

# Four Domains For Rapid School Improvement: A Systems Framework

Maryland State Department of Education, Title I Professional Learning Institute

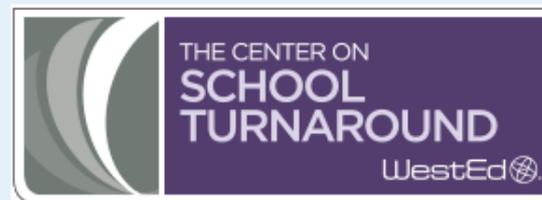
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Center on  
**GREAT TEACHERS & LEADERS**  
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# Session Outline

- 5 min: Introductions, welcome
- 10 min: Overview of Four-Domain Framework
- 35 min: Modified Jig-saw Reading and Discussion
- Step One: Form “Home Groups” (5 minutes)
  - Step Two: Form/Become “Expert Pairs” (10 minutes)
  - Step Three: Share Expertise (20 minutes)
  - Step Four: Reflect (5 minutes)
- 10 min: Q & A, application

In complex change, everybody is a leader and a learner.



**TALENT FOR TURNAROUND**

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

# Change Efforts Fail When....

Focused on too many high-leverage priorities

Insufficiently rigorous in its expectations

Disconnected from research-based practice

Light on implementation fidelity as well as program/intervention fidelity

Monitored perfunctorily and without ownership for success

Too rigid, inflexible, and absent performance management procedures for making necessary changes in course

# The External Context: Tides Turn

15 Years Of Increasing Mandates; Little to Show

From NCLB to RTTT to ESSA

From December, 2015 to January, 2017

From Federal Mandates to State Consolidated Plans

Opportunity for Systems Approach to School Improvement

# ESSA and Low-Performing Schools

- States Must Still Address High-Needs and Low-Performing Schools and Student Populations
- Must Describe Support Strategies Under
  - Comprehensive Support and Improvement Schools
  - Targeted Support and Improvement Schools
- Comprehensive and Targeted School Support Strategies Must Meet Defined Standards for “Evidence-based”
- The Framework Can Help SEAs and LEAs Outline Essential Considerations in Rapid School Improvement

# Framework Assumptions about Turnaround

Influenced by local context and implementation

Requires a systems approach

More than the initial jolt of bold change

Not a linear process with defined steps that guarantee positive results

# Framework Development

## Who

Led by a five person task force from CST Leadership Team



## What

Distill what is known about rapid school improvement from both research and practice, and to examine that knowledge through a systems lens.



## Why

Develop a framework for how dramatic school improvement can be mutually fostered, supported, and extended by those at each level of the education system.

# Framework Sources

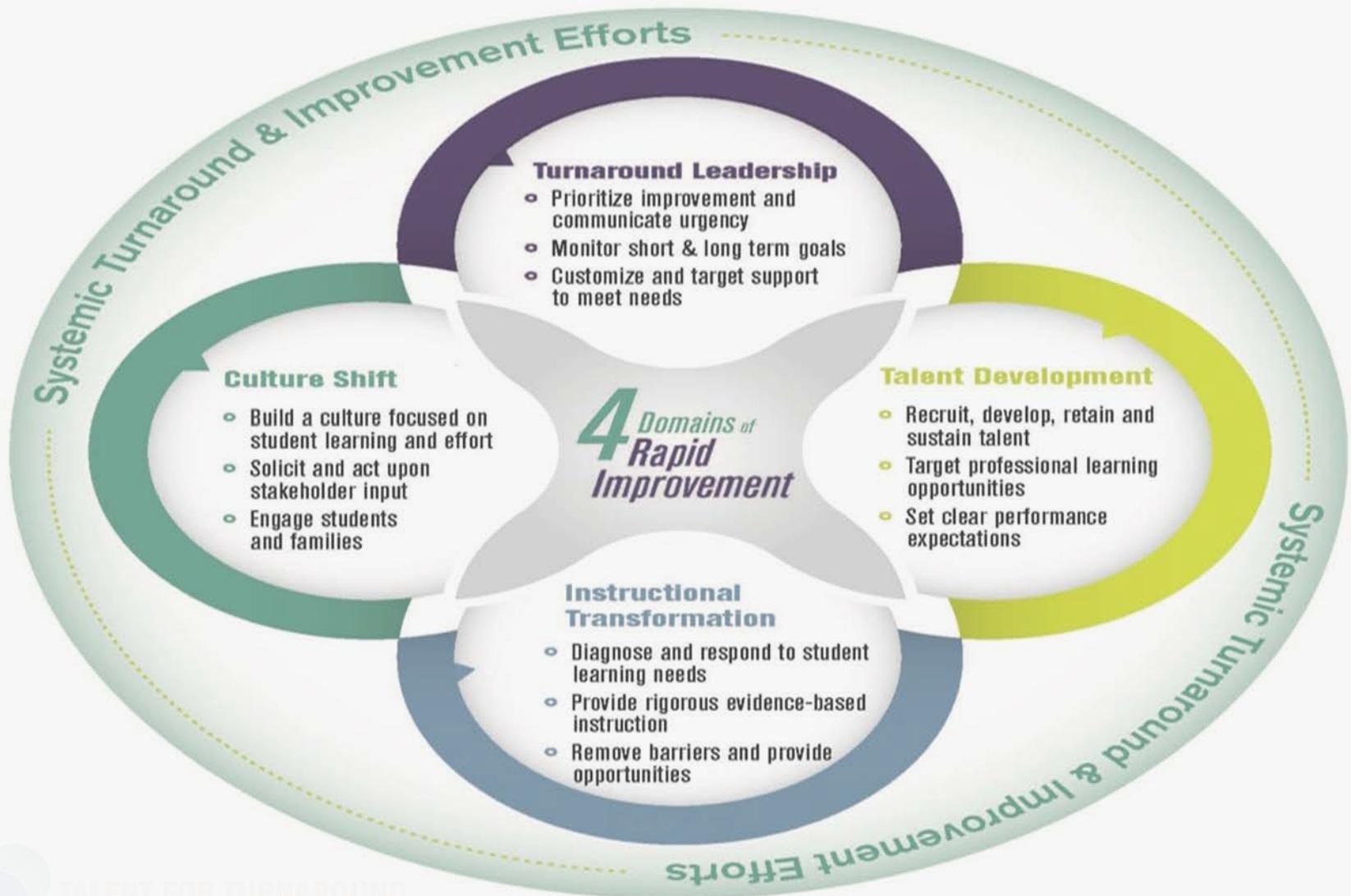
Synthesized  
Research

Practical  
Experience

Input from  
the field



# The 4 Domains for Rapid School Improvement



# Domains

Buckets of large conceptual areas

Used to group practices into the conditions and functions necessary to support turnaround

Include a set of three interrelated practices

Intended to be considered in tandem



# Framework Domain Practices

Include descriptors of the elements for each practice

Differentiate the roles of the state, district, and school and calls out the role of each entity in turnaround.

Provide examples of leadership practices which are meant to serve as examples, not a recipe, or magic bullet!

# Getting to Know the Four-Domain Framework: Step One

## Identify a PIE: Partner in Expertise

1. Save time: Look next to you.
2. Be sure everyone at your table is a PIE—or a TIE (One Trio in Expertise per table—if need be!)
3. Sub-divide your PIEs and TIEs into four pairs

# Step Two: Delegate the Expertise

1. Identify which pair will read which of the following domains:
  - Domain 1: Turnaround Leadership, pp. 4-10
  - Domain 2: Talent Development, pp. 11-17
  - Domain 3: Instructional Transformation, pp.18-24
  - Domain 4: Culture Shift, pp. 25-31
2. Take 8-10 minutes for quiet reading time. Highlight key messages from the reading and identify implications for the T4TLA work.

***NOTE: This is a SSR, meaning a Silent, Sustained Reading activity. This normally tests the patience of at least a few folks in the room. I get that, but we inflicted activities such as this one on our students for years, so this is their revenge.***

# Step Three: Share Your Expertise

1. In your PIEs or TIEs, talk about the section you read, and identify highlights and implications for school turnaround work. (5 min)
2. Share highlights and implications for Domains 1, 2, 3 and 4 with your table. Allow 3-4 min. for each domain.

***NOTE: If you stop short of the time allotment, please do a “deep dive” of your domain by sharing the relevance and application of the section you read to your own immediate context.***

# Reflections Going Forward

Based on your reading and discussion about the Turnaround Domains, what is the greatest takeaway that you want to share back home?

For which aspects of your work might the Four Domain Framework serve as a support or resource?

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