

## High Levels of Collaboration and Communication<sup>1</sup>

High-performing schools see groups of stakeholders engaged in various forms of collaboration, including: principals and other school leaders involving staff in school governance; teachers and other instructional staff forming communities of practice to strengthen student learning; and principals, other school leaders, and staff partnering with families, public agencies, businesses, and other community members to expand supports and services.<sup>2</sup> Internally, collaboration among principals, other school leaders, and staff, in particular,<sup>3</sup> proves most effective when educators collectively develop curricula, discuss their instructional practice, observe each other at work, share their knowledge and expertise, and celebrate each other's successes.<sup>4</sup> In fact, research finds that when educators regularly collaborate in meaningful ways:

### Definition

*There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.<sup>1</sup>*

- Schools make more informed decisions and implement policies and practices more effectively;<sup>5</sup>
- Schools build additional internal capacity for teaching and learning;<sup>6</sup>
- Teachers experience a greater sense of self-efficacy and higher levels of job satisfaction;<sup>7</sup>
- Teachers, especially new hires, leave the profession at lower rates;<sup>8</sup> and
- Student achievement increases.<sup>9</sup>

Principals and other school leaders can use the strategies outlined below to establish 1) trusting relationships among staff; and 2) the structures needed for professional collaboration to succeed.<sup>10</sup>

### 💡 Building Relationships<sup>11</sup> 💡

#### BETWEEN PRINCIPALS AND TEACHERS

- Set explicit expectations.
- Demonstrate personal integrity.
- Be positive.
- Show you care.
- Be accessible.
- Facilitate and model effective communication.
- Encourage teachers to share feelings.
- Express value for dissenting views.
- Offer and accept constructive feedback.
- Involve teachers in decision-making.
- Celebrate experimentation and support risk.
- Ensure teachers have basic resources.
- Reduce teachers' sense of vulnerability.

#### AMONG TEACHERS

- Make relationship-building a priority.
- Make new teachers feel welcome.
- Engage all teachers in discussions and activities related to the school's mission, vision, and core values.
- Increase and improve teacher communication.
- Support meaningful opportunities for teachers to work collaboratively.
- Choose a professional development model that promotes relationship-building.

### 💡 Creating Professional Communities<sup>12</sup> 💡

#### INITIAL STEPS

- Build a guiding coalition.
  - Include key players to prevent non-participants from blocking progress. Involve enough proven leaders with sufficient credibility to drive any needed changes. Adequately represent various points of view.
- Use ideas to make cultural change.
  - Specify what you expect all students to learn. Determine how you will know when each student has met the learning targets. Indicate how you will respond when students struggle.
- Generate group norms.
  - Set expectations for how the group will work together to meet specified objectives.
- Generate SMART goals.
  - Do not set goals based on what seems easily measurable. Consider what will have the greatest impact on student achievement.
- Identify power standards.
  - State the critical skills, knowledge, and dispositions all students should acquire in each course, grade level, and unit of instruction.
- Provide resources to support collaboration.
  - Set aside time for the group to meet regularly. Find an appropriate space. Plan for other needs.
- Celebrate successes.

#### ➔ Related Resources ➔

<a href="#">ASCD</a>	<a href="#">Boys Town</a>
<a href="#">Education Week</a>	<a href="#">Edutopia</a>
<a href="#">REL Northwest</a>	<a href="#">Transforming Education</a>

#### ➔ Related Resources ➔

<a href="#">ASCD</a>	<a href="#">Center for the Study of Teaching and Policy</a>
<a href="#">National Staff Development Council</a>	<a href="#">REL Mid-Atlantic</a>
<a href="#">Scholastic</a>	<a href="#">SEDL</a>

## Focused Professional Development

Evidence suggests that teacher quality positively affects student achievement perhaps more than any other school-based factor, such as leadership, facilities, and other resources and supports.<sup>14</sup> Definitions of teacher quality vary, encompassing teacher qualifications (e.g., preparation, certification, experience, etc.) and/or practices (e.g., planning and delivering instruction, managing classrooms, and forming relationships with students, etc.).<sup>15</sup> Yet, studies indicate that substantial professional development can offer schools a mechanism for strengthening teacher quality and, in turn, improving student outcomes.<sup>16</sup> While teachers should continue to engage in professional learning throughout their careers, not all forms of professional development have the same impact.<sup>17</sup> The most effective professional development offerings typically feature the following seven design elements:<sup>18</sup>

### Definition

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.<sup>12</sup>

### Characteristics of Effective Professional Development

						
FOCUSES ON CONTENT	INCORPORATES ACTIVE LEARNING	SUPPORTS COLLABORATION	MODELS EFFECTIVE PRACTICE	PROVIDES COACHING	OFFERS FEEDBACK AND REFLECTION	REMAINS ONGOING

Source: Darling-Hammond et al.<sup>19</sup>

Notably, a variety of approaches can incorporate these characteristics, giving schools flexibility in choosing the types of professional development to offer teachers, including:<sup>20</sup>

### Examples of Professional Development Methods

COACHING/MENTORING <sup>21</sup>	CLASSROOM WALK-THROUGHS <sup>22</sup>	TEACHER INQUIRY <sup>23</sup>
DESCRIPTION	DESCRIPTION	DESCRIPTION
Coaching and mentoring programs vary in several key respects, including degree of formality. Some programs rely on expert or experienced teachers to provide support, while others leverage peer relationships. Program focus may range from instructional practices on which an individual teacher needs guidance to aspects of curriculum and instruction emphasized as part of schoolwide improvement efforts.	Principals and/or other school leaders observe teaching and learning in the classroom during brief visits. Formative rather than evaluative, walk-throughs enable teachers to receive feedback on their instructional practice for the purpose of reflection.	This includes a range of approaches, such as teacher study groups and action research. In teacher study groups, participants research a shared challenge or topic of shared interest related to classroom instruction or broader school improvement. In action research, teachers engage in a cyclical process, identifying a problem, collecting and analyzing related data, developing a plan, implementing the plan, evaluating the results, and repeating the process as needed.
RELATED RESOURCES	RELATED RESOURCES	RELATED RESOURCES
<a href="#">ASCD; National Center for Systemic Improvement (Brief); National Center for Systemic Improvement (Guide); National Staff Development Council; SREB; Washington OSPI</a>	<a href="#">ASCD; Department of Defense Education Activity; Ohio Department of Education; Oregon Department of Education; University of Texas at Austin; Washington State ASCD</a>	<a href="#">ASCD; Center for Applied Linguistics; Florida Department of Education; Literacy Coaching Clearinghouse; Michigan State University; REL Northeast and Islands; SEDL; Washington OSPI</a>
LESSON STUDY <sup>24</sup>	LOOKING AT STUDENT DATA <sup>25</sup>	PROFESSIONAL LEARNING COMMUNITIES <sup>26</sup>
DESCRIPTION	DESCRIPTION	DESCRIPTION
A small group of teachers sets an instructional goal, plans a lesson, teaches and observes the lesson, reflects on and evaluates the lesson, modifies the lesson, teaches and observes the revised lesson, reflects on and evaluates the revised lesson, and discusses the results.	A small group of teachers reviews performance on classroom assessments and other work samples produced over time by a few focus students to understand the relationship between their instructional practice and the ways in which students learn.	A professional learning community (PLC) consists of teachers (and, in some cases, administrators) who seek to improve student learning by collaborating and engaging in reflective dialogue. The participants, motivated by shared values and norms, exchange strategies and practices to
RELATED RESOURCES	RELATED RESOURCES	RELATED RESOURCES
<a href="#">Center for the Collaborative Classroom; Chicago Lesson Study Group; Lesson Study Project; Ontario College of Teachers; University of Leicester</a>	<a href="#">ASCD; Center for Collaborative Education; Curriculum Support Guide; EQulP; New York City Department of Education; Rhode Island Department of Education; School Reform Initiative; Teaching and Learning Lab</a>	<a href="#">Annenberg Institute for School Reform; Education Week; K-12 Blueprint; New Jersey Department of Education; SERVE; West Virginia Department of Education</a>







## High Level of Family and Community Involvement

In high-performing schools, student learning becomes the shared responsibility not only of principals, teachers, and other school staff, but also of families and community members.<sup>28</sup> Research confirms the importance of family involvement, in particular, in raising student achievement.<sup>29</sup> Such findings hold across grade levels, racial/ethnic groups, income brackets, and school settings (e.g., urban). Although parents' support for their child's learning at home and attitudes toward education may yield the greatest impact, schools should engage families in multiple ways, including opportunities to participate in decision-making, volunteer at their child's school, and attend various activities.<sup>30</sup> With respect to the broader community, schools should reflect on gaps in existing programs and services to identify potential organizations with which to partner to expand the supports available to students, families, and staff.<sup>31</sup> Ongoing community partnerships aligned with the school's mission and integrated into the school's culture tend to offer greater benefits than temporary collaborations to support one-time events.<sup>32</sup> To foster sustainable partnerships, schools should set clear goals, build balanced relationships, maintain two-way communication, and show appreciation.<sup>33</sup> By facilitating the six types of involvement outlined below, principals and other school leaders can establish and maintain authentic connections among schools, families, and the community.













### Definition

*There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.<sup>27</sup>*

### Six Types of Involvement<sup>34</sup>

 <b>DEVELOPING PARENTING SKILLS</b>	 <b>COMMUNICATING EFFECTIVELY</b>	 <b>BECOMING A VOLUNTEER</b>
DESCRIPTION	DESCRIPTION	DESCRIPTION
Assisting families in building parenting skills, understanding child and adolescent development, and creating conditions at home to support learning at each age and grade level. Assisting schools in understanding families' backgrounds, cultures, and goals for children.	Creating channels for regular two-way communication between school and home that prove effective and reliable. Ensuring communications reflect cultural and linguistic differences. Communicating with families about school programs and student progress.	Improving recruitment efforts and offering training programs to engage families as volunteers at their child's school. Providing a variety of meaningful volunteer opportunities and accommodating flexible scheduling. Enabling staff to work with volunteers to support students and the school.
 <b>SUPPORTING LEARNING AT HOME</b>	 <b>ENGAGING IN DECISION-MAKING</b>	 <b>COLLABORATING WITH THE COMMUNITY</b>
DESCRIPTION	DESCRIPTION	DESCRIPTION
Involving families in their child's academic and social-emotional learning at home, such as by assisting with homework, engaging in academic goal-setting, and discussing postsecondary plans.	Including families as participants in school decision-making, governance, and advocacy through school councils, improvement teams, committees, and/or other organizations.	Partnering with community groups, including businesses, public agencies, cultural and civic organizations, and postsecondary institutions to provide additional resources and services to students, families, and staff.

### Related Resources

 <a href="#">Community and Family Engagement: Principals Share What Works (Coalition for Community Schools)</a>	 <a href="#">A How-To Guide for School-Business Partnerships (Council for Corporate and School Partnerships)</a>	 <a href="#">School-Community Partnerships: A Guide (Center for Mental Health in Schools at UCLA)</a>
 <a href="#">Community Engagement (Oregon GEAR UP)</a>	 <a href="#">Meaningful Local Engagement under ESSA: A Handbook for LEA and School Leaders (Council of Chief State School Officers)</a>	 <a href="#">School, Family, and Community Partnerships (The Education Alliance at Brown University)</a>
 <a href="#">Family-School-Community Partnerships 2.0 Collaborative Strategies to Advance Student Learning (National Education Association)</a>	 <a href="#">Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships." (Northwest REL)</a>	 <a href="#">Strengthening Partnerships: Community School Assessment Checklist (Coalition for Community Schools)</a>
 <a href="#">Handbook on Family and Community Engagement (Academic Development Institute, Center on Innovation &amp; Improvement)</a>	 <a href="#">The Power of Family School Community Partnerships: A Training Resource Manual (National Education Association)</a>	 <a href="#">Toolkit of Resources for Engaging Families and the Community as Partners in Education (REL Pacific)</a>

See also [here](#), [here](#), and [here](#) for related resources from Washington OSPI.

## Endnotes

<sup>1</sup> "Nine Characteristics of High-Performing Schools." Office of Superintendent of Public Instruction, 2007. <https://files.eric.ed.gov/fulltext/ED499819.pdf>

<sup>2</sup> [1] Ibid. [2] Lezotte, L.W. "Correlates of Effective Schools: The First and Second Generation." Effective Schools Products, Ltd., 1999. <https://static1.squarespace.com/static/57c4731c893fc047731cea43/t/5946db3b2994cac227699178/1497815867695/Correlates+of+Effective+Schools.pdf> [3] Herman, R. et al. "Turning Around Chronically Low-Performing Schools: A Practice Guide." National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, May 2008. [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround\\_pg\\_04181.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf) [4] Kirk, D.J. and T.L. Jones. "Effective Schools." Pearson Education, Inc., July 2004. [http://images.pearsonassessments.com/images/tmrs/tmrs\\_rg/EffectiveSchools.pdf](http://images.pearsonassessments.com/images/tmrs/tmrs_rg/EffectiveSchools.pdf)

<sup>3</sup> We focus in this section on internal forms of collaboration as the concluding section examines ways in which schools can partner effectively with families and community organizations.

<sup>4</sup> [1] Hoerr, T.R. "Principal Connection: The Juggler's Guide to Collegiality." *Educational Leadership*, 72:7, April 2015. <http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/The-Juggler's-Guide-to-Collegiality.aspx#:~:text=Collegiality%20is%20the%20set%20of,and%20teachers%20teaching%20one%20another.> [2] Barth, R.S. "Improving Relationships Within the Schoolhouse." *Educational Leadership*, 63:6, March 2006. <http://www.ascd.org/publications/educational-leadership/mar06/vol63/num06/Improving-Relationships-Within-the-Schoolhouse.aspx>

<sup>5</sup> [1] Little, J.W. "School Success and Staff Development in Urban Desegregated Schools." Center for Action Research, 1981. As discussed in Barth, R.S. *Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference*. San Francisco, CA: Jossey-Bass Publishers, 1990. [2] Williamson, R. and B. Blackburn "Collaborating Through Shared Decision-Making." MiddleWeb, November 12, 2018. <https://www.middleweb.com/39093/collaborating-through-shared-decision-making/>

<sup>6</sup> Newmann, F.M. and G.G. Wehlage. "Successful School Restructuring: A Report to the Public and Educators." Center on Organization and Restructuring of Schools, 1995. <https://files.eric.ed.gov/fulltext/ED387925.pdf>

<sup>7</sup> [1] Rosenholtz, S.J. *Teachers' Workplace: The Social Organization of Schools*. White Plains, NY: Longman, Inc., 1989. As discussed in "Nine Characteristics of High-Performing Schools," Op. cit. [2] Schmoker, M. "Forward. Here and Now: Improving Teaching and Learning." In DuFour, R., R. Eaker, and R. DuFour, (Eds.). *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: National Educational Service, 2005. As discussed in "Nine Characteristics of High-Performing Schools," Op. cit. [3] Futernick, K. "A Possible Dream: Retaining California's Teachers So All Students Learn." California State University, 2007. [https://www.wested.org/wp-content/uploads/2016/11/139941242532061.TeacherRetention\\_Futernick07-3.pdf](https://www.wested.org/wp-content/uploads/2016/11/139941242532061.TeacherRetention_Futernick07-3.pdf)

<sup>8</sup> [1] Guarino, C.M., L. Santibañez, and G.A. Daley. "Teacher Recruitment and Retention: A Review of the Recent Empirical Literature." *Review of Educational Research*, 76:2, Summer 2006. <https://canvas.brown.edu/courses/766702/files/21779055/download?verifier=ampK8iKiZAAwX03WOQPsBKVOQtXUUpCvWvb0CApN&wrap=1> [2] Kardos, S.M. and S.M. Johnson. "On Their Own and Presumed Expert: New Teachers' Experiences with Their Colleagues." *Teachers College Record*, 109:12, 2007. <http://tcrecord.org/Content.asp?ContentID=12812>

<sup>9</sup> [1] Rosenholtz, Op. cit. [2] Schmoker, Op. cit. [3] Newmann and Wehlage, Op. cit. [4] Bryk, A.S. "Organizing Schools for Improvement." *Phi Delta Kappan*, 91:7, April 2010. <https://qrisnetwork.org/sites/all/files/materials/OrganizingSchools.pdf> [5] "Core Practices in Math and Science: An Investigation of Consistently Higher Performing School Systems in Five States." National Center for Educational Achievement, 2009. [https://www.act.org/content/dam/act/unsecured/documents/NCEA-core\\_practices\\_in\\_math\\_and\\_science-01-01-09.pdf](https://www.act.org/content/dam/act/unsecured/documents/NCEA-core_practices_in_math_and_science-01-01-09.pdf) [6] Herman, et al., Op. cit. [7] Goddard, Y.L., R.D. Goddard, and M. Tschannen-Moran. "A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools." *Teachers College Record*, 109:4, 2007. [https://education.illinoisstate.edu/downloads/casei/collaboration\\_studentachievement.pdf](https://education.illinoisstate.edu/downloads/casei/collaboration_studentachievement.pdf)

<sup>10</sup> See the next section for additional strategies to guide professional communities (e.g., conducting meetings).

<sup>11</sup> Bullet points adapted from: [1] Brewster, C. and J. Railsback. "Building Trusting Relationships for School Improvement: Implications for Principals and Teachers." Northwest Regional Educational Laboratory, September 2003. <https://educationnorthwest.org/sites/default/files/trust.pdf> [2] Barth, Op. cit. [3] Wilson, E. "Building Supportive Relationships With Your School Staff." Boys Town. <https://www.boystowntraining.org/assets/buildingsupportiverelationshipswithyourschoolstaff.pdf> [4] Fournier, R. et al. "Stories from the Field: Cultivating Relationships Through Administrator Actions." Transforming Education, October 2019. <https://www.transformingeducation.org/wp-content/uploads/2019/10/StoriesfromtheField-Relationships-Brief-3-vF.pdf> [5] DeWitt, P. "Teacher-Principal Relationships: Are We Building Bridges or Burning Them?" *Education Week*, October 12, 2016. [https://blogs.edweek.org/edweek/finding\\_common\\_ground/2016/10/Teacher\\_Principal\\_Relationships\\_Are\\_We\\_Building\\_Bridges\\_Or\\_Burning\\_Them.html?r=637761620](https://blogs.edweek.org/edweek/finding_common_ground/2016/10/Teacher_Principal_Relationships_Are_We_Building_Bridges_Or_Burning_Them.html?r=637761620) [6] Will, M. "4 Things Principals Can Do (and 4 Things They Shouldn't) to Build Relationships With Teachers." *Education Week*, October 15, 2019. <https://www.edweek.org/ew/articles/2019/10/16/4-things-principals-can-do-and-4.html> [7] Taylor, S. "Four



Suggestions to Help You Lead by Relationships and Realize Your Vision." Edutopia, May 2, 2013. <https://www.edutopia.org/blog/leading-by-relationships-scott-taylor>

<sup>12</sup> Bullet points adapted from: Hansen, C. "Now What? The First 6 Steps of Implementing a PLC." *All Things PLC Magazine*, Fall 2017. <https://solutiontree.s3.amazonaws.com/solutiontree.com/media/pdf/first-6-steps-implementing-PLC-052919.pdf>

<sup>13</sup> "Nine Characteristics of High-Performing Schools," Op. cit.

<sup>14</sup> Oppen, I.M. "Teachers Matter: Understanding Teachers' Impact on Student Achievement." RAND Corporation, 2019. [https://www.rand.org/pubs/research\\_reports/RR4312.html](https://www.rand.org/pubs/research_reports/RR4312.html) See also: [1] Darling-Hammond, L. "Teacher Quality and Student Achievement." *Education Policy Analysis Archives*, 8:1, 2000. <https://epaa.asu.edu/ojs/article/download/392/515> [2] Goe, L. and L.M. Stickler. "Teacher Quality and Student Achievement: Making the Most of Recent Research." *TQ Research & Policy Brief*, National Comprehensive Center for Teacher Quality, March 2008. <https://files.eric.ed.gov/fulltext/ED520769.pdf> [3] Goe, L. "The Link between Teacher Quality and Student Outcomes: A Research Synthesis." National Comprehensive Center for Teacher Quality, 2007. <https://files.eric.ed.gov/fulltext/ED521219.pdf> [4] Aaronson, D., L. Barrow, and W. Sander. "Teachers and Student Achievement in the Chicago Public High Schools." *Journal of Labor Economics*, 25:1, January 2007. <https://faculty.smu.edu/millimet/classes/eco7321/papers/aaronson%20et%20al.pdf> [5] Rockoff, J.E. "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review*, 94, 2004. <https://pubs.aeaweb.org/doi/pdf/10.1257/0002828041302244> [6] Chamberlin, G.E. "Predictive Effects of Teachers and Schools on Test Scores, College Attendance, and Earnings." *Proceedings of the National Academy of Sciences of the United States of America*, 110:43, 2013. <https://www.pnas.org/content/pnas/110/43/17176.full.pdf> [7] Rivkin, S.G., E.A. Hanushek, and J.F. Kain. "Teachers, Schools, and Academic Achievement." *Econometrica*, 73, 2005. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-0262.2005.00584.x>

<sup>15</sup> [1] Burroughs, N. et al. "A Review of the Literature on Teacher Effectiveness and Student Outcomes." *Teaching for Excellence and Equity*, 6, 2019. [https://link.springer.com/chapter/10.1007/978-3-030-16151-4\\_2](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2) [2] King Rice, J. "Teacher Quality: Understanding the Effectiveness of Teacher Attributes." Economic Policy Institute, 2003. [https://www.epi.org/publication/books\\_teacher\\_quality\\_execsum\\_intro/](https://www.epi.org/publication/books_teacher_quality_execsum_intro/)

<sup>16</sup> [1] Yoon, K.S., T. Duncan, S.W.-Y. Lee, B. Scarloss, and K. Shapley. "Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement." *Issues & Answers Report*, REL 2007-No. 033, October 2007. [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) [2] Blank, R.K. and N. de las Alas. "Effects of Teacher Professional Development on Gains in Student Achievement: How Meta Analysis Provides Scientific Evidence Useful to Education Leaders." Council of Chief State School Officers, June 2009. <http://programs.ccsso.org/content/pdfs/Final%20Meta%20Analysis%20Paper%20full.pdf> [3] Stosich, E.L. and T.J. Bristol. "Advancing a New Focus on Teaching Quality: A Critical Synthesis." Stanford Center for Opportunity Policy in Education, 2018. <https://edpolicy.stanford.edu/sites/default/files/Advancing%20Teaching%20Quality%20Final.pdf>

<sup>17</sup> Mizell, H. "Why Professional Development Matters." Learning Forward, 2010. <https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf>

<sup>18</sup> Darling-Hammond, L. et al. "Effective Teacher Professional Development." Learning Policy Institute, June 2017. p. 2. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf)

<sup>19</sup> Figure contents adapted from: Darling-Hammond et al., Op. cit., pp. v-vi.

<sup>20</sup> "Models and Best Practices in Teacher Professional Development." InfoDev. pp. 16-17. [https://www.infodev.org/infodev-files/resource/InfodevDocuments\\_294.pdf](https://www.infodev.org/infodev-files/resource/InfodevDocuments_294.pdf)

<sup>21</sup> [1] Borman, J. and S. Feger. "Instructional Coaching: Key Themes from the Literature." The Education Alliance at Brown University, Winter 2006. [https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/TL\\_Coaching\\_Lit\\_Review.pdf](https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/TL_Coaching_Lit_Review.pdf) [2] "Instructional Coaching: Professional Development Strategies that Improve Instruction." Annenberg Institute for School Reform. <https://www.centeroninstruction.org/files/InstructionalCoaching-PD%20Strategies%20that%20Improve%20Instruction.pdf> [3] Steiner, L. and J. Kowal. "Principal as Instructional Leader: Designing a Coaching Program That Fits." The Center for Comprehensive School Reform and Improvement, September 2007. <https://files.eric.ed.gov/fulltext/ED499255.pdf> [4] Cornett, J. and J. Knight "Chapter 9: Research on Coaching." In *Coaching: Approaches & Perspectives*, SAGE Publications, Inc., 2009. [https://study.sagepub.com/sites/default/files/Cornett\\_Knight\\_2008.pdf](https://study.sagepub.com/sites/default/files/Cornett_Knight_2008.pdf)

<sup>22</sup> [1] "What to 'Look-for' in Classroom Walkthroughs." Education World, 2011. [https://www.educationworld.com/a\\_admin/classroom-walk-throughs.shtml](https://www.educationworld.com/a_admin/classroom-walk-throughs.shtml) [2] Protheroe, N. "Using Classroom Walkthroughs to Improve Instruction." *Principal*, 2009. [https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A\\_p30.pdf](https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p30.pdf) [3] "Using the Classroom Walk-Through as an Instructional Leadership Strategy." Center for Comprehensive School Reform and Improvement, 2007. <http://www.adlit.org/article/27501/> [4] David, J.L. "What Research Says About ... / Classroom Walk-Throughs." *Educational Leadership*, 65:4, December 2007/January 2008, [http://www.ascd.org/publications/educational\\_leadership/dec07/vol65/num04/Classroom\\_Walk-Throughs.aspx](http://www.ascd.org/publications/educational_leadership/dec07/vol65/num04/Classroom_Walk-Throughs.aspx) [5] Bessellieu, F. "Providing Instructional Leadership Through Classroom Walk-Throughs." Reading First, Conference Presentation, Nashville, TN, July 2008. <https://www2.ed.gov/programs/readingfirst/2008conferences/providing.pdf>

- <sup>23</sup> [1] "Nine Characteristics of High-Performing Schools," Op. cit. [2] Pine, G. "Chapter 2: Teacher Action Research - Collaborative, Participatory, and Democratic Inquiry." In *Teacher Action Research: Building Knowledge Democracies*. SAGE Publications, Inc., 2009. [https://www.sagepub.com/sites/default/files/upm-binaries/27030\\_2.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/27030_2.pdf)
- <sup>24</sup> Description adapted from: Rock, T.C. and C. Wilson. "Improving Teaching Through Lesson Study." *Teacher Education Quarterly*, Winter 2005. <https://files.eric.ed.gov/fulltext/EJ795305.pdf>
- <sup>25</sup> [1] Langer, G.M. and A.B. Colton. "Looking at Student Work." *Educational Leadership*, 62:5, February 2005. [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200502\\_langer.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200502_langer.pdf) [2] Colton, A.B., G.M. Langer, and L. Goff. "Chapter 1: The Collaborative Analysis of Student Learning: Essential Features and Benefits." In *The Collaborative Analysis of Student Learning Professional Learning that Promotes Success for All*. Corwin, June 2015. [https://us.corwin.com/sites/default/files/upm-assets/69757\\_book\\_item\\_69757.pdf](https://us.corwin.com/sites/default/files/upm-assets/69757_book_item_69757.pdf)
- <sup>26</sup> "Chapter 1: The Professional Learning Community – An Overview." In Roberts, S.M. and E.Z. Pruitt (Eds.). *Schools as Professional Learning Communities*, Corwin, September 2008. [https://www.corwin.com/sites/default/files/upm-binaries/27683\\_Roberts\\_Chapter\\_1.pdf](https://www.corwin.com/sites/default/files/upm-binaries/27683_Roberts_Chapter_1.pdf)
- <sup>27</sup> "Nine Characteristics of High-Performing Schools," Op. cit.
- <sup>28</sup> [1] Conzemius, A. and J. O'Neill. "Building Shared Responsibility for Student Learning." ASCD, December 2001. <http://www.ascd.org/Publications/Books/Overview/Building-Shared-Responsibility-for-Student-Learning.aspx> [2] Hughes, W. and T. Pickeral "School Climate and Shared Leadership." National School Climate Center, February 2013. <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/sc-brief-leadership.pdf> [3] "Parent, Family, Community Involvement in Education." National Education Association, 2008. [http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)
- <sup>29</sup> [1] Ma, X. J. Shen, H.Y. Krenn, S. Hu, and J. Yuan. "A Meta-Analysis of the Relationship Between Learning Outcomes and Parental Involvement During Early Childhood Education and Early Elementary Education." *Educational Psychology Review*, 28, 2016. <https://link.springer.com/article/10.1007/s10648-015-9351-1> [2] Wilder, S. "Effects of Parental Involvement on Academic Achievement: A Meta-Synthesis." *Educational Review*, 66:3, 2014. <http://parented.wdfiles.com/local--files/family-engagement/Parent%20Inv%20and%20achieve.pdf> [3] Hill, N.E. and D.F. Tyson. "Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement." *Developmental Psychology*, 45:3, 2009. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/> [4] Castro, M. et al. "Parental Involvement on Student Academic Achievement: A Meta-Analysis." *Educational Research Review*, 14, February 2015. <https://www.sciencedirect.com/science/article/pii/S1747938X15000032> [5] Fan, X. and M. Chen. "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review*, 13, 2001. <https://link.springer.com/article/10.1023/A:1009048817385#citeas> [6] Jeynes, W.H. "A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement." *Education and Urban Society*, 35:2, 2003. Accessed via SAGE Journals. [7] Jeynes, W.H. "A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement." *Urban Education*, 40:3, 2005. Accessed via SAGE Journals. [8] Jeynes, W.H. "The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis." *Urban Education*, 42:1, 2007. Accessed via SAGE Journals. [9] Jeynes, W.H. "A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students." *Urban Education*, 47:4, 2012. Accessed via SAGE Journals.
- <sup>30</sup> [1] "Parent, Family, Community Involvement in Education," Op. cit. [2] Berg, A.C., A. Melaville, and M.J. Blank. "Community and Family Engagement: Principals Share What Works." Coalition for Community Schools, 2006. <http://www.communityschools.org/assets/1/AssetManager/CommunityAndFamilyEngagement.pdf>
- <sup>31</sup> "Family and Community Partnerships." Coalition of Essential Schools. <http://essentialschools.org/benchmarks/family-engagement-community-partnerships/>
- <sup>32</sup> "Parent, Family, Community Involvement in Education," Op. cit.
- <sup>33</sup> [1] Henderson, A.T. et al. "Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning." National Education Association, 2011. <http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf> [2] "A District Guide to ESSA and the Importance of Stakeholder Engagement: Participation, Preparation, and What Comes Next." Partners for Each and Every Child | Opportunity Institute. [http://partnersforeacheverychild.org/wp-content/uploads/2017/01/P4\\_District-Guide\\_12.11.16.pdf](http://partnersforeacheverychild.org/wp-content/uploads/2017/01/P4_District-Guide_12.11.16.pdf) [3] "Guiding Principles for Business and School Partnerships." Council for Corporate and School Partnerships. <https://cdn.ymaws.com/stem.sfaz.org/resource/resmgr/CCSPGuide.pdf> [4] Loria, R. "A How-to Guide for Building School-Community Partnerships." *Education Week*, March 25, 2018. <https://www.edweek.org/ew/articles/2018/03/23/a-how-to-guide-for-building-school-community-partnerships.html> [5] "Community Engagement." Oregon GEAR UP, 2016. <https://oregongearup.org/sites/oregongearup.org/files/toolkits/communityengagementtoolkit.pdf>
- <sup>34</sup> Figure contents adapted from: [1] Epstein, J.L. et al. *School, Family, and Community Partnerships: Your Handbook for Action (Second Edition)*. Corwin, 2002. <https://www.govinfo.gov/content/pkg/ERIC-ED467082/pdf/ERIC-ED467082.pdf> [2] "Parent, Family, Community Involvement in Education," Op. cit.