William Monroe Trotter School Video

"The mistake was that people focus on remedial skills rather than engaging students in high quality instruction and content."

Leadership	Intentional Practices	Student Specific Support	Climate and Culture

Guiding Question: *What can we learn from the Trotter School about leadership, intentional practices, student specific supports and climate and culture?*

Part 1—Preview Guidance. As you watch the video, listen for how leaders and staff:

- Analyzed teaching and learning at the beginning of the turnaround efforts to determine root causes. They talk about teaching remedial skills and low expectations instead of high quality content.
- Thought about, developed and articulated an instructional focus and shift. They talk about high expectations, higher order thinking skills/questions and accountable talk.
- Defined the work so that staff could commit to, invest in and own the work. They will talk about using classroom modeling to convince teachers that students were capable of engaging in high level discourse and content.
- Created and realigned systems, structures and protocols that may or may not have been in place (team meetings, student data meetings, peer reviews, lesson plan template to include planning for high level questioning, PD) to be purposeful and aligned to the instructional focus/shift
- Communicated, developed and supported an expectation and culture for shared responsibility and accountability as well as a mindset for continuous improvement and reflection. They discuss their current new focus on student generated high-level questioning as opposed to teacher led; a focus identified by teachers through reflection on practice and peer observation.

Part 2—Turn and Talk. After watching the video, consider the following questions for reflection and discussion.

- What are some of the key strategies that you heard in the video?
- What questions do you have about how turnaround practices were implemented?

Use the following list of critical components to begin to think about and discuss how your school and district teams will plan for, implement and lead this work:

- Analyzing root causes for current instructional delivery and student outcomes
- Identifying a high leverage instructional focus/shift
- Defining the instructional work so that staff can commit to it, invest fully and own the outcomes
- Creating and realigning school structures, systems and protocols to directly impact classroom practice and improve outcomes for students
- Communicating, developing and sustaining an expectation and culture for shared responsibility and accountability, as well as a mindset for continuous improvement and reflection.