

**Burke High School**

**Video Facilitation Guide**

***Guiding Question:***What can we learn from Burke about making shifts in school climate and culture to support increased student achievement?

This video illustrates how [Burke High School](https://youtu.be/l_aXk-qY67k) incorporated elements of Massachusetts’ four [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) as they created a culture of high academic expectations for students. As you watch the video, listen for how Burke educators implemented some of the key strategies and practices described in Turnaround Practice 4 - School Climate and Culture: T*he school has established a climate and culture that provide a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school’s focus on increasing student achievement.*

* **Established shared behavioral expectations that support student learning.** *“I looked at the data and I was like, “Oh goodness, 525 suspensions in one year?” That’s ridiculous! ... I promised...to teach them what the expectations were of them as a student” (Lindsa, 2:52)*
* **Implemented targeted and effective social-emotional supports and expanded learning opportunities.** *“...we have become very deliberate and purposeful in making sure that students’ social and emotional needs are met...we all recognize that if those needs are not met, then their performance in the classroom will suffer.” (Katherine, 1:56)*
* **Established a collegial, respectful, and trusting environment for staff and families.** *“That collegiality is priceless in terms of being able to make movement forward for our students, because that’s why we’re all here.” (James, 7:27)*

***Additional Climate and Culture Strategies***: Turnaround Practice 4 identifies other important strategies that are not addressed in this video - for example, expanding student learning opportunities, and building relationships with families. What other climate and culture-building strategies are employed in your classroom, school or district?

***Related Resources***

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| [Turnaround School Profiles: Burke](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) - Learn more about how Burke cultivated a learner mindset, created effective teaming structures, and improved instruction through data inquiry cycles (pages 75-81)  [Turnaround Practice 4: School Climate and Culture](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) - Discover how other schools build a safe and respectful climate for students, educators, and families (pages 10-11)  [Priority Partners](http://www.turnaroundpractices.com/priority-partners) - Burke leveraged community partners to support sustainable improvement efforts. The Priority Partnership initiative helps match schools and districts to the right partners for their needs. |

**Detailed Reflection Questions.** The following sections of the video illustrate key points that the Burke team identified as critical levers for their success, aligned with other aspects of Massachusetts’ Turnaround Practices research. As you watch the video, consider pausing after viewing the indicated times, and reflecting on the following questions.

**Turnaround Practice 1 - Leadership, Shared Responsibility, and Professional Collaboration: The school has established a community of practice through leadership, shared responsibility, and professional collaboration.**

(6:54-7:18) The principal talks about the importance of “psychological safety and accountability”. How are these concepts related? How would leaders demonstrate these concepts for teachers? How would teachers enact them for students?

**Turnaround Practice 2 - Intentional Practices for Improving Instruction: The school employs intentional practices for improving teacher-specific and student-responsive instruction.**

(4:51-5:45) Revising the instructional schedule was a key strategy. What student need was the change designed to address? What did teachers need to use the new schedule effectively?

**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?