, "How to Use This Toolkit,"). The strands and the primary target audience(s) for each strand are shown in the table below.

Toolkit Strand	Primary Target Audience(s)		
	School	District	State
A: Establishing and Orienting the District Transformation Team		•	•
B: Moving Toward School Autonomy		•	•
C: Selecting a Principal and Recruiting Teachers	•	•	
D: Working with Stakeholders and Building Support for Transformation	•	•	
E: Contracting with External Providers	•	•	•
F: Establishing and Orienting the School Transformation Team	•		
G: Leading Change (Especially for Principals)	•		
H: Evaluating, Rewarding, and Removing Staff	•	•	•
I: Providing Rigorous Staff Development	•	•	
J. Increasing Learning Time	•	•	•
K. Reforming Instruction	•	•	

The action items in this document are not necessarily sequential. Some strands, such as selecting a principal, more easily lend themselves to sequencing than others, e.g., working with stakeholders, where the items will overlap with one another and may be carried out in different order. Exact timelines will vary, depending on LEA and school circumstances.   Districts and schools may use the first column of the tables below to enter their own timelines. *Note that action items from several strands must be undertaken concurrently in order to meet an implementation target of fall 2010.*

Except as noted, nearly all of action items below apply to districts because so much of the initial implementation work is carried out or guided by the district. Some items, such as examining current state policies, clearly fall under the purview of the state education agency (SEA) as well as the district. Other items, e.g., forming an implementation team and working with stakeholders (Strands A, D, and F), will apply at **both** the district and school level. The districts will need support from their state education agency (SEA), just as the schools will need support from their districts.

How to Use This Toolkit

To reiterate, you are not expected to need or use every strand or action item in the toolkit. How you use it will depend on what you are trying to do, how far along you are in the process, and the particular kind of assistance you need. For your convenience, each tool and reference is accompanied by a link to a useful web site. Here are a few examples.

Example 1:
Suppose you are a district administrator who needs to develop a timeline for recruiting new principals. Looking through the list of strands, you locate Strand C, Selecting a Principal, and scan the "action item" column to find out which items apply in your situation. You can use the space marked "Timeframe" in the first column to enter target dates for each of the relevant items.

Example 2:
Suppose you are a district administrator and have interviews scheduled with several principal candidates. You want some tips on what questions to ask to find a good turnaround leader. Looking once again at Strand C, Selecting a Principal, you find that it includes the action items "Prepare to interview candidates" and "Interview candidates." Both have associated tools, including sample questions to ask and ways to record and rate candidates' responses.

Example 3:
Suppose you are a member of a group of principals and district staff trying to find ways to let teachers and parents know about the transformation, proactively deal with their concerns, and get them to support the transformation. Strand D, Working with Stakeholders and Building Support for Transformation in Districts and Schools, provides many tools and resources. Those in the first action item specifically pertain to creating a plan to work with stakeholders. Other action items deal more specifically with communicating the need for change, building support for it and helping people overcome resistance to change.

Example 4:
You are the principal of a transformation school looking for some materials to bring your school transformation team members up to speed on how other schools have accomplished turnarounds. In Strand E, the tools and resources for the action item "Provide team members with information on what the school can to do promote rapid improvement" will give you what you need.

A Note on Terminology

You may notice that many of the resources below use the terms "turnaround" or "restructuring," rather than "transformation." There are various definitions of those terms, but in general, "turnarounds" are situations where substantial improvement occurs rapidly. "Restructuring" involves changes in the very structure of an organization, including changes in who makes decisions and how they make them. The SIG Transformation model involves both turnaround and restructuring, so despite the differences in terminology, all of the resources below do, in fact, apply to the Transformation model.

A Note on Other Uses for this Toolkit

Under the School Improvement Grants, the Local Education Agency (LEA) selects one of four intervention models for each low-achieving school. The intervention models are: Turnaround, Transformation, Closure, and Restart. The Turnaround and Transformation models are similar except that the Turnaround model requires removal of all staff and rehiring of no more than half the staff at the onset. Consequently, much of what appears below will apply to both of those models. The Restart model requires that the LEA assign operational authority to either a Charter Management or External Management Operator. However, the LEA retains its accountability for results and may find items in the toolkit helpful in its selection and oversight responsibilities.

Primary Resources and Abbreviations

Some strands may have general resources not tied to a particular action item and *s*ome resources are cited several times. **You may find it convenient to save a copy of some resources for use offline**. The following resources appear in the greatest number of references, with abbreviations noted.

- **Actions and Results =** *School Turnarounds: Actions and Results*, retrieved from www.centerii.org/survey
- **Breaking the Habit** = Breaking the Habit of Low Performance, retrieved from www.centerii.org/survey
- **Change Toolkit** = Reinventing Education Change Toolkit. The Reinventing Education Change Toolkit, www.reinventingeducation.org, a web-based set of tools for planning and managing the change process, is the result of collaboration by IBM, the Council of Chief State School Officers, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. Free registration is required. Users may enter and save their comments and records.
- **Choosing a Contractor** = *Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity,* retrieved from http://www.financeproject.org/publications/CSRQconsumerguide.pdf
- **District Pathways** = *Exploring Pathways to Rapid District Improvement*, retrieved from www.centerii.org/survey
- **IES Turnaround Report** = *Turning Around Chronically Low-Performing Schools*, retrieved from www.centerii.org (see search engine for Restructuring and Turnarounds)
- **Restructuring Handbook** = *Handbook on Restructuring and Substantial School Improvement,* retrieved from www.centerii.org/survey
- **School Turnaround Leaders** = *School Turnaround Leaders: Selection Toolkit,* retrieved from http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf
- **Selecting a Model and Partners** = Selecting an Intervention Model and Partners/External Providers, retrieved from www.centerii.org (Click on School Improvement Grants)
- **SIG Handbook** = *Handbook on Implementation of School Improvement Grants,* retrieved from www.centerii.org/survey . The following abbreviations are used to indicate authorship in *SIG Handbook* citations:

  - AACC = Assessment and Accountability Comprehensive Center   - NCCTQ = National Comprehensive Center for Teacher Quality
  - CII = Center on Innovation & Improvement   - NHSC = National High School Center
  - COI = Center on Instruction

- **SIG PPTs and Webinar**s = Series of PowerPoints and webinars on the intervention models at www.centerii.org (click on School Improvement Grants)
- **Staff Dismissals** = *Performance Based Staff Dismissals*, retrieved from www.centerii.org/survey
- **The Mega System** = *The Mega System: Deciding. Learning. Connecting*, retrieved from www.centerii.org/survey
- **Tough Decisions** = *Tough Decisions: Closing Persistently Low-Performing Schools*, retrieved from www.centerii.org/survey
- **What Works When** = *School Restructuring: What Works When? A Guide for Education Leaders*, retrieved from http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf

Implementing the School Improvement Grant

Transformation Model
Center on Innovation & Improvement

List of Action Items

Strand A: Establishing and Orienting the District Transformation Team
1. Appoint a district transformation team
2. Assess team and district capacity to support transformation
3. Provide team members with information on what districts can do to promote rapid improvement
4. Designate an internal lead partner for each transformation school

Strand B: Moving Toward School Autonomy
1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation
2. Reorient district culture toward shared responsibility and accountability
3. Establish performance objectives for the school
4. Align resource allocation (money, time, human resources) with the school's instructional priorities
5. Consider establishing a turnaround office or zone (to also include transformations and other models)
6. Negotiate union waivers if needed

Strand C: Selecting a Principal and Recruiting Teachers
1. Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader
2. Advertise for candidates in local newspapers, publications such as *Education Week*, regional education newsletters or web sites; alternatively, engage a search firm
3. Screen candidates
4. Prepare to interview candidates
5. Interview candidates
6. Select and hire principal
7. Establish a pipeline of potential turnaround leaders
8. Recruit teachers to support the transformation

Strand D: Working with Stakeholders and Building Support for Transformation
1. Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation

2.   Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change
3.   Engage parents and community
4.   Build support for transformation
5.   Establish a positive organizational culture
6.   Help stakeholders overcome resistance to change
7.   Persist and persevere, but discontinue failing strategies

Strand E: Contracting with External Providers
1.   Identify potential providers
2.   Write and issue request for proposals
3.   Develop transparent selection criteria
4.   Review proposals, conduct due diligence, and select provider(s)
5.   Negotiate contract with provider, including goals, benchmarks, and plan to manage assets
6.   Initiate ongoing cycle of continuous progress monitoring and adjustment
7.   Prepare to proactively deal with problems and drop strategies that do not work
8.   Plan for evaluation and clarify who is accountable for collecting data

Strand F: Establishing and Orienting the School Transformation Team
1.   Appoint a school transformation team
2.   Provide team members with information on what the school can do to promote rapid improvement

Strand G: Leading Change (Especially for Principals)
1.   Become a change leader
2.   Communicate the message of change
3.   Collect and act on data
4.   Seek quick wins
5.   Provide optimum conditions for school turnaround team
6.   Persist and persevere, but discontinue failing strategies

Strand H: Evaluating, Rewarding, and Removing Staff
   a. Evaluating Staff
1.   Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
2.   Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools
3.   Include evaluation of student outcomes in teacher evaluation
4.   Make the evaluation process transparent
5.   Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures
6.   Document the evaluation process

7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized professional development programs
9. Assess the evaluation process periodically to gauge its quality and utility

b. Rewarding Staff

10. Create a system for making awards that is transparent and fair
11. Work with teachers and teachers' union at each stage of development and implementation
12. Implement a communication plan for building stakeholder support
13. Secure sufficient funding for long-term program sustainability
14. Provide performance-based incentives using valid data on whether performance indicators have been met
15. Use non-monetary incentives for performance

c. Removing Staff

16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)
17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals
19. Negotiate expedited processes for performance-based dismissals in transformation schools
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers
22. Facilitate swift exits to minimize further damage caused by underperforming employees

Strand I: Providing Rigorous Staff Development

1. Provide professional development that is appropriate for individual teachers with different experience and expertise
2. Offer an induction program to support new teachers in their first years of teaching
3. Align professional development with identified needs based on staff evaluation and student performance
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning
6. Provide sustained and embedded professional development related to implementation of new programs and strategies
7. Set goals for professional development and monitor the extent to which it has changed practice
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers
10. Create a professional learning community that fosters a school culture of continuous learning
11. Promote a school culture in which professional collaboration is valued and emphasized

Strand J: Increasing Learning Time

1. Become familiar with research and best practices associated with efforts to increase learning time
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication
4. Allocate funds to support extended learning time, including innovative partnerships
5. Assist school leaders in networking with potential partners and in developing partnerships
6. Create and sustain partnerships to support extended learning
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications

Strand K: Reforming Instruction

1. Establish a team structure among teachers with specific duties and time for instructional planning
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
6. Differentiate and align learning activities
7. Assess student learning frequently using standards-based classroom assessments
8. Prepare standards-aligned lessons and differentiated activities
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework
10. Demonstrate sound homework practices and communication with parents
11. Employ effective classroom management

PART II: Achieving a Successful Transformation

Strand A: Establishing and Orienting the District Transformation Team

Strand A Action Item	Tools and Resources
1. Appoint a district transformation team	*Tools:* ►**Restructuring Team Checklist**, *What Works When*, p. 67, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Meeting Action Planner,** *What Works When*, p. 74, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf
Comment *See Strand F for information on establishing school transformation team* *Timeframe:*	*Resources:* ►**Organizing the District Restructuring Team**, *What Works When*, pp. 57-58, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Preparing for Further Action,** *What Works When*, pp. 65-66, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Establishing Team Structures to Drive Improvement,** CII, *SIG Handbook*, pp. 65-66, www.centerii.org/survey
2. Assess team and district capacity to support transformation	*Tools:* ►**Assessing the District's Capacity to Lead Change: A Guided Strengths, Weaknesses, Opportunities, Threats Analysis,** *What Works When*, p. 68, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf
Timeframe:	*Resources:* ►**Assessing the Team and District Capacity**, *What Works When,* pp. 58-60, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf
3. Provide team members with information on what districts can do to promote rapid improvement	*Tools:* ►**Management Structure and Process Action Tool,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Management Structure and Process>Action Tools

Strand A Action Item	Tools and Resources
Timeframe:	*Resources:* ►**LEA Webinar and PowerPoint slides on the Transformation Model**, http://www.centerii.org/webinars/ ►*Handbook on Restructuring and Substantial School Improvement,* chapters on role of school board, superintendent, district office personnel in supporting school improvement. www.centerii.org/survey ►*District Pathways,* www.centerii.org/survey. Includes a schematic diagram of the Framework for District Capacity Building and Improvement – Rapid District Improvement Pathway (p. 65) and case studies of rapid improvement in both large and small districts. ►**District Behavior Shifts to Enable Success,** *What Works When*, p. 69, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►Fullan, Michael. (March 6, 2010). *Change leadership: 9 insights.* Retrieved March 8, 2010 from http://ecologyofeducation.net/wsite/?p=1805 . ►**Management Structure and Process Background** from www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Management Structure and Process>Background. ►Kowal, J., Hassel, E. A., & Hassel, B. C. (2009). *Successful school turnarounds: Seven items for district leaders.* Washington, DC: The Center for Comprehensive School Reform and Improvement. Retrieved from http://centerforcsri.org/files/CenterIssueBriefSept09.pdf ►*Actions and Results,* www.centerii.org/survey ►**Indicators of Effective Practice (District),** *SIG Handbook*, pp. 201-202, www.centerii.org ►Mass Insight. (March, 2010). *School Turnaround Strategies That Have Failed: How to Avoid Past Mistakes in Addressing the Needs of Low Performing Schools,* http://www.cde.state.co.us/turnaround/downloads/Common_Turnaround_Strategies_That_Have_Failed.pdf
4. Designate an internal lead partner for each transformation school	*Resources:* ►*Creating Internal Lead Partners for Turnaround,* Mass Insight Turnaround Challenge Resource Center, http://www.massinsight.org/publications/stg-resources/82/file/1/pubs/2010/04/20/Internal_Lead_Partner_12_15_09.pdf

Strand A Action Item	Tools and Resources
Timeframe:	►**Partnership Zones: Selecting and Attracting Lead Partners to Support Turnaround Schools,** (10/09), http://www.massinsight.org/publications/stg-resources/92/file/1/pubs/2010/04/20/AbridgedPartnerMarketplace_October_2009.pdf ►**Using RFPs to Select High Capacity Lead Partners,** (2/10), http://www.massinsight.org/publications/stg-resources/90/file/1/pubs/2010/04/20/RFP_Lead_Partner_tool_2.17.10.pdf ►**Designing MOUs for Lead Partners,** (2/10), http://www.massinsight.org/publications/stg-resources/83/file/1/pubs/2010/04/20/MOU_Lead_Partner_tool_2.17.10.pdf

Strand B: Moving Toward School Autonomy

Strand B Action Item	Tools and Resources
1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation	*Tools:* ►**District Behavior Shifts to Enable Success,** *What Works When*, p. 69, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Management Structure and Process Action Tool,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Management Structure and Process>Action Tools *Resources:* ►Kowal, J., Hassel, E. A., & Hassel, B. C. (2009). ***Successful school turnarounds: Seven items for district leaders.*** Washington, DC: The Center for Comprehensive School Reform and Improvement. Retrieved from http://centerforcsri.org/files/CenterIssueBriefSept09.pdf ►***District Pathways****,* pp. 9-19, www.centerii.org/survey ►**Granting Waivers and Exemptions**, *SIG Handbook*, CII, pp. 67-68, www.centerii.org/survey ►**Providing Flexibility in Staffing, Scheduling, Budgeting**, CII, *SIG Handbook*, pp. 69-70, www.centerii.org/survey ►**Management Structure and Process Background,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Management Structure and Process>Background ►Roza, M. (2008). ***Allocation autonomy; How district policies that deploy resources can support (or undermine) district reform strategies****.* Seattle, WA: University of Washington, Center on Reinventing Public Education. Retrieved from http://www.crpe.org/cs/crpe/view/projects/3?page=initiatives&initiative=10 ►Center for Comprehensive School Reform and Improvement (n.d.). ***Reallocating Resources for School Improvement.*** Retrieved from http://www.centerforcsri.org/pubs/reallocation/index.html
Comments *"District Behavior Shifts to Enable Success" describes changes in district culture and actions that can promote success in previously failing schools.* *Pages 9-19 of* District Pathways *provides a framework for district capacity building, including central office functions, characteristics and actions taken by rapidly improving districts, improvement-oriented organizations.* *Reallocating Resources* is an interactive guide that includes numerous audio clips. *Timeframe:*	

Strand B Action Item	Tools and Resources
2. Reorient district culture toward shared responsibility and accountability	*Resources:* ►Rapid District Improvement, *District Pathways,* pp.6-19, www.centerii.org/survey ►District Framework Diagram, *District Pathways,* p. 65, www.centerii.org/survey.
Comments *SEA culture should also be reoriented toward shared responsibility and accountability.* *Provide dedicated time, space, and autonomy for collective problem solving.* *A schematic diagram of the Framework for District Capacity Building and Improvement – Rapid District Improvement Pathway is on p. 65 of* District Pathways *Timeframe:*	
3. Establish performance objectives for the school	*Resources:* ►**Setting Implementation Goals,** *What Works When*, pp. 101-102, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►*The Mega System,* pp. 78-85., www.centerii.org/survey
Comments *In exchange for flexibility and control over budget, staffing and schedule, schools are accountable for meeting defined performance objectives.*	

Strand B Action Item	Tools and Resources
Timeframe:	
4. Align resource allocation (money, time, human resources) with the school's instructional priorities	*Resources:* ►**Providing Flexibility in Staffing, Scheduling, Budgeting,** CII, *SIG Handbook*, pp. 69-70, www.centerii.org/survey ►Roza, M. (2008). *Allocation autonomy; How district policies that deploy resources can support (or undermine) district reform strategies.* Seattle, WA: University of Washington, Center on Reinventing Public Education. Retrieved from http://www.crpe.org/cs/crpe/view/projects/3?page=initiatives&initiative=10 ►Center for Comprehensive School Reform and Improvement (n.d.). *Reallocating Resources for School Improvement,* http://www.centerforcsri.org/pubs/reallocation/index.html
Comments *The district should provide schools with flexibility in budgeting, scheduling, and staffing* *Programs, expenditures, schedules and staffing should promote the transformation.* *Consider time the most expensive resource.* *Timeframe:*	

Strand B Action Item	Tools and Resources
5. Consider establishing a turnaround office or zone (to also include transformations and other models)	*Resources:* ►**Creating a Turnaround Office***, SIG Handbook,* CII, pp.29-31, contains action principles for development of turnaround offices and zones. www.centerii.org/survey ►**Mass Insight Turnaround Challenge Resource Center,** http://www.massinsight.org/stg/research/challenge/
Timeframe:	
6. Negotiate union waivers if needed	*Resources:* ►*tr3: Teacher Rules, Roles and Rights,* National Center for Teacher Quality, NCTQ, http://www.nctq.org/tr3/search.jsp
Comments tr3 *is a searchable database of teacher contract provisions.* *Timeframe:*	

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Strand C: Selecting a Principal and Recruiting Teachers

Strand C Action Item	Tools and Resources
1. Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader	*Tools:* ►**Do You Have Turnaround Leaders?,** pp. 90-92, *What Works When,* http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf *Resources:* ► *School Turnaround Leaders: Competencies for Success,* Public Impact, http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf **Indicators of Effective Practice (Rapid Improvement Leader),** CII, *SIG Handbook,* pp. 203-204, www.centerii.org/survey
Comments See competencies listed in *School Competencies for Success.* See Action Item *"Interview candidates"* below. *Timeframe:*	
2. Advertise for candidates in local newspapers, publications such as *Education Week,* regional education newsletters or web sites; alternatively, engage a search firm	*Resources:* ► *School Turnaround Leaders: Competencies for Success,* Public Impact, http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf
Comments *Ad should list competencies needed.* *Timeframe:*	

Strand C Action Item	Tools and Resources
3. Screen candidates **Comments** *Screen for knowledge or skills that are not addressed directly in the competencies (e.g., the ability to interpret data, knowledge of school code, experience, educational background, certification)* *Timeframe:*	*Tools:* ►**Star Urban Administrator Questionnaire,** http://www.habermanfoundation.org/StarAdministratorQuestionnaire.aspx (fee)
4. Prepare to interview candidates **Comments** *Districts may wish to supplement the Behavior Event Interview technique with writing samples, observing candidates in their current schools, having them conduct a professional development session or a parent meeting, etc.* *The tool provides an overview and detailed item-by-item, scripted guide to conducting Behavior Event Interviews, in which candidates are asked to describe their detailed actions and thinking. Items in choosing questions to ask and sample questions and probes are provided.*	*Tools:* ►**Selection Preparation Guide,** *School Turnaround Leaders Selection Toolkit,* http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf *Resources:* ►*School Turnaround Leaders: Selection Toolkit* http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf

Strand C Action Item	Tools and Resources
Timeframe:	
5. Interview candidates	*Tools:* ►**Day of Interview Tools** ►**Candidate Rating Tools** ►**Leader Competency Rating Levels** All from *School Turnaround Leaders: Selection Toolkit,* http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf
Comments *The Day of Interview Tools include some materials from the Selection Preparation Guide (overview and detailed item-by-item, scripted guide, sample questions and probes) and a form for recording interviewers' notes.* *The Leader Competency Rating Levels provides a set of rubrics for evaluating candidates' responses for key characteristics of successful turnaround leaders.* *Timeframe:*	
6. Select and hire principal	*Tools:* ►**Candidate Comparison and Decision Tools,** *School Turnaround Leaders: Selection Toolkit,* http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf

Strand C Action Item	Tools and Resources
Comments *The Candidate Comparison and Decision Tools provide a template and systematic means of comparing candidates on key characteristics of turnaround leadership.* **Timeframe:**	
7. Establish a pipeline of potential turnaround leaders **Timeframe:**	*Resources:* ►Kowal, J. & Hassel, B.J. (2009). ***Expanding the Pipeline of Teachers and Principals in Urban Public Schools: Design Principles and Conditions for Success.*** Chapel Hill, NC: Public Impact. http://www.publicimpact.com/publications/Human_Capital_Report.pdf
8. Recruit teachers to support the transformation	*Tools:* ►**School Turnaround Teachers: Selection Toolkit,** http://www.publicimpact.com/act-strategically-when-schools-fail/competencies-for-turnaround-success ►**Star Teacher Pre-Screener,** http://www.habermanfoundation.org/StarTeacherPreScreener.aspx (fee)

Strand C Action Item	Tools and Resources
Timeframe:	*Resources:* ►**Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools**, NCCTQ, *SIG Handbook,* pp. 89-90, www.centerii.org/survey ►**Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs,** NCCTQ, *SIG Handbook,* pp. 95-96, www.centerii.org/survey ►Public Impact, *School Turnaround Teachers: Competencies for Success,* http://www.publicimpact.com/publications/Turnaround_Teacher_Competencies.pdf ►Kowal, J. & Hassel, B. (2009). **Teachers and Principals in** *Urban Public Schools: Design Principles and Conditions for Success.* Retrieved from http://www.publicimpact.com/images/stories/publicimpact/documents/Human_Capital_Report.pdf

Strand D: Working with Stakeholders and Building Support for Transformation

Strand D Action Item	Tools and Resources
1. Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementing the transformation *Comments:* *Also see Strand A on forming a district transformation team and Strand F on forming a school transformation team.* *The Restructuring Stakeholder Planner contains a grid for each group of stakeholders to record their expected reactions to restructuring and ways to include them without preventing successful restructuring. It also lists participants on school teams, how representatives from various constituencies are chosen, who else will have input, how and when input is obtained.* *Timeframe:*	*Tools:* ►**Restructuring Stakeholder Planner,** *What Works When,* pp. 70-72 ►**How Effective Am I at Coalition Building?** *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Diagnostic ►**Stakeholder Review Worksheet**, *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Action Tools ►**Gaining People's Commitment,** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Fundamentals>Working with People>Action Tools *Resources:* ►**Making a Plan to Include Stakeholders** from *What Works When*, pp. 61-65. ►**The Right Amount of Participation,** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Fundamentals>Working with People>Action Tools ►**Enlisting Supporters: Getting Buy-In and Building Coalitions Overview and Background**, *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Overview or Background. ►**Champions and Sponsors Overview, Background, Vignettes and Video,** *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Champions and Sponsors>Overview, Background, Vignettes, or video ►**Communicating about School Reform**: Pre-recorded webinar and PPT available in School Improvement Grant section at: www.centerii.org

Strand D Action Item	Tools and Resources
2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for dramatic change	*Resources:* ►*District Pathways*, pp. 9-19, www.centerii.org/survey ►*IES Turnaround Report,* www.centerii.org (see Tab for Restructuring and Turnarounds)
Comments Also applies to states and schools. *Timeframe:*	
3. Engage parents and the community	*Resources:* ►**Connecting—School As Community,** *The Mega System*, pp. 142-171, www.centerii.org/survey ►**Implementing Community-Oriented School Structures,** *SIG Handbook,* CII, pp. 45-46, www.centerii.org/survey ►**Providing Community Supports and Resources,** CII, *SIG Handbook,* pp. 79-80, www.centerii.org/survey ►**Communicating about School Reform**: Pre-recorded webinar and PowerPoint available in the School Improvement Grant section at www.centerii.org ►Many additional resources are available from the Academic Development Institute (ADI), www.adi.org
Comments ADI resources include a parent involvement analysis and literature and tools on many aspects of parent and community involvement. *Timeframe:*	

Strand D Action Item	Tools and Resources
4. Build support for transformation	*Resources:* ►**Enlisting Supporters: Getting Buy-In and Building Coalitions Overview and Background**, *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Overview or Background ►**Build Internal Alliances**, *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>How To…>Build Internal Alliances ►**Communicating about School Reform,** Pre-recorded webinar and PowerPoint available in the School Improvement Grant section at www.centerii.org
Comments Among the links from "Build Internal Alliances" are Collaboration Ambassadors, Hints for Selling Others, Nurturing the Working Team, and Tips for Managing Teams. *Timeframe:*	
5. Establish a positive organizational culture	*Tools:* ►**How Helpful is the Organizational Character of Our District or School?** *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Shaping Organizational Culture>Diagnostic ►**Changing Organizational Culture: Basic Principles,** *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Shaping Organizational Culture>Action Tools
Timeframe:	*Resources:* ►**Shaping Organizational Culture Overview and Background,** *Change Toolkit,* www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Shaping Organizational Culture>Overview or Background

Strand D Action Item	Tools and Resources
6. Help stakeholders overcome resistance to change	*Tools:* ►**Are We Making It Easy for People to Accept This Change?** Working with People: Overcoming Resistance to Change, *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Fundamentals>Working with People>Diagnostic *Resources:* ►**Working with People: Overcoming Resistance to Change Overview and Background,** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Fundamentals>Working with People> Overview (or Background) ►**Communicating about School Reform**: Pre-recorded webinar and PPT available in School Improvement Grant section at: www.centerii.org
Comments In order to gain perspective, it may be helpful to have stakeholders other than team members complete the diagnostic survey, Are We Making It Easy for People to Accept This Change? *Timeframe:*	
7. Persist and persevere, but discontinue failing strategies	*Tools:* ►**When to Persist,** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering>Action Tools>Diagnostic ► **Vulnerabilities of Middles: Persistence and Perseverance.** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering>Action Tools
Timeframe:	*Resources:* ►**Mastering the Difficult Middles: Persisting and Persevering Background.** *Change Toolkit, www.reinventingeducation.org (free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering.

Strand E: Contracting with External Providers

Strand E Action Item	Tools and Resources
Comment *The resources and tools listed in this row provide good general information on contracting with external providers that can be used throughout the contracting process.*	**Tools:** ►*Resource Toolkit for Working with Education Service Providers*, http://www.qualitycharters.org/files/public/ESPToolkit2005.pdf ►**Restructuring Checklist: Contracting with External Education Management Providers,** pp. 47-48. *Includes items for the district, school leaders, the (Education Management Organization (EMO), the teachers union, parents, and community groups.* ***Resources:*** ►**Restarting with an Education Management Organization,** CII, *SIG Handbook*, pp. 39-41 ►**Contracting With External Education Management Providers,** *What Works When,* pp. 41-48 ►Kowal, J.M., & Arkin, M.D. (2005). ***School restructuring options under No Child Left Behind: What works when? Contracting with external education management providers.*** Naperville, IL: Learning Point Associates. Retrieved from http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf ►Hassel, B.H., & Steiner, L. (2004). ***Guide to working with external providers.*** Naperville, IL: Learning Point Associates. Retrieved from http://www.centerforcsri.org/pubs/ExternalProviders.pdf
1. Identify potential providers **Comments** *The last two resources list operators, tell where providers are working, year founded, contact information, etc.* **Timeframe:**	***Resources:*** ►**Partnership Zones: Selecting and Attracting Lead Partners to Support Turnaround Schools,** http://www.massinsight.org/stg/research/challenge/ ►Miron, G., & Urschel, J. (2009). ***Profiles of non-profit education management organizations: 2008-2009.*** Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. http://epicpolicy.org/publication/profiles-nonprofit-emos-2008-09 ►Molnar, A., Miron, G., & Urschel, J. (2009**). *Profiles of for-profit educational management organizations: 2008-09**. Boulder and Tempe: Education and the Public Interest Center and Education Policy Research Unit, Arizona State University. http://epicpolicy.org/publication/profiles-profit-emos-2008-09

Strand E Action Item	Tools and Resources
2. Write and issue Request for Proposals *Timeframe:*	*Resources:* ►**Hiring and Evaluating External Partners,** CII, *SIG Handbook*, pp. 75-77, www.centerii.org/survey ►**Contracting With External Education Management Providers,** *What Works When*, pp. 41-48, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►*Using RFPs to Select High Capacity Lead Partners,* http://www.massinsight.org/publications/stg-resources/90/file/1/pubs/2010/04/20/RFP_Lead_Partner_tool_2.17.10.pdf
3. Develop transparent selection criteria and procedures *Timeframe:*	*Resources:* ►*Choosing an education contractor: A guide to assessing financial and organizational capacity,* http://www.financeproject.org/publications/CSRQconsumerguide.pdf ►**Contracting With External Education Management Providers,** *What Works When,* pp. 41-48, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf
4. Review proposals, conduct due diligence, and select provider(s) *Comments* *The last two resources list operators, tell where providers are working, year founded, contact information, etc.* *Timeframe:*	*Tools:* ►**Documentation Checklist,** a list of 13 documents to review to help assess the potential contractor's financial viability and organizational capacity, *Choosing a Contractor,* p. 23, http://www.financeproject.org/publications/CSRQconsumerguide.pdf ►**Assessment Worksheet,** *Choosing a Contractor,* pp. 24-29, http://www.financeproject.org/publications/CSRQconsumerguide.pdf *Includes questions to ask and warnings as to what answers might constitute "red flags" that may suggest that there are problems. A glossary is provided on p. 30.* **Restructuring Checklist: Contracting with External Education Management Providers,** *What Works When,* pp. 47-48, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf *Includes items for the district, school leaders, the EMO, the teachers union, parents, and community groups.* *Resources:* ►*Choosing a contractor,* http://www.financeproject.org/publications/CSRQconsumerguide.pdf ►*Partnership Zones: Selecting and Attracting Lead Partners to Support Turnaround Schools,* http://www.massinsight.org/publications/stg-resources/92/file/1/pubs/2010/04/20/AbridgedPartnerMarketplace_October_2009.pdf ►Miron, G., & Urschel, J. (2009). *Profiles of non-profit education management organizations: 2008-2009.* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. http://epicpolicy.org/publication/profiles-nonprofit-emos-

Strand E Action Item	Tools and Resources
	[2008-09](#) . ►Molnar, A., Miron, G., & Urschel, J. (2009). ***Profiles of for-profit educational management organizations: 2008-09.*** Boulder and Tempe: Education and the Public Interest Center and Education Policy Research Unit, Arizona State University. http://epicpolicy.org/publication/profiles-profit-emos-2008-09.
5. Negotiate contract with provider, including goals, and benchmarks, and plan to manage assets *Timeframe:*	*Resources:* ►***Designing MOUs for Lead Partners,*** http://www.massinsight.org/publications/stg-resources/83/file/1/pubs/2010/04/20/MOU_Lead_Partner_tool_2.17.10.pdf ►Kowal, J. M., & Arkin, M. D. (2005). ***School restructuring options under No Child Left Behind: What works when? Contracting with external education management providers.*** Naperville, IL: Learning Point Associates. Retrieved from http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf ►***ESP Resource Toolkit***, pp. 34-49, http://www.qualitycharters.org/publications-resources/esp-toolkit
6. Initiate ongoing cycle of continuous progress monitoring and adjustment *Timeframe:*	*Tools:* ►**Learning Indicators,** *The Mega System,* pp. 124-135, www.cii.org/survey *Resources:* ►**Using Operational Data, Including Classroom Observations,** COI/CII, *SIG Handbook, pp. 79-80,* www.centerii.org/survey ►**Monitoring Fidelity of Implementation,** CII, *SIG Handbook,* pp. 81-82, www.centerii.org/survey ►**Documenting and Reporting Progress to Inform Practice,** CII, *SIG Handbook,* pp. 83-84, www.centerii.org/survey. ►**Using Student Data to Drive Instruction,** *SIG Handbook,* COI, pp. 113-114, www.centerii.org/survey *Although the resources listed below were written for charter schools, the principles apply to other SIG models:* ►**The Value of Quality On-Site School Reviews: Seeing Is Believing,** http://www.qualitycharters.org/images/stories/publications/Issue_Briefs/IssueBriefNo4_Oversight_and_Evaluation.pdf ►**Charter School Authorizers and Oversight: Where is the Line Between Effectively Holding Schools Accountable and Overregulation?** http://www.qualitycharters.org/images/stories/publications/Issue_Briefs/IssueBriefNo5_Oversight_Overregulation.pdf

Strand E Action Item	Tools and Resources
7. Prepare to proactively deal with problems and drop strategies that do not work	*Resources:* ►**Documenting and Reporting Progress to Inform Practice,** CII, *SIG Handbook,* pp. 83-84, www.centerii.org/survey
Timeframe:	
8. Plan for evaluation and clarify who is accountable for collecting data	*Resources:* ►**Evaluating, Improving, and Acting on Results,** *What Works When*, pp. 107-108, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Evaluating the Statewide System of Support**, www.centerii.org/survey *. The evaluation principles in this document may also be used to evaluate external partners.*
Timeframe:	

Strand F: Establishing and Orienting the School Transformation Team

Strand F Action Item	Tools and Resources
1. Appoint a school transformation team *Comments* *Also applies to districts; see Strand A, Establishing and Orienting the District Transformation Team.* *Timeframe:*	*Tools:* ►**Restructuring Team Checklist**, *What Works When*, p. 67, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf ►**Meeting Action Planner,** *What Works When*, p. 74, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf *Resources:* ►**Establishing Team Structures to Drive Improvement**, CII, *SIG Handbook*, pp. 65-66, www.centerii.org/survey ►**Preparing for Further Action,** *What Works When*, pp. 65-66, http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf
2. Provide team members with information on what the school can do to promote rapid improvement *Comments* The Mega System *topics include shared leadership and use of data.* *Timeframe:*	*Tools:* ►**Management Structure and Process Action Tool,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Management Structure and Process>Action Tools ►**Decision-Making Indicators** *The Mega System,* pp. 54-61, www.centerii.org/survey ►**Do We Encourage Quick Wins and Local Innovations?** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations>Diagnostic ►**Enabling More Quick Wins and Local Innovation**, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations>Action Tools *Resources:* ►**Deciding and Learning,** *The Mega System*, pp. 37-117, www.centerii.org ►**Indicators of Effective Practice (School)**, CII, *SIG Handbook*, pp. 193-199, www.centerii.org/survey ►**Enabling More Quick Wins and Local Innovation Overview and Background,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations> Overview or Background (includes innovation team planning guide) ►*Breaking the Habit of Low Performance*, www.centerii.org/survey ►*Actions and Results,* www.centerii.org/survey ►**Eight Elements of High School Improvement: A Mapping Framework**, NHSC, *SIG Handbook*, pp. 205-209, www.centerii.org/survey

Strand G: Leading Change (Especially for Principals)

*For more tips, tools, and resources, see **Strand D, Working with Stakeholders and Building Support for Transformation, and Strand F, Establishing and Orienting the School Transformation Team**.*

Strand G Action Item	Tools and Resources
1. Become a change leader *Timeframe:*	*Resources:* ►*School Turnarounds: Leader Actions and Results*, www.centerii/survey ►*School Turnaround Leaders: Competencies for Success,* http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf ►**Deciding—The Executive Function**, *The Mega System,* pp. 37-62, www.centerii.org/survey. *Includes shared leadership and instructional teams* ►**The Rhythm of Change,** www.reinventingeducation.org (free registration required). Click on Get Tools>How To…>Change Masters>Change Masters Introduction ►**Restructuring Through Learning-Focused Leadership**, *Restructuring Handbook*, pp. 63-75, www.centerii.org
2. Communicate the message of change *Timeframe:*	*Tools:* ►**Communicating Useful Approaches,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Communicating Useful Approaches *Resources:* ►**Communicating Useful Approaches Overview and Background**, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Communicating Useful Approaches>Overview and Background

Strand G Action Item	Tools and Resources
3. Collect and act on data	*Tools:* ►**Learning Indicators**, *The Mega System,* pp. 123-135, www.centerii.org/survey *Resources:* ►**Using Student Data to Drive Instruction**, COI, *SIG Handbook,* pp. 113-115, www.centerii.org/survey
Timeframe:	►**High Leverage Data Analysis in Schools: Keep it Simple.** Schmoker, M. in SEDL. (2006, November). *Creating a Culture of Data,* http://www.sedl.org/pubs/sedl-letter/v18n02/SEDLLetter_v18n02.pdf , pp. 10-16. ►**Using Operational Data, Including Classroom Observations,** COI/CII, *SIG Handbook,* pp. 79-80, www.centerii.org/survey ►**Establishing Early Warning Systems,** NHSC, *SIG Handbook*, pp. 71-72, www.centerii.org/survey ►**Using Student Achievement Data to Support Instructional Decision Making**, IES Practice Guide, What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf ►Mathews, J., Trimble, S. & Gay, A. **But What Do You Do with the Data?** http://www.principals.org/Portals/0/Content/55501.pdf ►Thomas, R.S. **How to Survive Data Overload**. *Principal leadership*, October, 2006). Includes tool Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement and Reflection Guide. http://www.principals.org/Portals/0/Content/54349.pdf ►**Guide to Using Data in School Improvement Efforts**. (December, 2004). Naperville, IL: Learning Point Associates, http://www.learningpt.org/pdfs/datause/guidebook.pdf ►Skretta, J. (May, 2007). **Using Walk-Throughs to Gather Data.** http://www.principals.org/Portals/0/Content/55501.pdf *Principal leadership* ►**Principal's Reading Walk-Through: Kindergarten-Grade 3 -- Professional Development Module [K-3],** http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=3#203 ►Stiggins, R.J., Commodore, C., & Chappuis, S. (2010). *Assessment Balance and Quality: An Action Guide for School Leaders, 3rd Edition.* Needham Heights, MA: Allyn & Bacon.
4. Seek quick wins	*Tools:* ►**Do We Encourage Quick Wins and Local Innovations?** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations>Diagnostic ►**Enabling More Quick Wins and Local Innovation,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations>Action Tools

Strand G Action Item	Tools and Resources
Timeframe:	*Resources:* ►**Enabling More Quick Wins and Local Innovation Overview and Background,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations> Overview or Background (includes innovation team planning guide)
5. Provide optimum conditions for school turnaround team *Timeframe:*	*Resources:* ►**Developing the Dream: Nurturing the Working Team Overview and Background,** www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Developing the Dream: Nurturing the Working Team>Background or Overview ►**Developing Team Muscles** and **Tips for Managing Teams**, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Developing the Dream: Nurturing the Working Team>Action Tools
6. Persist and persevere, but discontinue failing strategies *Timeframe:*	*Tools:* ►**When to Persist,** *Change Toolkit,* www.reinventingeducation.org *(free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering> Diagnostic ► **Vulnerabilities of Middles: Persistence and Perseverance.** *Change Toolkit,* www.reinventingeducation.org *(free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering>Action Tools *Resources:* ►**Mastering the Difficult Middles: Persisting and Persevering Background.** *Change Toolkit,* www.reinventingeducation.org *(free registration required).* Click on Get Tools>Change Masters> Mastering the Difficult Middles: Persisting and Persevering> Overview and Background

Strand H: Evaluating, Rewarding, and Removing Staff

Strand H Action Item	Tools and Resources
	a. Evaluating Staff
1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff *Timeframe:*	*Resources:* ►**TQ Policy Databases ,** http://www.tqsource.org/resources/policy.asp, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/resources/policy.asp. *Information about policies in all states, legislation/state board rules and regulations specific to topics regarding teachers, including recruitment and professional development.* ►**Improving Staff Evaluation Systems**, NCCTQ, *SIG Handbook*, pp. 91-92, www.centerii.org/survey ►**A practical guide to evaluating teacher effectiveness,** National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/practicalGuide.php ►**Improving instruction through effective teacher evaluation: Options for states and districts,** National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/February2008Brief.pdf
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools *Timeframe:*	*Resources:* ►**Methods of evaluating teacher effectiveness**, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf
3. Include evaluation of student outcomes in teacher evaluation *Timeframe:*	*Resources:* ►*Key issue: Using value-added models to identify and support highly effective teachers,* National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/het/UsingValueAddedModels.pdf ►Goe, L., Bell, C., & Little, O. (2008). *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis,* http://www.tqsource.org/publications/teacherEffectiveness.php

Strand H Action Item	Tools and Resources
4. Make the evaluation process transparent *Timeframe:*	*Resources:* ►**Providing Performance-Based Incentives**, NCCTQ, *SIG Handbook*, p. 93, www.centerii.org/survey
5. Provide training to those conducting evaluations to ensure they are conducted with fidelity to standardized procedures *Timeframe:*	*Resources:* ► **Improving Staff Evaluation Systems** (NCCTQ), *SIG Handbook*, p. 91, www.centerii.org/survey
6. Document the evaluation process *Timeframe:*	*Resources:* ►*SIG Handbook*, **Improving Staff Evaluation Systems** (NCCTQ), page 92, www.centerii.org/survey
7. Provide timely, clear, constructive feedback to teachers *Timeframe:*	*Resources:* ►*SIG Handbook*, **Improving Staff Evaluation Systems** (NCCTQ), page 91, www.centerii.org/survey

Strand H Action Item	Tools and Resources
8. Link the evaluation process with the district's collective and individualized professional development programs	*Resources:* ►**Improving Teaching through Pay for Contribution.** (2007). Washington, DC: NGA Center for Best Practices. Retrieved from http://www.nga.org/Files/pdf/0711IMPROVINGTEACHING.PDF
Timeframe:	
9. Assess the evaluation process periodically to gauge its quality and utility	►*Resources:* **Using Operational Data Including Classroom Observations,** COI/CII, *SIG Handbook*, p. 79, www.centerii.org/survey
Timeframe:	
	b. Rewarding Staff
10. Create a system for making awards that is transparent and fair	*Tools:* ►**Center for Educator Compensation Reform Implementation Checklist**. Retrieved from http://www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf

Strand H Action Item	Tools and Resources
Timeframe:	*Resources:* ►**Providing Performance-Based Incentives**, NCCTQ, *SIG Handbook*, pp. 93-94, www.centerii.org/survey ►**Teacher Pay for Performance in School Turnaround**, Mass Insight. Retrieved from http://www.massinsight.org/stg/research/challenge/ ►**Better Pay for Better Teaching: Making Teacher Compensation Pay Off in the Age of Accountability**, Washington, DC. Public Policy Institute. Retrieved from http://www.ppionline.org/documents/Hassel_May02.pdf ►**Incentives**, *The Mega System*, p. 19, www.centerii.org/survey
11. Work with teachers and teachers' union at each stage of development and implementation	*Resources:* ►**Providing Performance-Based Incentives**, *SIG Handbook*, NCCTQ, pp. 93-94, www.centerii.org/survey
Timeframe:	
12. Implement a communication plan for building stakeholder support	*Resources:* ►**Providing Performance-Based Incentives**, NCCTQ, *SIG Handbook*, pp. 93-94, www.centerii.org/survey
Timeframe:	

Strand H Action Item	Tools and Resources
13. Secure sufficient funding for long-term program sustainability	*Tools:* ►**Center for Educator Compensation Reform Implementation Checklist,** http://www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf *Resources:* ►**Providing Performance-Based Incentives**, NCCTQ, *SIG Handbook*, pp. 93-94, www.centerii.org/survey
Timeframe:	
14. Provide performance-based incentives using valid data on whether performance indicators have been met	*Resources:* ►**Providing Performance-Based Incentives**, NCCTQ, *SIG Handbook*, pp. 93-94, www.centerii.org/survey ►**Cultivating a Culture of innovation through business-oriented management practices**, Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)
Timeframe:	
15. Use non-monetary incentives for performance	*Resources:* ►**Promote Student & Teacher Incentives**, *Restructuring Handbook*, p. 70, www.centerii.org/survey ►**Enlisting Teachers to lead standards-based change through intrinsic & extrinsic motivators**, Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)
Timeframe:	

Strand H Action Item	Tools and Resources
	c. Removing Staff
16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)	*Resources:* ►**The Benefits of Performance-Based Dismissals**, *Staff Dismissals*, pp. 10-12, www.centerii.org/survey ►**Implications for Leaders in Turnaround Schools**, *Staff Dismissals*, pp. 17-18, www.centerii.org/survey
Timeframe:	
17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning	*Tools:* ►**Center for Educator Compensation Reform Implementation Checklist**. Retrieved from http://www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf *Resources:* ►**Performance Improvement Opportunities**, *Staff Dismissals*, pp. 14-15, www.centerii.org/survey
Timeframe:	
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals	*Resources:* ►**Implications for State and District Policy**, *Staff Dismissals*, pp. 29-30, www.centerii.org/survey

Strand H Action Item	Tools and Resources
Timeframe:	
19. Negotiate expedited processes for performance-based dismissals in transformation schools	*Tools:* ►**Items Leading to Dismissal** (flow chart), *Staff Dismissals*, p. 18, www.centerii.org/survey *Resources:*
Timeframe:	►**Implications for State and District Policy**, *Staff Dismissals*, pp. 29-30, www.centerii.org/survey
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals	*Resources:* ►**Access District Support**, *Staff Dismissals*, p. 20, www.centerii.org/survey
Timeframe:	

Strand H Action Item	Tools and Resources
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers	*Resources:* ►**Access District Support**, *Staff Dismissals*, p. 20, www.centerii.org/survey
Timeframe:	
22. Facilitate swift exits to minimize further damage caused by underperforming employees	*Resources:* ►**Swift Exits when Termination Decisions are Final**, *Staff Dismissals*, p. 16, www.centerii.org/survey
Timeframe:	

Strand I: Providing Rigorous Staff Development

Strand I Action Item	Tools and Resources
1. Provide professional development that is appropriate for individual teachers with different experience and expertise *Timeframe:*	*Resources:* ►**Providing Career Growth Ladders**, NCCTQ, *SIG Handbook*, pp. 101-102, www.centerii.org/survey ►**Key issue**: **Enhancing teacher leadership.** (2007). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/leadership/EnhancingTeacherLeadership.pdf
2. Offer an induction program to support new teachers in their first years of teaching *Timeframe:*	*Resources:* ►**Key Issue**: **Induction/Mentoring Support of New Teachers**. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/atrisk/Induction.pdf ►Levine, M. (2008). **PDS Pathways: The Preparation and Induction of New Teachers in Learning Communities**. http://www.tqsource.org/issueforums/plantoAction/presentations/MarshaLevine.pdf
3. Align professional development with identified needs based on staff evaluation and student performance *Timeframe:*	*Resources:* ►**Providing Professional Development**, NCCTQ, *SIG Handbook*, pp. 103-105, www.centerii.org ►**Reorganizing Scattershot PD efforts into a coherent 5-year school plan.** Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web) ►*The Mega System,* pp. 119-121, 134-135, www.centerii.org/survey

Strand I Action Item	Tools and Resources
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development *Timeframe:*	*Tools:* ►Hassel, Emily. (1999). ***Professional development: Learning from the best: A toolkit for schools and districts based on the national awards program for model professional development.*** Naperville, IL. Learning Point Associates. Retrieved from http://www.learningpt.org/pdfs/pd/lftb.pdf. *Includes 14 tools for planning professional development* *Resources:* ►**Standards for Staff Development**. National Staff Development Council, Dallas, TX. Retrieved from http://www.nsdc.org/standards/index.cfm ►**Definition of Professional Development**. National Staff Development Council. Dallas, TX. Retrieved from www.nsdc.org/standfor/definition.cfm ►**Professional Learning in the Learning Profession**. National Staff Development Council, Dallas, TX. Retrieved from http://www.nsdc.org/stateproflearning.cfm
5. Structure professional development to provide adequate time for collaboration and active learning *Timeframe:*	*Tools:* ►**Effective Professional Development—what do we know**. Chapel Hill, NC: Public Impact. Retrieved from: http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyEffectivePD.pdf ►**Apply What You Know: Designing Effective Professional Development**. Chapel Hill, NC: Public Impact. Retrieved from: http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyPDPlanning.pdf *Resources:* ►**Creating a climate of professionalism by providing facilities, time & opportunities for collaboration.** Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)

Strand I Action Item	Tools and Resources
6. Provide sustained and embedded professional development related to implementation of new programs and strategies	*Resources:* ►**Implementing a district-wide collaborative professional development model at the high school level.** Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)
Timeframe:	
7. Set goals for professional development and monitor the extent to which it has changed practice	*Resources:* ► **Providing Professional Development,** NCCTQ, *SIG Handbook,* pp. 103-104, www.centerii.org/survey
Timeframe:	
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice	*Resources:* ►**Requiring-and enabling-principals to be educators first & site managers second**. Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)
Timeframe:	

Strand I Action Item	Tools and Resources
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers *Timeframe:*	*Tools:* ►**Indicators of Restructuring,** *The Mega System,* pp. 117-125, www.centerii.org/survey *Resources:* ►**Changing and Monitoring Instruction** and **Systems for Improved Teaching and Learning**, *Handbook on Restructuring and Substantial School Improvement*, pp. 77-104 ►**Learning—It's a Big World Out There,** *The Mega System* pp. 65-135, www.centerii.org/survey
10. Engage teachers in peer observations and coaching aligned with indicators of effective practice *Timeframe:*	*Tools:* ►**Indicators of Restructuring,** *The Mega System, pp. 117-125,* www.centerii.org/survey *Resources:* ►**Using the Collaborative Coaching & Learning Professional Development Model to transform teaching** . Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web) ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey
11. Promote a school culture in which professional collaboration is valued and emphasized *Timeframe:*	*Resources:* ►**Making time in the school day for structured collaborative practice**. Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web) ►**Creating a culture of collaboration by building trust, time & procedures for the sharing of instructional practice**. Mass Insight Building Block Strategies: Effective Teachers and Teaching, (Please contact organization – file not found on web)

Strand J: Increasing Learning Time

Strand J Action Item	Tools and Resources
1. Become familiar with research and best practices associated with efforts to increase learning time *Timeframe:*	*Resources:* ►**Restructuring and Extending the School Day**, NHSC, *SIG Handbook*, pp. 153-154, www.centerii.org/survey ►**Initiatives in High Poverty & High-Minority Schools & Districts**, Center for American Progress, http://www.americanprogress.org/issues/2008/07/elt_report1.html ►**Research on expanded learning and case studies of successful programs**, National Center on Time & Learning, http://www.timeandlearning.org/resources/index.html ►**Statewide After School Networks: Examples of Effective Practices**, C.S. Mott Foundation, www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf Includes a listing of organizations and assistance available. ►**Integrating Expanded Learning and School Reform Initiatives: Challenges and Strategies**, Learning Point Associates, www.learningpt.org/catalog ►**The Cost of Quality Out of School Time Programs**, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus ►**What Works Clearinghouse Practice Guide: Structuring Out of School Time to Improve Academic Achievement**, www.ies.ed.gov/ncee/wwc
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners *Timeframe:*	*Tools:* ►**Beyond the Bell-Start Up Guide**, Learning Point Associates, www.learningpt.org/catalog (fee) ►**Beyond the Bell (3rd edition): A Toolkit for Creating Effective Afterschool Programs**, Learning Point Associates, www.learningpt.org/catalog (fee) ►**Getting Started with Market Research for Out-of-School Time Planning-a Resource Guide for Communities**, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus

3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication	*Resources:* ► **Providing Community Supports and Resources,** CII, *SIG Handbook*, pp.179-180, www.centerii.org/survey ►**Making the Case: A 2009 Fact Sheet on Children and Youth in Out of School Time**, National Institute on Out-of-School Time, www.niost.org/pdf/factsheet2009.pdf ►**Investments in Building Citywide Out of School Time Systems**, Wallace Foundation,www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus ►**Strengthening Partnerships & Building Public Will for Out of School Time Programs,** Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus
Timeframe:	
4. Allocate funds to support extended learning time, including innovative partnerships	*Resources:* ►**Taking Stock of the Fiscal Costs of Expanded Learning Time,** Center for American Progress, www.americanprogress.org/issues/2008/07/elt_report2.html ►**www.Afterschool.gov**, U.S. Department of Health and Human Services, www.Afterschool.gov ►**Financial Strategies to Support Citywide Systems of Out of School Time Programs**, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus
Timeframe:	►**3X for All-Extending the Reach of Education's Best**. Public Impact. Retrieved from http://publicimpact.com/read-back-issues-of-our-e-updates/181-3x-for-all-extending-the-reach-of-educations-best-
5. Assist school leaders in networking with potential partners and in developing partnerships	*Resources:* ►**Partners for change: Public schools and community-based organizations,** Annenberg Institute, www.annenberginstitute.org/vue/pdf/VUE17_Warren.pdf ►**It's who you know and what you know: process of creating partnerships**, Academic Development Institute, www.adi.org/journal/fw05/HandsFall2005.pdf ►**Beyond the Bell-Principal's Guide to Effective After School Programs**, Learning Point Associates, www.learningpt.org/catalog

Timeframe: .	
6. Create and sustain partnerships to support extended learning	*Resources:* ▶ **Providing Community Supports and Resources**, CII, *SIG Handbook*, pp. 179-180, www.centerii.org/survey
Timeframe:	
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development	*Resources:* ▶**Time for a change: the promise of extended-time schools for promoting student achievement**, Education Sector, www.educationsector.org/usr_doc/OntheClock.pdf
Timeframe:	
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications	*Tools:* ▶**Beyond the Bell (3rd edition): A Toolkit for Creating Effective Afterschool Programs**, Learning Point Associates, www.learningpt.org/catalog
Timeframe:	

Strand K: Reforming Instruction

Strand K Action Item	Tools and Resources
1. Establish a team structure among teachers with specific duties and time for instructional planning. *Timeframe:*	*Tools:* ►**Decision-Making Indicators: Shared Leadership,** *The Mega System,* pp. 54-57, www.centerii.org/survey *Resources:* ►**Shared Leadership***, The Mega System,* pp. 40-46, www.centerii.org/survey ►*Restructuring Handbook,* pp. 70-73, 93-95, www.centerii.org/survey ► **Establishing Team Structures to Drive Improvement** CII, *SIG Handbook*, pp. 65-66, www.centerii.org/survey
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction. *Timeframe:*	*Tools:* ►**Decision-Making Indicators: Shared Leadership,** *The Mega System,* pp. 54-57, www.centerii.org/survey ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ►**Restructuring Through Learning-Focused Leadership**, *Restructuring Handbook,* pp. 63-76.
3. Align professional development with classroom observations and teacher evaluation criteria.	*Tools:* ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement*

Strand K Action Item	Tools and Resources
Timeframe:	and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ►**Using Operational Data, Including Classroom Observations,** COI/CII, *SIG Handbook,* pp. 79-80, www.centerii.org.survey
4. Ensure that teachers align instruction with standards and benchmarks	*Tools:* ►**Unit Plan Form,** *The Mega System,* p. 77, www.centerii.org/survey ►**Learning Plan Form,** *The Mega System,* p. 79, *www.centerii.org/survey* ►**Whole-Class Instruction Plan***, The Mega System,* p. 96, *www.centerii.org/survey* ►**Student Learning Plan***, The Mega System,* pp. 108-111, *www.centerii.org/survey*
Timeframe:	*Resources:* ►*The Mega System***,** pp. 65-85, www.centerii.org/survey ►**Align Instruction with State Standards**, *Restructuring Handbook,* pp. 79-80, www.centerii.org/survey ►**Aligning Instruction (Vertically and to Standards),** COI, *SIG Handbook*, pp.109-110, www.centerii.org/survey
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	*Tools:* ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey
Timeframe:	► **Using Student Data to Drive Instruction,** COI, *SIG Handbook*, pp.113-116, www.centerii.org/survey ► **Using Instructional Practice Data to Alter Strategies,** COI, *SIG Handbook*, pp.117-120, www.centerii.org/survey ► **Using Performance-Based Student Assessments,** AACC, *SIG Handbook*, pp.131-132, www.centerii.org

Strand K Action Item	Tools and Resources
6. Differentiate and align learning activities. *Timeframe:*	***Tools:*** ►**Student Learning Plan***, The Mega System,* pp. 108-111*, www.centerii.org/survey* ***Resources:*** ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ► **Differentiating Instruction,** COI**,** *SIG Handbook,* pp. 111-112, www.centerii.org/survey ► **Using Response to Intervention,** COI, *SIG Handbook*, pp. 123-126, www.centerii.org/survey
7. Assess student learning frequently using standards-based classroom assessments. *Timeframe:*	***Tools:*** ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ***Resources:*** ►What Works Clearinghouse Practice Guide: **Using Student Achievement Data to Support Instructional Decisionmaking**, www.ies.ed.gov/ncee/wwc ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ► **Using Student Data to Drive Instruction,** COI, *SIG Handbook*, pp. 113-116, www.centerii.org/survey ► **Using Instructional Practice Data to Alter Strategies** COI, *SIG Handbook*, pp. 117-120, www.centerii.org/survey ►Stiggins, R.J., Commodore, C., & Chappuis, S. (2010). ***Assessment Balance and Quality: An Action Guide for School Leaders, 3rd Edition.*** Needham Heights, MA: Allyn & Bacon. http://www.assessmentinst.com/assessment-balance-and-quality-an-action-guide-for-school-leaders-3rd-edition/ ►Stiggins, R.J., Arter, J.A., Chappuis, J., & Chappuis, S. (2009). ***Classroom Assessment for Student Learning: Doing It Right-Using It Well.*** Needham Heights, MA: Allyn & Bacon. (Fee). http://www.assessmentinst.com/ati-store/books/ . Training dvd is included with book, school packages (fee) are available at http://www.allynbaconmerrill.com/store/sales.aspx, and workbook included with book ►**Seven Strategies of Assessment *for* Learning,** Assessment Training Institute, *http://www.assessmentinst.com/sites/default/files/Poster_7Strategies2_Color%5B1%5D.pdf* ►Stiggins, R. J. (2007). ***Introduction to Student-Involved Assessment for Learning,*** (5th Edition). (2007). Upper Saddle River, NJ: Prentice Hall. http://www.assessmentinst.com/seven-strategies-of-assessment-for-learning-2/

Strand K Action Item	Tools and Resources
8. Prepare standards-aligned lessons and differentiated activities. *Timeframe:*	*Tools:* ►**Student Learning Plan**, *The Mega System,* pp. 108-111*, www.centerii.org/survey* *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ►**Differentiating Instruction,** COI, *SIG Handbook*, pp. 111-112, www.centerii.org/survey ► **Using Response to Intervention,** COI, *SIG Handbook*, pp. 123-126, www.centerii.org/survey ► **Support for Students with Disabilities,** COI, *SIG Handbook*, pp. 173-174, www.centerii.org/survey ►**Support for English Language Learners,** COI, *SIG Handbook*, pp. 175-176, www.centerii.org/survey ► **Identifying Students in Need of Support or Intervention,** COI, *SIG Handbook*, pp. 171-172, www.centerii.org/survey
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.	*Tools:* ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ► **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**, Doing What Works, U.S. Department of Education, http://dww.ed.gov. *Includes the research base, actual examples, artifacts and templates for use and/or adaptation* *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ► **Choosing and Implementing Technology Wisely,** NHSC, *SIG Handbook*, pp. 127-130, www.centerii.org/survey ► **Accelerating Acquisition of Basic Reading Skills: Elementary and Middle School,** COI, *SIG Handbook*, pp.133-136, www.centerii.org/survey

Strand K Action Item	Tools and Resources
Timeframe:	► **Accelerating Acquisition of Basic Mathematics Skills: Elementary and Middle School,** COI, *SIG Handbook*, pp. 137-138, www.centerii.org/survey ►**Accelerating Instruction in Reading: Grades 9-12,** NHSC, *SIG Handbook*, pp.139-142, www.centerii.org/survey ►*Accelerating Instruction in Mathematics: Grades 9-12,* NHSC, *SIG Handbook,* pp.143-144, www.centerii.org/survey ►**Providing Advanced Coursework in High Schools,** NHSC, *SIG Handbook,* pp.145-148, www.centerii.org/survey ►**Implementing Competency-Based Instruction in High Schools,** NHSC, *SIG Handbook,* pp.149-148, www.centerii.org/survey ►**Using Response to Intervention,** COI**,** *SIG Handbook*, pp. 123-126, www.centerii.org/survey
10. Demonstrate sound homework practices and communication with parents.	*Tools:* ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey *Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey
Timeframe:	
11. Employ effective classroom management.	*Tools:* ►See tools and forms in *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ► **How to Organize Your Teaching**, Doing What Works, U.S. Department of Education, http://dww.ed.gov. *Includes the research base, actual examples, artifacts and templates for use and/or adaptation.*

Strand K Action Item	Tools and Resources
Timeframe:	*Resources:* ►See research syntheses and indicators of effective practice in the *Handbook on Restructuring and Substantial School Improvement* and *The Mega System: Deciding. Learning. Connecting.* www.centerii.org/survey ►**Establishing a Supportive School Climate and an Effective Approach to Discipline,** CII, *SIG Handbook* , pp. 187-188, www.centerii.org/survey ►*Reducing Behavior Problems in the Elementary Classroom*, IES Practice Guide, What Works Clearinghouse, http://www.centeroninstruction.org/files/Reducing%20Behavior%20Problems%20in%20Elementary%20School%20Classroom.pdf ►Duffy, H. (n.d.). *Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention.* American Institutes for Research, http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf ►*Learn to manage a classroom like a "Star Teacher,"* Haberman Foundation, http://www.habermanfoundation.org/Articles/Default.aspx?id=35