



LEA Commitment

The role of the LEA in supporting turnaround efforts at the campus level cannot be overstated. Research has highlighted this fact and selection of Turnaround as the option for dramatic improvement includes the expectation that the central office will be an active and willing participant for the duration of the program. Expected involvement includes:

Creating and clearly communicating a vision for the participating schools

Identifying dedicated personnel whose role is to support the participating campus(es) (***See District Shepherd description below***)

Supporting the implementation and maintenance of purposeful instructional arrangements at the designated campus(es)

Making necessary adjustments to budgeting procedures/practices to effectively and efficiently address identified campus needs

Customizing supplementary support and resources provided to participating campuses (over and beyond other campuses)

Providing priority/preferential status in HR practices of recruiting, selecting, hiring, supporting, and retaining “Turnaround” principals, administrative staff, and teachers

Expressing/demonstrating explicit board support and active engagement of the superintendent for Turnaround

Creating and expanding community partnerships

Supporting meaningful participation by a wide range of stakeholders

Effectively managing LEA resources to insure necessary support for campus level turnaround efforts

Building LEA and campus capacity necessary to insure sustainability/continuation of Turnaround initiatives



District Shepherd Description

Each LEA will designate a central office staff member to serve as the District Shepherd (cabinet level preferred). The District Shepherd's responsibility will be to act as a liaison to ensure responsiveness of LEA departments to campus turnaround efforts, provide a direct line of communication to the superintendent, and monitor the principal's progress on 90-day strategies and help with Quarterly Implementation Reports (QIRs). In addition, each District Shepherd will be required to attend all required sessions throughout the three-year program.

Characteristics of an effective District Shepherd

- Invested:
 - Views role as an integral part of his/her responsibilities
 - Has ownership and feels responsible for campus turnaround
 - Has authority to influence central office departmental procedures
- Has direct line of communication to the superintendent
- Has been a successful building principal
- Views self as change agent

Roles and responsibilities of District Shepherd

- Regularly monitors progress of 90-day strategies and QIRs
- Provides feedback to principals when needed and or requested
- Responds promptly to principal requests for assistance
- Holds scheduled meetings with turnaround principals
- Assists principals in problem solving
- Serves as a liaison between the LEA and the TTLA program and program representative