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**Zanetti Elementary School**

**Video Facilitation Guide**

***Guiding Question:*** *What can we learn from the Zanetti School about collaborative and shared leadership, intentional practices for improving instruction, student specific supports, and improving climate and culture?*

This video illustrates how [Zanetti Elementary School](https://youtu.be/2Rgq6aqNmGU) incorporated elements of Massachusetts’ four [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf). As you watch the video, listen for how Zanetti educators engaged in the following strategies and practices, aligned with Massachusetts’ four Turnaround Practices.

**Leadership, Shared Responsibility, and Professional Collaboration**

* **School leaders supported an expectation and culture of shared responsibility by communicating the need for turnaround.** *“...the team was able to articulate to the community why the school was in [turnaround], and then introduce the strategic plan” (Tara, 2:13)*

**Intentional Practices for Improving Instruction**

* **Zanetti purposefully designed and aligned systems, structures and protocols with a focus on instructional improvement.** *“We might plan lessons together, and then team members go out and implement the lesson, with their peers observing them, and then there is time for feedback afterward” (Susan, 3:38)*

**Student-Specific Supports and Instruction to All Students**

* **Educators collaborate to vertically align expectations and identify shared instructional strategies.** *“Would it make sense to have an anchor chart of all the different ways you can represent your work?” (Stephanie, 6:11)*

**School Climate and Culture**

* **Targeted professional development helped educators improve the school’s culture.** *“There’s been a lot of work around culture; we’ve had a lot of professional development around just setting norms...now the teachers are facilitating their own conversations” (Tara, 4:20)*

***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 engage in root cause analysis  |

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

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

**(02:28 – 03:59)** One practice that was helpful at Zanetti was the use of collaborative team time. What is its purpose? How is the focus of the meeting determined? What actions take place in the meeting? What actions do teachers engage in outside of the meeting? How did these practices lead to student specific supports?

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

**(04:00 – 05:16)** Climate and culture is a major element of the sustainable improvement process. What type of mindset is needed for success? How can a leader change the climate and culture of her school? Identify specific actions that Zanetti used to support growth and improve culture.

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

**(05:17 – 06:27)** The assistant principal talks about a new initiative – vertical planning teams. Why did Zanetti decide to implement them? What is their purpose? How do they connect to improved student learning and achievement? What steps did leadership take to make this happen?

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

**(06:27 – 07:27)** What are some of the characteristics that were present at Zanetti that led to improved teaching and learning? What other specific leadership supports are needed to help teachers improve their instructional practice and increase rigor?

**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?