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**Doran Community School**

**Video Facilitation Guide**

***Guiding Question:*** *What can we learn from Doran about teaming, shared leadership and responsibility, and collaboration?*

This video illustrates how educators at the [Doran School](https://youtu.be/IZpekdhZkhE) incorporated elements of Massachusetts’ four [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf). As you watch the video, identify how Doran educators describe changing their practices and beliefs through their sustainable improvement process.

**Leadership, Shared Responsibility, and Professional Collaboration *(Turnaround Practice 1)***

* **Teaming and shared ownership:** *“...I think teaming is so important. And also creating a culture of collaboration and transparency; our staff communication is a huge piece of the work. Our staff owns the work at Doran.*”(Maria, 6:31)

**Intentional Practices for Improving Instruction *(Turnaround Practice 2)***

* **Investing in common planning time: “***We knew that if we invested in teachers... we would be able to move the building. ... So we ensured we had a schedule that was aligned so that teachers could meet, they could look at student work together, they could discuss data, develop action plans based on their data.”* (Brian, 6:04)

**Student-Specific Supports and Instruction to All Students *(Turnaround Practice 3)***

* **Empowering students through data conferencing:** *“... kids have folders with all of their data in it and [teachers] have data conferences with each student, saying, ‘This is where you were, this is where you need to be’, and setting goals. That's empowering for kids, so now they know where they are and they know where they need to be.”* (Diane, 4:43)

**School Climate and Culture *(Turnaround Practice 4)***

* **Building school community:** *“Morning meeting really has transformed our school. Because really it was so important for us as a community to recognize all of our children and one another and to really teach our kids social skills.*” (Maria, 1:49)

**Detailed Reflection Questions.** The following sections of the video illustrate key points that the Doran team identified as critical levers for their success. As you watch the video, consider pausing after viewing the indicated times, and reflecting on the following questions.

* **Encouraging student talk.** (0:37-1:41 & 2:21-2:38) What did classrooms look and sound like before embarking on the improvement process? Why did school leaders believe it needed to change? What system did they put in place to help shift teachers’ thinking, and how did it support student conversation?
* **Collectively identifying attributes for sustainable improvement.** (2:39-3:36) How did the principal lead staff to collaboratively identify essential attributes for sustainable improvement? What key characteristics did they identify? What characteristics would you add? Why did the principal believe this was an important activity?
* **Shifting mindset & focus.** (7:01 -7:31) What mindset shift does the intervention specialist identify as essential to engaging in sustainable improvement? Similarly, what shift in focus does principal describe as key to Doran’s improvement process? What might these shifts in mindset and focus look in practice?

**Additional Reflections for Your Context**

* What strategies, insights, or specific actions from the video most resonate with you?
* What questions do you have about the video?
* What strategies or actions did you see in the video that you are already doing in your classroom, school, or district?
* What strategies or actions did you see that you could consider implementing in your classroom, school, or district?
* What are the next steps for your classroom, school or district planning?

***Related Resources***

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| [Research on Effective Practices in School Turnaround](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) - Learn more about the four key practices that characterize effective sustainable improvement in Massachusetts schools  [Sustainable Improvement Plan Guidance](http://www.doe.mass.edu/turnaround/level4/guidance.html) - Resources for districts and schools on developing an effective sustainable improvement plan, including how to use data to identify school assets, challenges, and opportunities |