



## 2019-2020 ACTIVATING CATALYTIC TRANSFORMATION

### Request for Proposal

Guided by the belief that sustainable systemic improvement drives student achievement and school success, the Kentucky Valley Educational Cooperative is excited to announce this Request for Proposals (RFP) designed to engage dynamic schools and leaders in a practitioner-driven systemic school and staff transformation network that builds shared leadership capacity and leverages staff strengths to identify and solve pervasive challenges faced by our rural districts, schools and students.

The Activating Catalytic Transformation (ACT) Network tackles the fundamental challenges of providing quality learning for all—high quality, personalized learning for students, clinical professional learning for all staff, the principal actively engaged as the lead learner of the school and the tools and support needed to coordinate all assets of the learning eco-system to improve access and outcomes for learners. Teacher leaders and community members are identified, developed and supported as critical team members.

Public school systems in the KVEC region are uniquely poised to emerge as national and international leaders in rural education. The collaborations developing through KVEC initiatives are catalysts for positive change that is breaking chronic historical patterns.

The powerful work underway, led by KVEC and member districts, impacts educational practices across the state and nation. KVEC and member districts are featured in national publications and on national television, not for their challenges but instead for innovation and success. FIRE Summits live-stream teacher and student designed solutions to other educators across the country and around the world. Entrepreneurs and thought leaders including Bill and Melinda Gates and Mark Zuckerberg visit to see what is working.

We invite you to consider joining us and other dynamic school teams in this transformational network focused on identifying, testing and refining systemic solutions that dramatically improve educational outcomes for learners.

### ACT Objectives

- Develop the shared leadership capacity of school teams to identify and solve systemic problems of practice through a high-leverage Theory of Action that advance student outcomes and success;
- Facilitate collaborative professional learning networks focused on need;
- Provide personalized clinical professional learning experiences aligned to personalized professional learning needs of educators;
- Establish a model network of schools that leverages the use of data to determine need and rapidly test new strategies as a critical component of a continuous improvement process;
- Establish a model network of schools focused on community engagement to build authentic need-based solution driven partnerships;
- Establish a model network of schools collaborating and mentoring within and across a rural region to advance learning outcomes for all.



## Cohort Model

ACT teams engage as a regionally networked cohort, sharing knowledge, learning, and reflection within and across schools. School-level shared leadership teams (all grade levels) include teacher leaders, principal, district office administrators that directly support the school and community advocates are supported in collaborative planning and action to continuously review and reflect on school level data, identify a shared problem of practice and develop a school and individual Theory of Action.

The ACT Teams' Theories of Action and results are published and disseminated as models for other schools to learn from and expand upon.

Experienced ACT teams selected for ongoing participation commit to serve as mentors for newly selected teams.

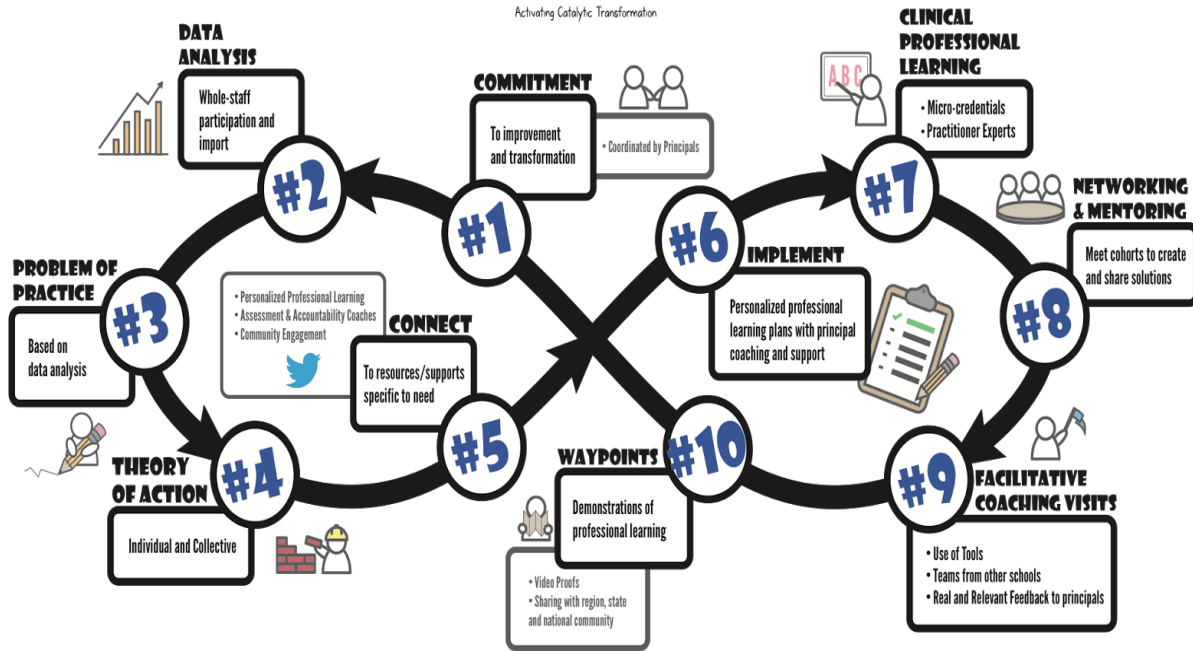
## Framework

The ACT Framework for school and staff transformation is built around five key workstreams: facilitative coaching, networking, mentoring, clinical professional learning and micro-credentialing. The shared leadership teams include these five key workstreams as levers within the school and individual Theory of Action.

School shared-leadership teams are supported in continuous reflective data analysis to consider all available student learning, demographic, perception and program data. Teams then engage in a formal protocol to identify a Problem of Practice that can best be solved through a shared leadership approach. Teams earn a micro-credential in 'Framing a Problem of Practice' as they develop their skills and competencies in formulating the Problem of Practice.

The shared leadership team then develops a school Theory of Action and individual Theories of Action that define the necessary learning and actions needed to attain the desired student level outcomes. The teams work together across the cohort to engage in networking site visits using the Perpetuating Excellence in Teaching, Leadership and Learning (PETLL) process to continuously provide feedback, coaching and support to each other. Progress and results are shared at the Fall and Spring Forging Innovation in Rural Education (FIRE) Summits.

[The graphic on the following page depicts the cyclical nature of the ACT system:](#)



## Showcase

Selected schools will showcase their work during KVEC’s Forging Innovation in Rural Education (FIRE) Summits. FIRE Summits are hosted twice per year and serve as formalized “waypoints” to monitor implementation of work across the region, extend participant learning and networking at all levels; and, consistently engage an expanding number of active participants in our work. FIRE Summits are open to a broad cross section of role groups and invited participation by rural educators nationally. The summits are live-streamed broadcast through the KVEC Learning Portal, [www.theholler.org](http://www.theholler.org). This provides access to a national and global audience and is archived for future viewing.

## Invitation to Apply

We invite you and your school to join us in this work that will serve as an effective model to dramatically improve educational outcomes for students across Kentucky and in rural schools nationally. After reviewing the attached application, if you believe your school, learners and community would benefit by participating in this ground-breaking work, please return the completed application for review.



**Application Components** (*Principal should initial beside each component indicating agreement and commitment. This application indicates an agreement by KVEC to support schools and shared leadership teams.*)

- \_\_\_\_\_ Teams must be able to attend a one-day launch meeting on June 26 (Principals) and June 27 (Principal and team)
- \_\_\_\_\_ Identification of a shared leadership team that includes teacher leaders, principal(s), district administrators that will engage with the school team and community advocates.
- \_\_\_\_\_ Participation in a team orientation meeting, quarterly face to face networking meetings and other professional learning opportunities aligned to Problem of Practice and Theory of Action.
- \_\_\_\_\_ Shared leadership teams engage in training and clinical continuous reflective analysis of data to identify a systemic problem of practice and a Theory of Action that will advance student outcomes (including proficiency, attendance, on-time graduation rates, and college and career readiness).
- \_\_\_\_\_ **All** school staff and team members share in the transformation process by developing an Individual Theory of Action that targets high leverage personalized professional learning needs, actions, and resources needed to advance learning outcomes. Teachers identify the action they will contribute to the identified problem of practice.
- \_\_\_\_\_ Principal participates in leadership cadres with emphasis on leadership skills and dispositions.
- \_\_\_\_\_ Participation in ACT PETLL (Perpetuating Excellence in Teaching, Leadership and Learning) networking school site visits.
- \_\_\_\_\_ Student participation in student agency networks focused on student outcomes and community problem solving.
- \_\_\_\_\_ School presentations at October and April regional FIRE Summits to share Problem of Practice, Theory of Action and progress/results.
- \_\_\_\_\_ **Experienced ACT teams selected for participation commit to serve as mentors for new teams.**



## **Rationale**

In 250 words or less, please explain why the school shared leadership team has identified ACT as a school and staff transformation process that will help advance the learning outcomes for all:

In 250 words or less, please describe the readiness and commitment of the school community to participate in this network of school and staff transformation:



## Signature Page

### Superintendent Agreement

*By signing the ACT application, the Superintendent agrees to ensure district support for the school to participate in the ACT network.*

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

### Principal Agreement

*By signing the ACT application, the Principal agrees to participate fully in all components of ACT and provide leadership support for the shared leadership team's commitment and engagement*

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

### Shared Leadership Team Agreement

*By signing the Act application, the shared leadership team agrees to participate fully in all components of Act and provide leadership to communicate the goals of the work and provide support to other educators in our school.*

Signature of One District Leader Who Will Actively Serve on Team	Date
Signatures Two to Three Teacher Leaders Who Will Serve on Team	Date
1.	
2.	
3.	

Scan and return with signatures to Jennifer Carroll ([jennifer.carroll@wolfe.kyschools.us](mailto:jennifer.carroll@wolfe.kyschools.us)) no later than May 15<sup>th</sup>.