

**Oliver Partnership School**

**Video Facilitation Guide**

***Guiding Question:*** *What can we learn from Oliver Partnership School about leadership, shared responsibility, and professional collaboration?*

This video illustrates how educators at the [Oliver Partnership School](https://youtu.be/9GQjlxVQ9uw) incorporated elements of Massachusetts’ four [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf). As you watch the video, notice how Oliver educators specifically describe incorporating key elements of Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration.

* **Using Autonomy and Authority to Improve Teaching and Learning -** *“Now we have a teacher run school. Teachers have a strong voice in what the students need. We are able to ask for professional development that we think that we need...and we are able to really work together to become a stronger professional staff.”* (Heather, 5:05)
* **Teaming, shared leadership and responsibility, and collaboration -** *“What I found was a tremendously committed group of teachers who hadn’t had a lot of PD – and so getting teachers together for weekly meetings, common planning time, where we would look at student work and examine it according to the state standards.”* (Kristen, 4:17)
* **Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement -** *“I put my stake in the ground in teacher development. That if you—if teachers are given a chance to build their own capacity, if teachers are given choice in what they’re teaching and how they’re working and how they’re collaborating with one another, that the kids will benefit.”* (Kristen, 7:32)

***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 efforts 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.   |

**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.

* **Setting a vision for success.** (1:05-1:15; 2:00 - 2:18) Educators express that although they were working hard and wanted to succeed, a critical element was missing - having a ‘vision’ or ‘mission’ for the school. Why is having a shared vision for success essential?
* **Changing the instructional culture.** (4:32 - 5:05) What new beliefs about instructional practices did school leaders work to instill? What systems and structures did they use to support this cultural shift?
* **Elevating teacher agency** (5:05 - 5:35; 7:30 - 7:45) How have leaders given Oliver teachers a voice in operating the school? Why and how does teacher agency benefit students?

**Additional Reflections for Your Context**

* What strategies, insights, or specific actions from the video most resonate with you?
* What questions do you have about what you saw in the video?
* What strategies or actions did you see in the video that you are already doing in your classroom, school, or district?
* Given your current context and priorities, 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?