EAB

Supporting Teachers Through Demographic Changes

District Leadership Forum

District Leadership Forum

Becca Debus
Research Associate

Matthew McCarthy
Research Manager

Olivia Rios
Senior Research Manager

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1) Executive Overview

Key Observations

Teachers require support from the district when student demographics change rapidly. Profiled districts experienced changes to student demographics that required them to serve new and diverse student populations. To serve these populations, administrators at profiled districts implemented multiple new initiatives (e.g., English language programs, restorative practices, positive behavioral interventions and supports). However, demographic changes and the initiatives they engender can cause confusion among teachers and receive pushback for staff. This report provides practices to support teachers throughout changes to student demographics and the implementation of initiatives to serve new and diverse student populations.

Ensure teachers understand the rationale for new initiatives prior to implementation to mitigate pushback. Contacts suggest communicating the rationale for an initiative (e.g., explaining how restorative practices can reduce suspensions, which improves equity for students of color) helps preempt teacher pushback. Additionally, contacts at **District A** note that clearly linking initiatives that address demographic changes to district goals coordinates efforts and reduces confusion among teachers.

Focus on engaged teachers to build momentum for new initiatives. Contacts note that some teachers always respond negatively to new initiatives. Specifically, contacts at **District E** suggest administrators focus resources on teachers who demonstrate engagement with new initiatives. Contacts explain that demonstrable results from engaged teachers achieves buy-in among reluctant teachers.

To support teachers during implementation of initiatives, provide regular professional development and coaching. All profiled districts provide regular professional development throughout the year to teachers to implement initiatives. Both **District C** and **District E** use Professional Learning Communities to provide peer support and professional development to teachers. Additionally, instructional coaches at District E help every teacher create a Personalized Action Plans to establish individual development goals that relate to new initiatives.

During periods of demographic change, solicit teacher feedback on changes and new initiatives to improve initiatives. Several profiled districts conduct climate surveys yearly to uncover identify how the district can support teachers better. Additionally, several profiled districts also incorporate feedback from teachers into processes to implement initiatives and trainings. **District B** proactively solicits feedback on initiatives from teachers by involving them in the process to select new initiatives.

Use restorative circles and engaging activities to build a positive culture. Restorative circles establish a space for safe, corporative discussion. At **District A**, administrators use restorative circles to discuss district-wide problems with teachers and to give them space to voice individual concerns. In addition to restorative circles, District A operates activities that engage teachers outside the district, such as parties, scavenger hunts, and a job-swap day. Contacts report that these activities build positive culture at the district, because they facilitate teacher interactions and give district administrators the opportunity to recognize teachers' contributions to the district.

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2) Demographic Changes at Profiled Districts

Initiatives to Address Changes

Student-Focused Initiatives at Profiled Districts

The Forum contacted administrators at districts that have experienced recent changes to student demographics. All profiled districts began specific initiatives to serve new student populations. For more information on these initiatives, see **Appendix A** at the end of the report.

Changes and Initiatives at Profiled Districts[1]

District A

The district serves a refugee resettlement area.

Major Initiatives:

- Restorative Practices
- Cultural Awareness
- Training
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma Informed Classrooms
- EL supports

Initiative Leaders:

- Members of the District Equity Committee

District B

The district serves a growing Hispanic population.

Major Initiatives:

- Spanish immersion program
- Restorative Practices
- Trauma Informed Classrooms
- EL supports
- Increased diversity in teacher hiring

Initiative Leaders:

- Members of the Minority Action Committee
- English Learners Consultant

District C

The district serves an increasing under-represented minority population.

Major Initiatives:

- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered Systems of Support (MTSS)

Initiative Leaders:

- Assistant Superintendent

District D

The district serves a refugee resettlement area.

Major Initiatives:

- Culturally and Linguistically Responsive Teaching and Learning
- National Urban Alliance trainings
- Pacific Education Group's Courageous Conversations

Initiative Leaders:

- Director of Equity Services

District E

Contacts at the district report that most students are either culturally diverse or an English language learner.

Major Initiatives:

- Sheltered Instruction Observation Protocol (SIOP)
- Cultural competency training
- EL supports

Initiative Leaders:

- Director of Teaching and Learning
- English Learner Coordinator

1) See page eight for information about **District A**'s Equity Committee, and see pages eight and nine for information on **District B**'s Minority Action Committee.

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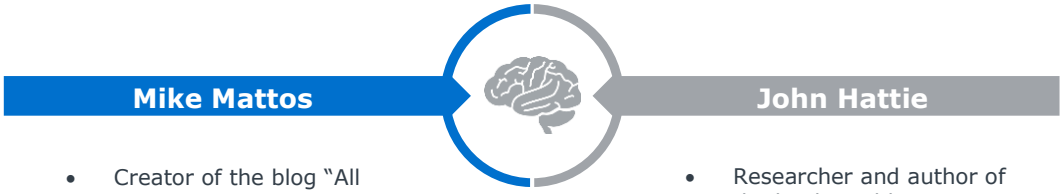
3) District Leadership and Direction

Setting Expectations

Use Existing Research to Demonstrate to Teachers Their Potential to Impact New Student Groups

Contacts at **District C** believe that the most important step to address changes in student demographics is shifting teachers' mindsets. District administrators at District C work with teachers to address teachers' internalized biases about students of color and students who do not speak English as a first language. Contacts note that as demographics change, some teachers cite students' circumstances (e.g., poverty) as reasons why they cannot succeed. Teachers who believe students' circumstances inhibit them from achieving regardless of instructional practices may to resist initiatives to serve those students. District administrators at District C use the work of two researchers, Mike Mattos and John Hattie, to communicate to teachers that all students, regardless of demographic characteristics, can learn and achieve at high levels.[2]

Research to Change Teacher Mindsets on New Student Groups



- Creator of the blog "All Things PLC," which advocates implementing Professional Learning Communities and Response to Intervention at districts;
- Believes all students are capable of learning at high levels, regardless of socio-economic status;
- Believes districts need to adapt to serve students, and if students do not learn it is the district's fault- not the students'.

- Researcher and author of the book *Visible Learning*, which includes a meta-analysis of studies on student achievement;
- Argues that while socio-economic status and other demographic characteristics affect student achievement, classroom practices and learning interventions can result in student learning;
- Suggests teachers focus on influencing aspects of student learning under their control (e.g., classroom instruction).

Improving Communication

Clearly Communicate Rationale for Changes to Reduce Pushback and Receive More Effective Feedback

Contacts at several profiled districts stress the importance of a clear line of communication from the superintendent to teachers.

At **District B**, district administrators meet monthly with principals and assistant principals to transmit information on district priorities and initiatives. Principals and assistant principals communicate that information to teachers at their schools. Contacts at District B suggest that these communications begin with the rationale for any new initiatives. They stress that teachers need to understand strategic reasons

2) Sebastian Waack, "Hattie Ranking: Hattie Effect Size List - 256 Influences Related To Achievement," *Visible Learning* (blog), accessed January 28, 2019,https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/; "John Hattie & His Top 10 High Impact Teaching Strategies," *The Australian Society for Evidence Based Teaching* (blog), accessed January 28, 2019, http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/; Mike Mattos, "Connecting PLCs and RTI," *All Things PLCS* (blog), accessed January 28, 2019, http://www.allthingsplc.info/blog/view/335/connecting-plcs-and-rti.

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for initiatives before administrators introduce any actions they require from teachers. To reduce pushback from teachers, contacts at **District C** suggest that administrators contextualize the decision to implement each initiative and explain its goal (e.g., reduce number of suspensions among students). Contacts explain that when teachers understand the goal of an initiative, they can offer constructive recommendations to administrators to guide the initiative toward its goal.

Communicate Initiatives in Person to Increase Buy-in

Initially, administrators at **District A** wrote communiques to inform teachers and staff about new initiatives. Contacts at the district note that this form of communication was not effective; teachers often ignored or did not engage with the communiques. District administrators have experienced some success using videos to communicate diversity initiatives to teachers; however, contacts report that in-person meetings and discussions remain the most effective method to communicate with teachers and staff about important initiatives.

Consolidate Related Initiatives to Improve Efficacy

Contacts at **District A** report that when large numbers of refugees began to settle in the area, the district created a series of disparate initiatives to serve these new students (e.g., an English language learning program, a cultural awareness program, a committee to address racial diversity and achievement, a committee on students with disabilities). Leaders of these initiatives convened to discuss similar concerns and goals, but contacts note that they acted autonomously. This autonomy led to duplicated efforts among multiple initiatives, which contacts report overwhelmed many teachers.

Recently, District A created a District Equity Committee to coordinate initiatives related to student demographic changes at the district.

District Equity Committee at *District A*

Role

- Holds regular meetings to coordinate district-wide efforts around equity and diversity.
- Reduces instances of duplicated efforts by multiple initiatives.
- Acknowledges the intersectionality of these efforts (e.g., a black student from Somalia with a disability needs different services than a white student from Vermont with a disability, so efforts to assist students with disabilities must consider race and culture).

Members

- Director of Programs for English Language Learners
- Director of Equity
- Director of Student Support Services
- Director of Community Partnership
- Outside consultant

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To Tailor Communications, Consider Creating Teams to Package Information for Teachers at Each Campus

District B created communications teams, called Action Teams (ATs), at each campus to convey information from the district to teachers effectively. Principals choose teachers for each AT. The teams consist of the school principal, the math and English specialists, and select specialist teachers and general education teachers. All district ATs meet for one day every other month. In the morning, the teams receive targeted professional development pertaining to one of the districts' goals. In the afternoon, the teams work individually to plan how to distribute and package the information from the training to deliver it to other teachers at their school. The team's goal is to deliver the information to teachers in an actionable and stress-free communication. These teams allow staff to tailor communications from district administrators to the specific needs of their campus, which contacts report improves the transmission of district-level information to teachers.

Revitalize Dysfunctional Committees with New Members, Improved Focus, and Increased Communication

District B created a Minority Action Committee to respond to increasing numbers of under-represented minority students at the district. The committee comprises teachers, community members, leaders of after-school programs, district administrators, school social workers, and principals. The assistant superintendent serves as the committee's leader. The committee meets quarterly. Before the current assistant superintendent assumed the leadership role, contacts report that relationships among district and community members were frayed. Contacts explain that the committee was unable to effectively pursue its mission because of these fractured relationships. After multiple changes to the committee, contacts note that it now works collectively to address inequity within the district. These contacts offer recommendations to fix dysfunctional committees.

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Suggestions to Fix Dysfunctional Committees from Contacts at *District B*

Appoint New Committee Leadership

Contacts at **District B** note that selecting the assistant superintendent to lead the committee improved relationships among district and community members. Contacts note that the assistant superintendent appeared more impartial than tenured committee members who had been involved in conflicts. Contacts explain that this impartiality helped resolve conflicts that had stymied the committee.

Share Evidence of Progress and Communicate Transparently

Contacts at **District B** state that many community members on the committee felt the district failed to listen to their concerns and take reasonable action to address them. To address conflicts related to these concerns, the district demonstrated progress on a few initiatives. With clear evidence of action on priorities, contacts note that community members feel heard and accept that the district cannot address all their concerns immediately. Contacts at District B recommend that administrators regularly communicate progress on a few district initiatives and any limitations that inhibit them from addressing each concern voiced by community members.

Focus on Students

Contacts at **District B** note that the appointment of the assistant superintendent reminded the committee of their unified mission: to help students. Contacts recommend sharing information (e.g., pictures, letters, survey results) from students served by the committee to provide a visible reminder of purpose and to refocus discussions on how to help students.

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4) Engaging Teachers

Increasing Engagement and Addressing Conflicts

To Increase Engagement with Initiatives, Involve Teachers in the Process to Select New Initiatives

Contacts at **District B** report district administrators implemented a new reading curriculum to replace an outdated curriculum and serve new student populations. Administrators began the process to select a new curriculum by choosing five potential new curricula to consider. After administrators determined the preliminary selections, they established a curriculum committee, which included one teacher from each grade level at every school. The committee explored the five potential curricula and ultimately voted to decide which one to implement.

While the committee evaluated curricula, district administrators worked with principals to communicate to staff why they required a new reading curriculum. They also discussed how the district would implement the curriculum the committee selected. Contacts report that administrators reassured teachers they would implement the program gradually. Contacts note that the combination of allowing teachers to participate in the process to select new curriculum and communicating rationale for the change achieved buy-in among teachers for the decision.

Collaborate with Engaged Teachers to Identify and Address Meaningful Concerns

Contacts at all profiled districts note that a few teachers always respond negatively to changes at the district and new initiatives to address them. Contacts at **District E** suggest that district leaders concentrate efforts on engaged teachers, rather than using resources to attempt to convert small but resistant groups of staff. Contacts believe that reluctant teachers will begin to show interest in initiatives as engaged teachers begin to experience success with them.

Similarly, administrators at **District C** prioritize responding to feedback from engaged teachers. When multiple teachers at the district express similar concerns about new initiatives, administrators solicit feedback about the concern from teachers whom school leaders identify as engaged with the initiatives. Contacts explain that soliciting feedback from engaged teachers helps administrators determine the severity of teachers' concerns and mitigates the impact of a small but vocal group of disaffected teachers on administrators' perception of an initiative's progress.

Focus Efforts on One or Two Initiatives to Mitigate Change Fatigue Among Teachers

Contacts at **District C** report that district administrators implemented multiple initiatives simultaneously to address different changes affecting the district. Yet contacts note that many teachers did not implement some aspects of the initiatives. They explain that teachers expressed fatigue due to an overwhelming number of initiatives at the district. District administrators responded by concentrating efforts one initiative. Contacts report that that they will wait until teachers feel comfortable with this initiative before they proceed to implement additional initiatives.

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District C also received a Teacher Leadership Grant from the state to support teachers. This four million dollar grant funded instructional coordinators and trainings for teachers to assist with the implementation of new intiatives.

Use Professional Learning Communities to Provide Support to Teachers

Both **District C** and **District E** use Professional Learning Communities (PLCs) to provide continuous professional development and support to teachers during periods of change. Contacts at District C note that PLCs provide a space for leaders and teachers to discuss changes within the district and new initiatives to address them. This dedicated space for regular communication helps focus teachers on the purpose of new initiatives and provides time for leaders to collect and respond to feedback from teachers.

At District E, teachers in the same grade or in the same content area meet once per week to participate in a PLC. During these meetings, teachers can share advice and strategies and analyze data to inform their instruction. For example, teachers may build common assessments that evaluate necessary skills (e.g., a short exit ticket that assesses a specific competency). When students complete the assessments, the teachers collectively assess the results (i.e., assess if students demonstrate the competency). These assessments provide data that teachers can use to inform lesson planning and classroom practices.

Use Personalized Action Plans to Facilitate Individual Development and Implementation of District Goals

In 2013, Michigan passed legislation that requires districts to create growth and development plans for teachers. At **District E**, administrators use personalized action plans to encourage professional development that aligns with district goals. These plans provide a clear method for teachers to receive personalized feedback and actionable steps to address changes at the district.

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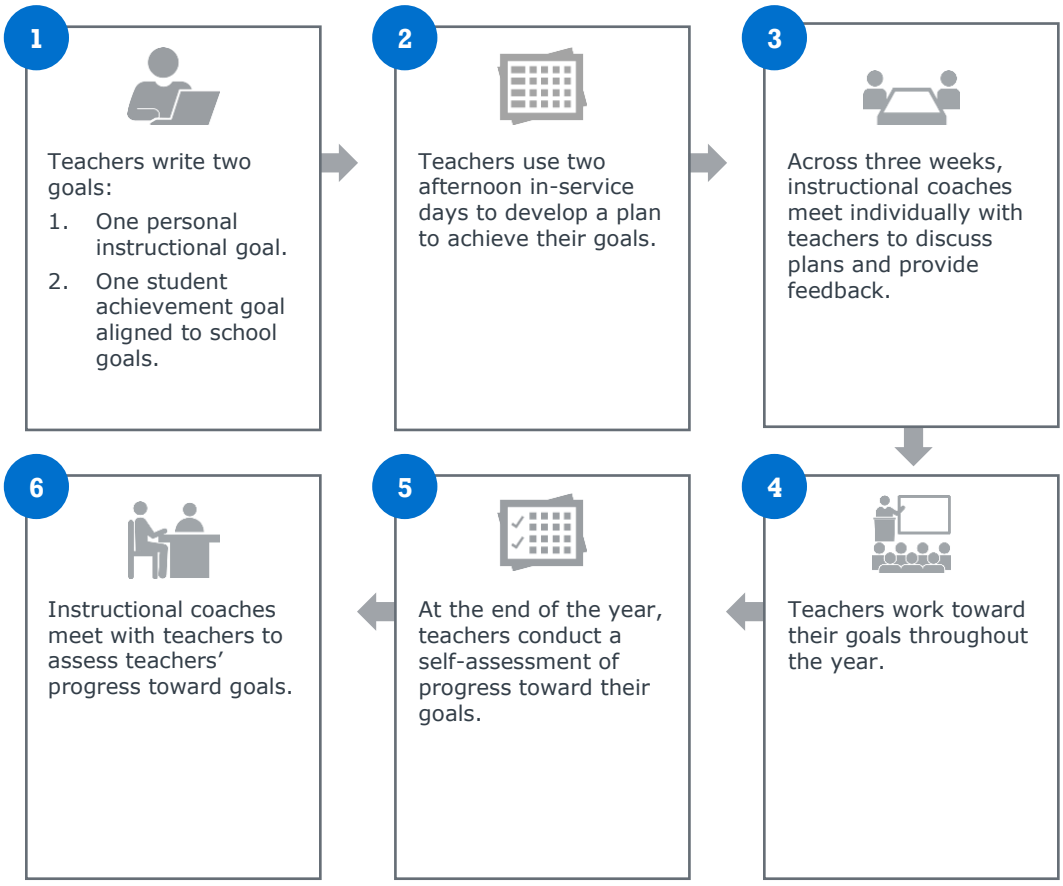
See **Appendix B** for sample plan and assessment forms.

Creating a Personalized Action Plan at *District E*



Instilling Accountability

Incorporate Accountability Measures to Ensure Teachers Prioritize New Initiatives

Administrators at District E created a comprehensive training program to implement a new initiative for English language learners. They administrators asked teachers to practice the skills the program taught between trainings. However, contacts report that many teachers did not practice in their classrooms. Consequently, contacts note that many teachers did not the minimum with the content of the program required by the district. To underscore the importance of the training for the new initiative, administrators at District E incorporated accountability measures that include documentation and oversight into the program.

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District E's Training Process with Action Steps and Accountability Measures

1. **Training**
   Instructional coaches conduct two-hour trainings with teachers every two months, instead of one full day of professional development during the summer. Contacts report that shorter, frequent trainings allow teachers to dedicate time to practice one skill before learning new ones.

2. **Action Step**
   At the end of the training, the district provides teachers with clear action steps to complete before the next training (e.g., create daily objectives to write on the chalkboard, incorporate specific themes into lesson plans).

3. **Documentation**
   Teachers implement action steps and document them in a group Google Doc.

4. **Review by Leadership**
   School leadership and trainers review the Google Doc. and provide feedback on progress. Contacts stress that this regular feedback is fundamental to establishing accountability for implementing skills.

Soliciting Feedback

Administer Surveys to Educators to Provide Regular Opportunities for Feedback

Four of the five profiled school districts (i.e., **District A**, **District B**, **District C**, and **District E**) use surveys to collect feedback from teachers and other stakeholders (e.g., students, staff, parents) about changes within the district. District A, District B, and District C conduct climate surveys of stakeholders at least once per year to assess potential problems within the district. Administrators at District C work with researchers at the University of Iowa to conduct climate surveys every spring and analyze the results.

Profiled districts also use surveys to collect feedback on specific initiatives or training sessions. For example, District A partnered with a local university to collect data on diversity and equity initiatives. Researchers at the University serve as a neutral third party to help the district obtain unbiased information from surveys. Last August, researchers conducted an anonymous survey on every aspect of the district's two days of professional development during the summer. The anonymous survey yielded a high response rate (i.e., 49 percent). Administrators use the results of the survey to adjust the agenda for subsequent professional development sessions.

Leverage Existing Staff Meetings to Solicit Continuous Feedback on Initiatives

The English learner (EL) consultant at **District E** meets monthly with EL teachers at the district. These meetings provide an opportunity for EL teachers to offer feedback on EL initiatives. The EL consultant shares feedback from teachers with district administrators. The EL consultant also conducted surveys of teachers to provide additional feedback to district administrators.

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5) Building a Positive Culture

Fostering Positivity Among Staff

Contacts at **District C** recommend the book *Culturize* by Jimmy Casas to help educational leaders learn how to create positive and inspiring cultures.

Encourage District and School Leaders to Engage with Staff to Foster Positive Cultures

Contacts at **District C** express that district and school leaders are responsible for district and school culture, respectively. Contacts note that while leaders cannot change which students enroll at the district, they can foster positivity among staff. Specifically, contacts stress that leaders must establish relationships with staff. They believe that positive relationships with staff are necessary to foster positive district and school cultures. Specifically, contacts at **District B** and **District D** acknowledge the importance of leaders establishing personal relationships with teachers at the district. Contacts report that the superintendent t District B regularly asks teachers their opinions on changes at the district. These conversations allow the superintendent to hear teachers' concerns and to establish personal relationships with staff.

Contacts at District C also note that how leaders respond to changes and concerns influences district and school cultures. They emphasize that leaders must communicate transparently with teachers, respond to concerns and feedback, and recognize and celebrate successes.

Implement Restorative Circles to Build Community Among Staff

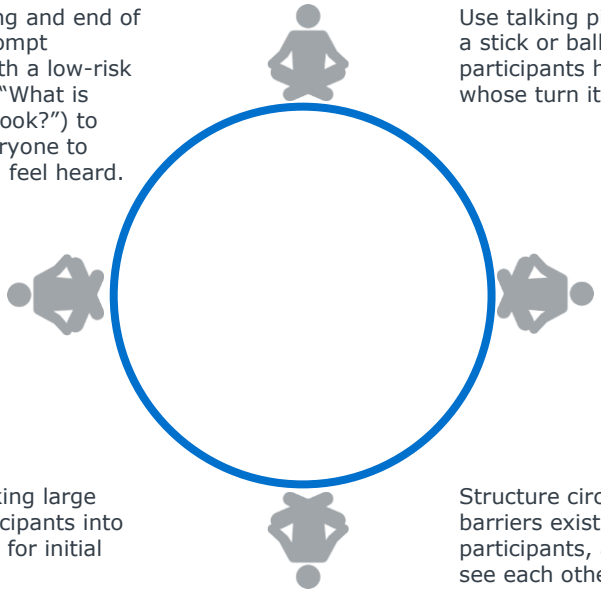
Restorative practices is a discipline that studies how to strengthen personal relationships and connections within communities. Many districts implement restorative practices to address inequities in school discipline practices. For more information, see **Appendix A.**

Administrators at **District A** use restorative circles to provide safe and supportive spaces to discuss difficult topics or problems, voice questions or concerns, and receive support from peers. Specifically, contacts report that administrators use the circles to facilitate conversations among teachers about changes and initiatives at the district.

Suggestions for Operating Restorative Circles

At the beginning and end of each circle, prompt participants with a low-risk question (e.g. "What is your favorite book?") to encourage everyone to participate and feel heard.

Use talking pieces, such as a stick or ball, that participants hold to signify whose turn it is to speak.



Consider breaking large groups of participants into smaller groups for initial discussions.

Structure circles so no barriers exist between participants, and they can see each other clearly.

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Consider Operating a Job-Swap Activity to Increase Empathy Among Administrators and Staff

At **District B**, administrators developed a unique activity to foster positivity among administrators and staff. Every year, each district administrator assumes the responsibilities of one randomly selected staff member for one day (e.g., a district administrator teaches a kindergarten class). This activity gives administrators an opportunity to experience what their staff do daily. It also provides an opportunity for staff to establish relationships with administrators who they may not meet otherwise.

Last year, the superintendent taught an elementary class for one day. Contacts report that students in the class enjoyed meeting the superintendent, and the teacher appreciated hearing how the superintendent interacted with the class. Since the activity, the superintendent has continued a relationship with that class; the superintendent visits the class occasionally to converse with students.

Contacts at District B explain that both administrators and staff enjoy the activity because it encourages a sense of community and togetherness that contributes to the district's positive culture.

Job-Swap Activity at *District B*

1. All staff submit their names for a drawing

The drawing occurs during the start of the year kickoff party. All staff put their names into a hat.

2. Each district administrator draws one name

All 40 administrators at the district participate in the activity.

3. Administrators assume staffs' responsibilities for one day

The administrator and the staff member decide one day to swap roles, based on their schedules. The district gives the staff member the day off, and the district administrator covers the staff member's regular responsibilities.

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Operate Activities that Recognize Accomplishments and Build Camaraderie to Reinforce Positive Behavior

Administrators at **District B** operate activities for staff that reinforce positive actions through recognition and facilitate positivity through team-building exercises.

Example Activities to Show Appreciation to Staff

Hold a "Birthday Party" for the district over the summer to recognize district achievements during the previous school year.

Host a yearly scavenger hunt with teams of teachers to build camaraderie.

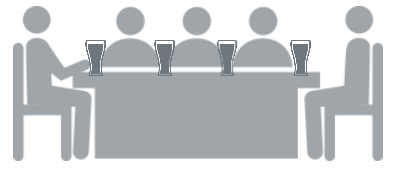
Give speeches recognizing specific accomplishments by teachers to reinforce positive actions.

Improving District-Community Relations

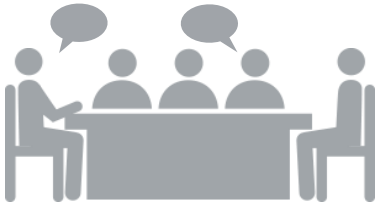
Use Community Cafes to Establish Relationships with Community Members

At **District D**, the District Equity Committee holds Community Cafes to foster discussions among constituents around equity at the district. Contacts report that these mediated discussions are particularly important because the community is predominantly white, while 44 percent of students enrolled at the district are African American. The discussions bring people of different viewpoints together in a neutral environment to discuss potentially difficult topics.

Hosting a Community Cafe



At the cafes, community members and district employees sit in mixed groups at several tables to eat a meal together.



After the meal, each table holds a conversation around a specific prompt. A facilitator guides each discussion. After the discussion finishes, participants switch tables to discuss a new topic.

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6) Research Methodology

Project Challenge

Leadership at a member district approached the Forum with the following questions:

- What financial or demographic changes have occurred at contact districts in the last five years?
  - How have contact districts responded to these changes?
  - What department or administrator at contact districts oversaw the responses?
- How did contact districts communicate changes to teachers?
  - How did contact districts communicate changes to other stakeholders?
- How did contact districts encourage teachers to respond to changes?
  - How did contact districts provide teachers with actionable steps to address changes within their classrooms?
  - What other supports did contact districts provide to teachers as they addressed these changes?
- How did contact districts solicit and respond to teacher feedback on initiatives to address changes?
- How did contact districts address negativity or fatigue among teachers as a result of these changes?
- Did contact districts face additional challenges that obstructed them from effectively addressing certain aspects of district changes?
  - If so, how did contact districts communicate these limitations to teachers?
- How did contacts districts maintain a positive school culture during changes?
  - How did contact districts support other stakeholders during changes?

Project Sources

The Forum consulted the following sources for this report:

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- National Center for Education Statistics (NCES) (http://nces.ed.gov/)
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Research Parameters

The Forum interviewed district administrators and staff who coordinate initiatives that serve new student populations at districts that have experienced changes to student demographics.

A Guide to Districts Profiled in this Brief

District	Location	Approximate Number of Students
District A	Northeast	4,000
District B	Mid Atlantic	5,000
District C	Midwest	14,000
District D	Midwest	10,000
District E	Midwest	3,000

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Appendix A

Resources on Student Support Initiatives at Profiled Districts

Positive Behavioral Intervention and Supports (PBIS)

PBIS is a multi-tiered approach to social, emotional, and behavioral support. For more information and resources, see the **PBIS OSEP Technical Assistance Center**.

Multi-Tiered System of Support (MTSS)

Formerly known as Response to Intervention (RTI), MTSS systematically documents student need for service and recommends interventions and instruction tailored to each student based on their needs. For more information, see the **MTSS webpage** on the **PBIS OSEP Technical Assistance Center**.

Restorative Practices

Restorative Practices strengthens personal relationships and connections within communities.

For more information on Restorative Practices at schools, see the report **Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools**.

For more information on Restorative Practices more generally, see the website for the **International Institute for Restorative Practices**.

Trauma-Informed Classrooms

Trauma-informed classrooms seek to ensure that educators and students understand the impact of trauma on students to establish safe classroom environments where students can grow. For more information, see the report **Trauma-Informed Classrooms** published by the School-Justice Partnership National Resource Center.

Sheltered Instruction and Sheltered Instruction Observation Protocol (SIOP)

Sheltered instruction refers to practices designed to help English language learners in the classroom. SIOP identifies 30 elements of sheltered instruction, grouped into eight categories.

For more information on these categories, see **What are the components of sheltered English instruction?**.

For more information on sheltered instruction more generally, see the brief **Using Sheltered Instruction to Support English Language Learners**.

National Urban Alliance for Effective Education (NUA)

NUA provides professional development and organizational guidance to urban and suburban schools. They offer instructional assessments, action plans, seminars, classroom demonstrations, and peer observations of teaching practices. For more information, see their website, **nuatc.org**.

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Pacific Education Group

The Pacific Education Group is dedicated to racial equity in education. Their Courageous Conversations protocol seeks to address racial disparities through cross-racial dialogue. For more information, see their website, **courageousconversations.com**.

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Appendix B

Sample Personalized Action Plan

Personalized Action Plan at *District E*

Personalized Professional Development Goal

- List your Goal 1
- Which district or building goal(s) does this goal align with?

Your Plan to Achieve This Goal

- Planned Action Steps
- Timeline
- Evidence Indicators/Outcomes
- Resources Needed

Teacher Instructional Growth Goal

- List your Goal 2
- Which areas of your Teacher Evaluation rubric does this goal align with?

Your Plan to Achieve This Goal

- Planned Action Steps
- Timeline
- Evidence Indicators/Outcomes
- Resources Needed

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Sample End-of-the-Year Review of Personalized Action Plan

End-of-Year Reflection on Personalized Action Plan at *District E*

Consider your professional practice over the past year, in terms of the goals set aside and the evidence collected. Answer each of the following questions.

Personalized Professional Development Goal (Goal 1)

- Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?
- If you met your goal, what contributed to your success?
- If you did not meet your goal, what were barriers to your success?
- What activities did you participate in this year to help you reach your Personalized Professional Development goal (add evidence of these activities as attachments)?

Teacher Instructional Growth Goal (Goal 2)

- Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?
- If you met your goal, what contributed to your success?
- If you did not meet your goal, what were barriers to your success?

Overall

- Of what are you most proud when you look back at the academic year?
- What are possible areas in which you would like to grow in the upcoming academic year?

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