

**English High School**

**Video Facilitation Guide**

***Guiding Question:*** *What can we learn from English High School about building teacher agency to support shared responsibility, intentional uses of data and instructional practices, and collaboration?*

This video depicts how educators at [English High School](https://youtu.be/ssvdIkax0jA) utilized elements of Massachusetts’ four [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf). As you watch the video, identify how English High School educators relate the evolution of changing and integrating new practices and the resulting new student opportunities that developed through their sustainable improvement process.

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

**Supporting teacher agency to improve teaching and learning:** “We focus on aligning this master schedule to give time to teachers to collaborate. We created the instructional whiteboard configuration where everybody was going to have the same format of planning and be able to talk about it and collaborate.” (Ligia, 1:24)

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

**Teachers and teams use student data to adapt and improve instructional strategies:** “For several years English High School has used the early warning indicator system *(EWIS)* to track data at the whole school, grade and individual level. The three indicators we look at are attendance, behavior, and course work because research has shown that by analyzing data on these three indicators, we have a better chance of predicting who is at risk of dropping out, who are high level students that need additional supports and so forth.” (Frank, 2:19)

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

**Employing customized solutions so that all students receive the supports and instruction needed to succeed:** “We know in looking at the benchmark data that our students really struggle with literacy and not just our English language learners, our native English speakers really struggle. We decided to see if working with other students, empowering our students who are avid readers, or who love to read or to do literacy work – what if we put them in the role of a teacher.” (Caitlyn, 3:09)

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

**The school has established a collegial, collaborative, and professional culture among teachers that supports the school’s focus on increasing student achievement:** “Teachers feel like this is a place where they can become professionals. Where they are respected for their ideas and we just want people to be here teaching and feeling like, Wow! This is a school where I want to be and retire from.” (Ligia, 7:17)

**Detailed Reflection Questions.** The following sections of the video illustrate key points that the English High School team identified as critical levers in their sustainable improvement work. As you watch the video, consider pausing after viewing the indicated times, and reflecting on the following questions.

* **Student peer mentoring.** (3:30-4:05, 4:06-4:29, 4:30-4:42) What effects did student peer mentoring have on student engagement in learning? How does being in the role of a teacher help students learn at deeper levels? What types of things are required to create an effective student to student mentoring experience?
* **CTE program and technical pathways.** (4:43-5:19, 5:37-6:00, 6:01-6:30) How does the CTE program and technical pathways advance student learning and career opportunities? What important skills are students who serve as Tech Rangers developing when they are training adults in technology? How are those integral to career readiness for these students? For students who serve as STEAM mentors how does the responsibility of helping younger students understand and clarify their learning pathways advantage the STEAM mentors as well? What skills and understandings of programs like Tech Rangers and STEAM mentors can be translated into other non-tech programs to undergird opportunities for students with other career interests and how might that look?
* **Teacher development and mentoring.** (6:31-6:40, 6:40-7:03,7:04-7:17) What opportunities for teacher and leader development are present in the teacher mentoring experience? How does a strong teacher mentoring program influence improved instruction for both the mentor and mentee? What are the potential effects of teacher mentoring on school climate and culture?

**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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| [Lessons Learned in Massachusetts High School Turnaround:  A Resource for High School Leaders](http://www.doe.mass.edu/turnaround/howitworks/implementation-report.docx) - Discover specific strategies and activities that distinguish high schools that have been able to improve student outcomes from high schools still struggling to do so.[Early Warning Indicator Systems (EWIS)](http://www.doe.mass.edu/ccr/ewi/) - Tools to identify students who are at risk of not meeting important academic goals to help students get back on track. This comprehensive system spans first grade through high school graduation and beyond. |