

Session Overview

10:30-10:45: Overview of *The Four Domains*

10:45-11:30: Modified Jigsaw Reading & Discussion

- Form “Home Groups” of 8
- Become “Expert Pairs”
- Share pairs’ expertise with Home Group
- Reflect

11:30-11:45: Q & A/Discussion

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 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 of Rapid School Improvement



Source: The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd.

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

Practices

Include descriptors of the elements for each practice.

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

Provide examples of how to enact the practice, which are meant to serve as examples, not a recipe, or magic bullet!

Domain 1

Turnaround Leadership

Practices:

- 1A: Prioritize improvement and communicate urgency
- 1B: Monitor short- and long-term goals
- 1C: Customize and target support

Domain 2

Talent Development

Practices

2A: Recruit, develop, retain and sustain talent

2B: Target professional learning opportunities

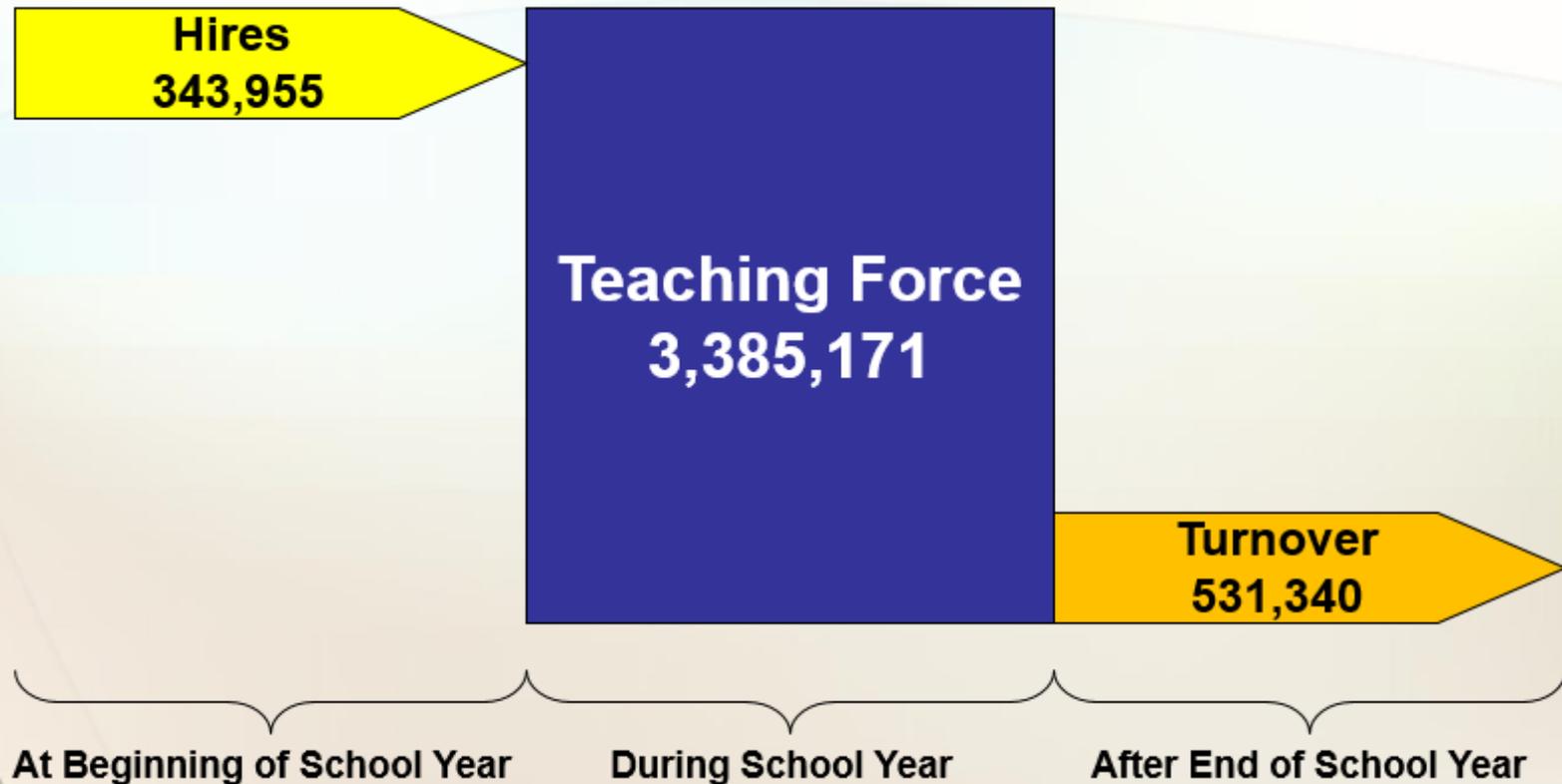
2C: Set clear performance expectations

Why Is Talent Development Important?

- Schools suffer from a revolving door of teachers – lack of continuity and high vacancy rates affect the quality of instruction
- Small/urban/poor schools have the highest rate of teacher turnover
- Job dissatisfaction is a leading reason for why teachers leave
- Working conditions are an important factor in teacher dissatisfaction

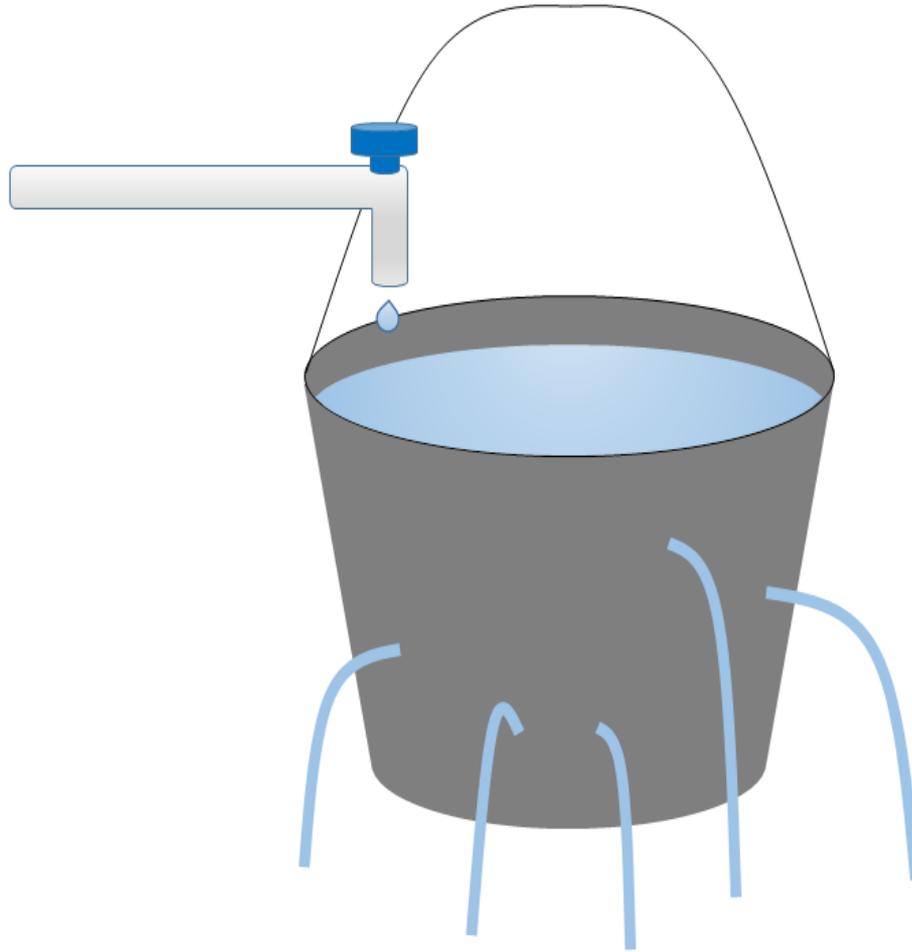
Schools Suffer from a Revolving Door

(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011-12 School Year)



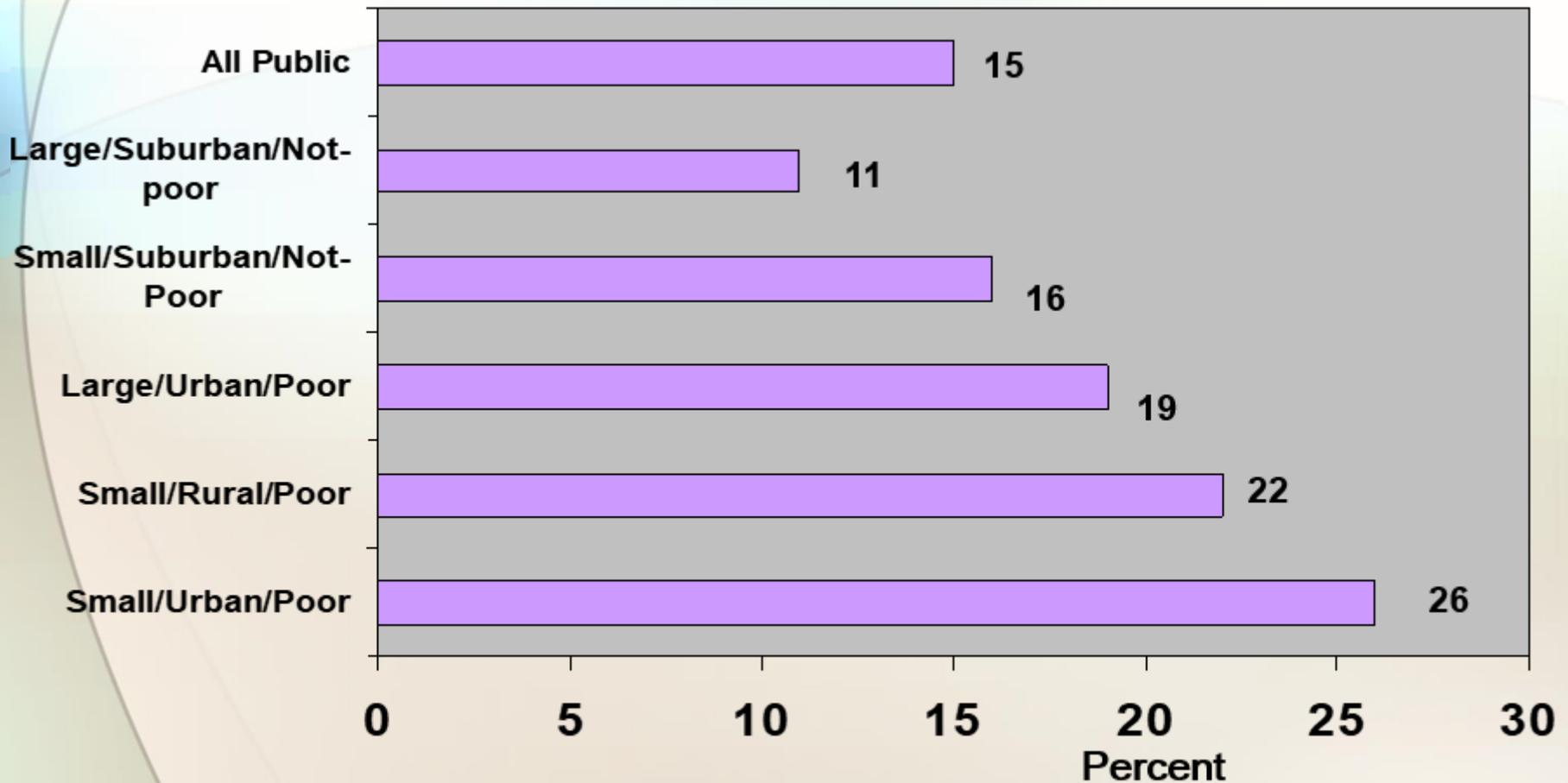
Source: Ingersoll, R., original analyses of 2011-13 Schools and Staffing Survey /Teacher Followup Survey

The Leaky Bucket



Schools Vary in Teacher Turnover

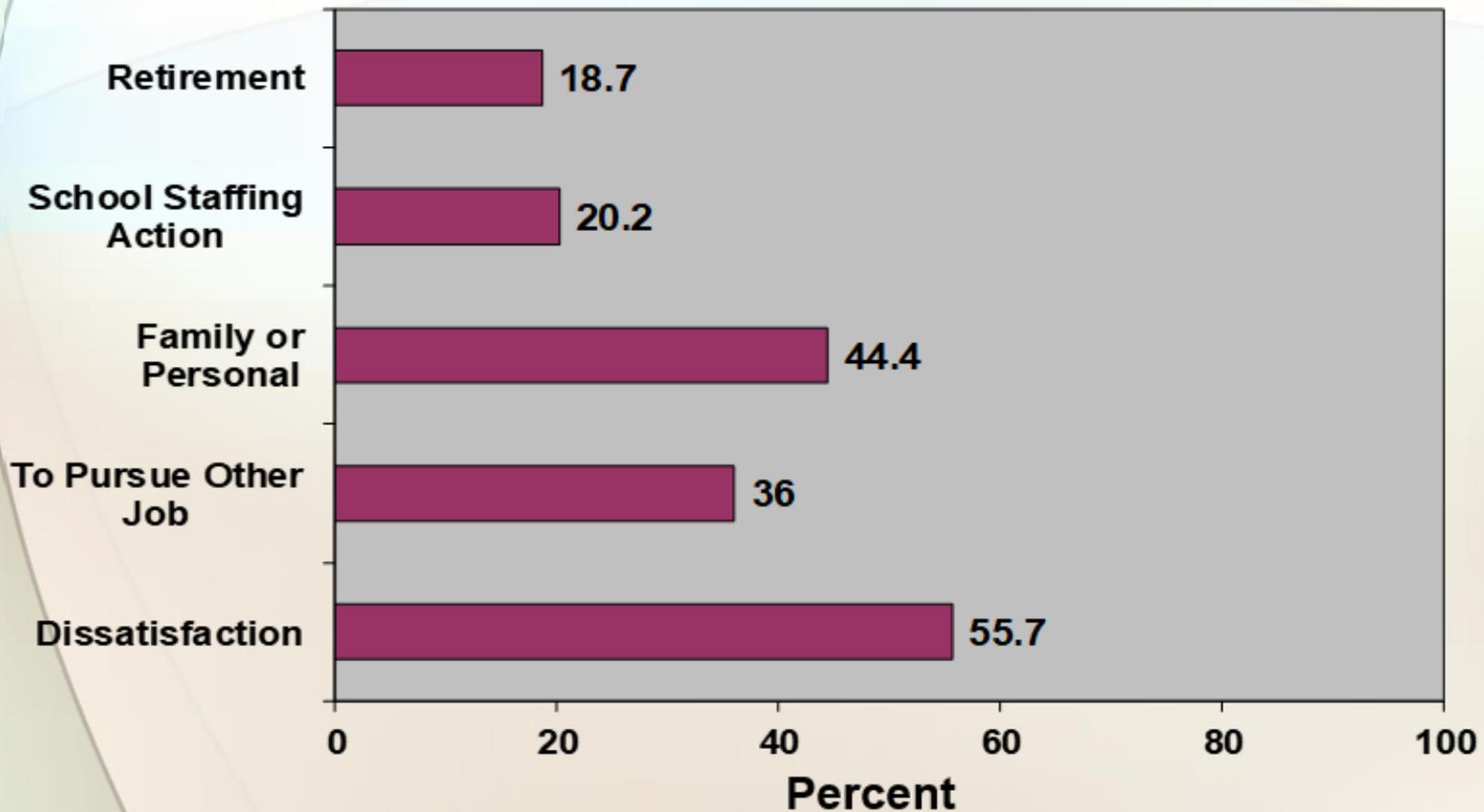
(Percent Annual Public School Teacher Turnover, by Selected School Characteristics)



Source: Ingersoll, R., original analyses of 2000-2001 Teacher Followup Survey

Job Dissatisfaction a Leading Factor Behind Teacher Turnover

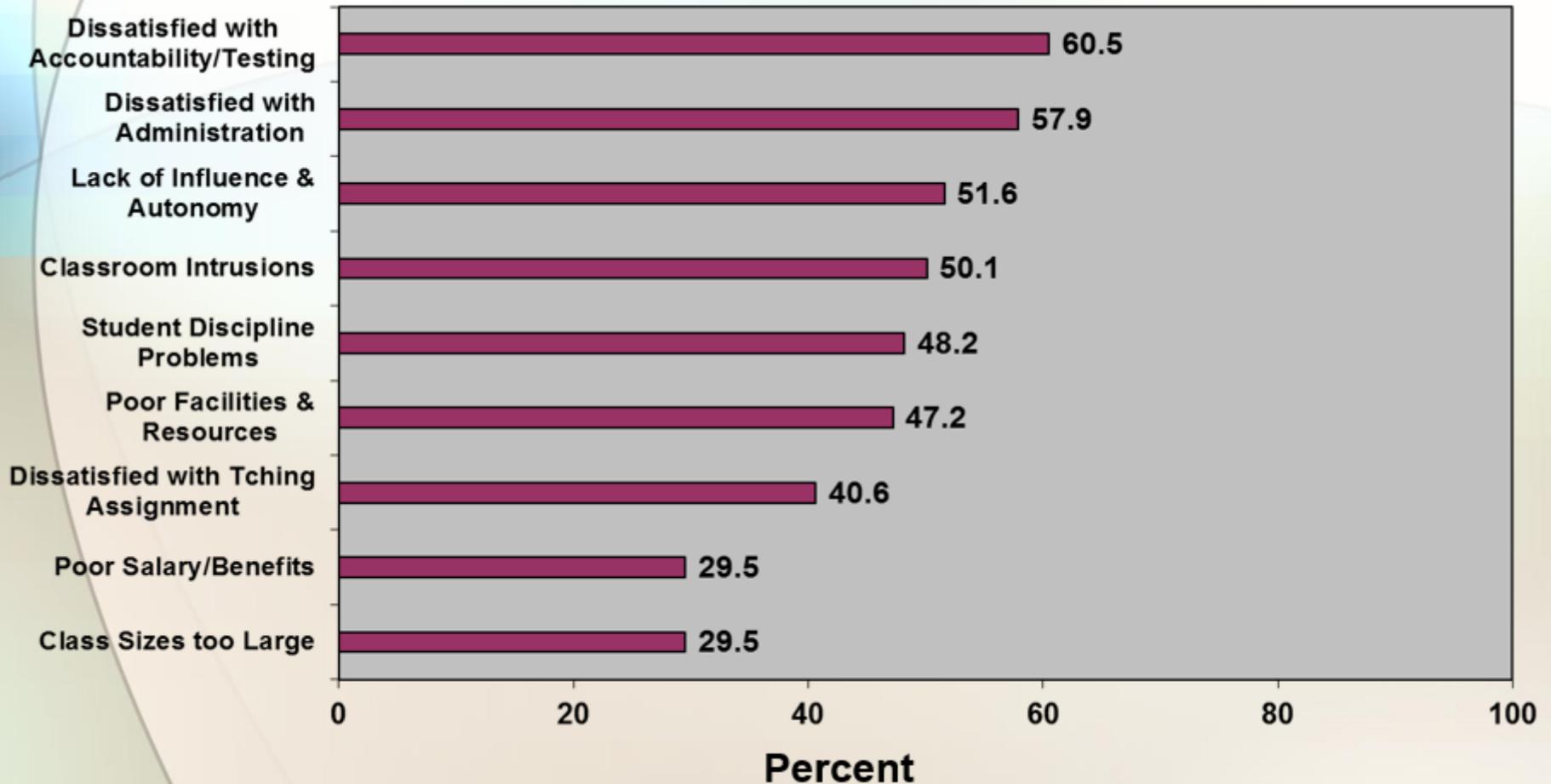
(Percent Public School Teachers Reporting that Various Reasons Were Important for their Turnover, 2012-13)



Source: Ingersoll, R., original analyses of 2012-13 Teacher Followup Survey

Teachers' Working Conditions are Important for Turnover

(Of Those Public School Teachers Who Moved From or Left Their School Because of Dissatisfaction, Percent Reporting Particular Sources of Dissatisfaction, 2012-13)



Source: Ingersoll, R., original analyses of 2012-13 Teacher Followup Survey

Think, Pair, Share

Which of these sources of dissatisfaction can school and district administrators influence?

With which Turnaround Leader or Talent Development practices have you experienced the greatest success?

Domain 3

Instructional Transformation

Practices:

- 3A: Diagnose and respond to student learning needs
- 3B: Incorporate effective student supports and instructional interventions
- 3C: Use fluid, rapid assessment and adjustment of instructional grouping and delivery

Domain 4

Culture Shift

Practices:

- 4A: Build a strong community intensely focused on student learning
- 4B: Solicit and act upon stakeholder input
- 4C: Engage students and families in pursuing education goals

Step One: Form “Home Groups”

1. Find someone you have not met before – introduce yourselves.
2. Group together with three other pairs to form a group of eight.
3. Sit at a table together to form your “Home Group.”
4. Take your materials with you during this activity to regroup with others at a new table.

Step Two: Become “Expert Pairs”

1. In your Home Group of 8, introduce yourselves.
2. 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
3. Take 8–10 minutes for quiet reading time. Highlight key messages from the reading and identify implications for the your work, i.e. based on your experience, what resonates?

Step Three: Share Expertise

1. In pairs in your Home Group (at your table), talk about the section you both read and identify highlights and implications for your work.
2. Share highlights and implications for Domains 1, 2, 3, and 4 with your Home Group. Allow 5 minutes for each domain sharing.

NOTE: If you stop short of the 5-minute mark, please remain focused on that domain by asking probing questions, talking about connections to other domains, and so forth.

Step Four: Reflect

- Based on your reading and discussion about the turnaround domains, what is the greatest takeaway that you want to share with your team?
- Which practices are most needed in your setting? How would you begin to plan for implementation?

Revised State System of Support for School Improvement: Review and Feedback



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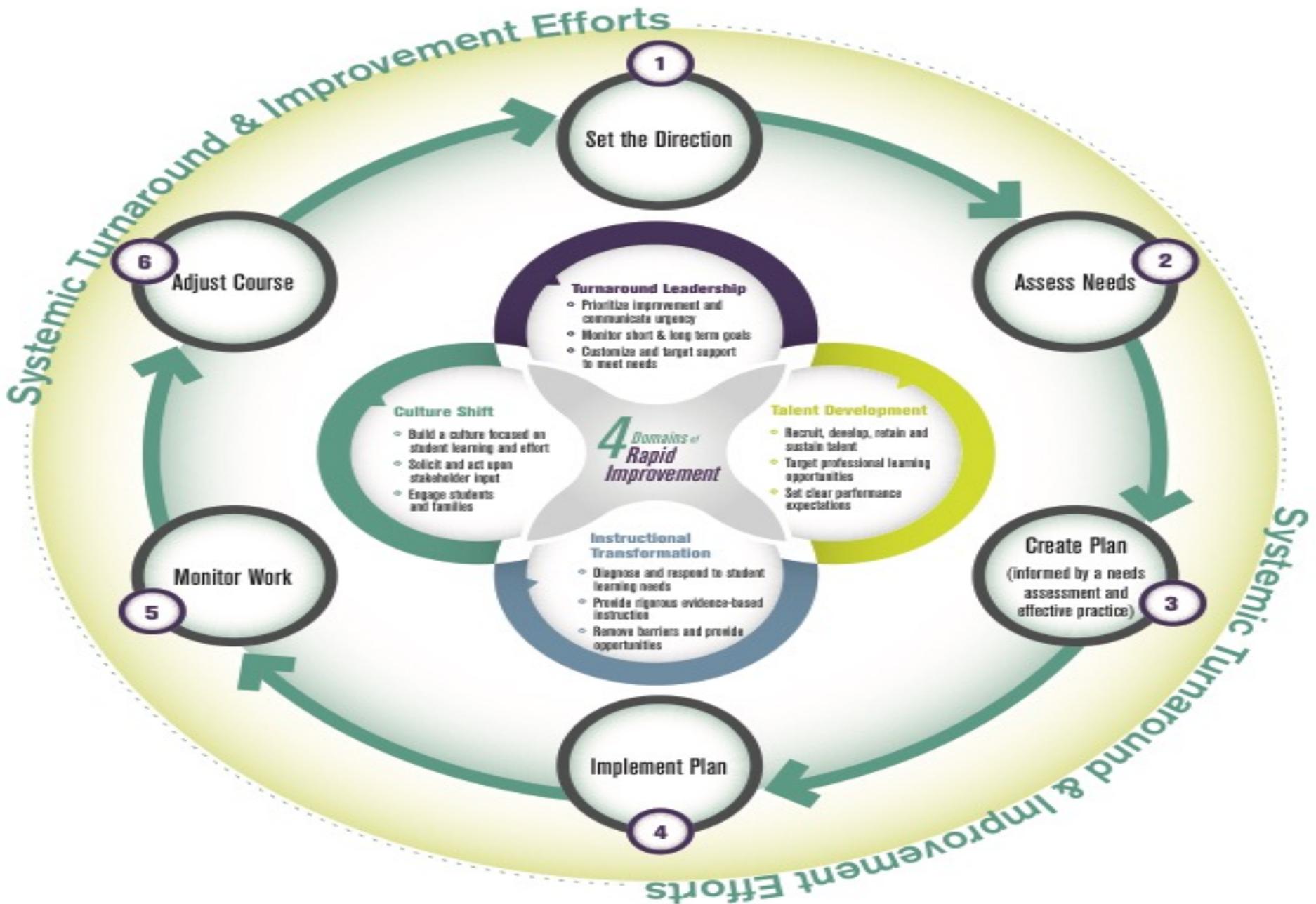
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Session Overview

- Discuss: Needs Assessment Definition and Requirements
- Review: Components of the Needs Assessment
 - Who Will Conduct the Needs Assessment?
 - Quantitative Data Collection
 - Qualitative Data Collection
 - Data Analyses and Prioritization of Needs
 - Root Cause Analyses
- Provide Feedback

A needs assessment is a systematic process that is used to identify strengths and weaknesses within the context and constraints of the organization and dig deeper into root causes.

Corbett, J. & Redding, S.(2017).Using needs assessments for school and district improvement: A tactical guide. Washington DC: The Council of Chief State School Officers. San Francisco, CA: Center on School Turnaround @ WestEd.



Who will conduct the needs assessment?

- Role of the School Support Team (SST)
- Role of the School Leadership Team (SLT)
- Appendix 1-A: SEA, LEA, and School Responsibilities for School Improvement (Handout)

Phase 1: Quantitative Data Collection

Review and discuss *Appendix 2-A – Quantitative Data Collection Worksheets* in your table group

- 1) What would you learn from the talent development data?
- 2) What would you learn from the instructional transformation data?
- 3) What would you learn from culture shift data?
- 4) What data elements are missing?
- 5) What data systems and tools would you need that currently do not exist to collect these data?

Summarize your discussion on flipchart paper.

Phase 2: Qualitative Data Collection

Review and discuss qualitative data collection tools:

- Appendix 2-D1: Principal Interview
- Appendix 2-D2: Teacher Interview
- Appendix 2-D3: Instructional Staff Interview
- Appendix 2-D4: Staff Interview
- Appendix 2-D5: LEA Interview
- Appendix 2-D6: Parent Focus Group
- Appendix 2-D7: Classroom Observation Tool
- Appendix 2-D8: Student Focus Group Protocol

Are any stakeholder groups missing?

Should any questions/items be added?

Should any questions/items be deleted? Why?

Phase 2: Qualitative Data Collection

Review and discuss *Appendix 2-B: Needs Assessment Rubrics & Appendix 2-D9: Crosswalk*:

1. Count off by 4 at your table
 - All the "1s" go to the assigned table to discuss Domain 1 Rubrics
 - All the "2s" go to the assigned table to discuss Domain 2 Rubrics
 - All the "3s" go to the assigned table to discuss Domain 3 Rubrics
 - All the "4s" go to the assigned table to discuss Domain 4 Rubrics
2. 15 minutes - review your assigned domain, considering:
 - Is the "sufficient" level of performance described for each indicator attainable in 1-2 years?
 - What additional evidence should be considered?
3. Share your findings with the whole group.

Phase 3: Data Analysis

Remain at your “Domain Table” to discuss:

- How can/will the quantitative and qualitative data that is collected inform your ratings on the *Needs Assessment Rubrics*?
- In which Domain do you expect to be rated the highest? Why?
- In which Domain do you expect to be rated the lowest? Why?

Return to your original table.

Phase 4: Prioritization

Step 1 in the prioritization process is to compile all the items/needs listed at the end of each data analyses section.

Step 2 in the prioritization process is to have individual team members identify priorities independently (e.g. using “three dots”).

Step 3 of prioritization is narrowing the 5-7 highest priority needs to 3 or 4; this requires teamwork.

Phase 4: Prioritization (cont.)

Importance Criteria

- How many individuals does this need affect?
- If we took this step, to what extent would it contribute to the school district's goals?
- Does the need require immediate attention, or will it resolve itself over time?
- How large is the difference between the current conditions and the desired results?
- To what extent would taking this step have a positive impact in other areas?

Phase 4: Prioritization (cont.)

Feasibility Criteria

- To what degree can this step contribute to reducing or eliminating the need it is supposed to address?
- To what extent is the school district willing/able to commit to this change?

Sork, T. 1982. *Determining Priorities*.

Vancouver, Canada: University of British Columbia.

Phase 4: Root Cause Analysis

Root cause analysis answers the questions:

- What are the underlying causes of this need or problem?
- Which of the underlying cause(s), if addressed, would eliminate or reduce the need/problem?

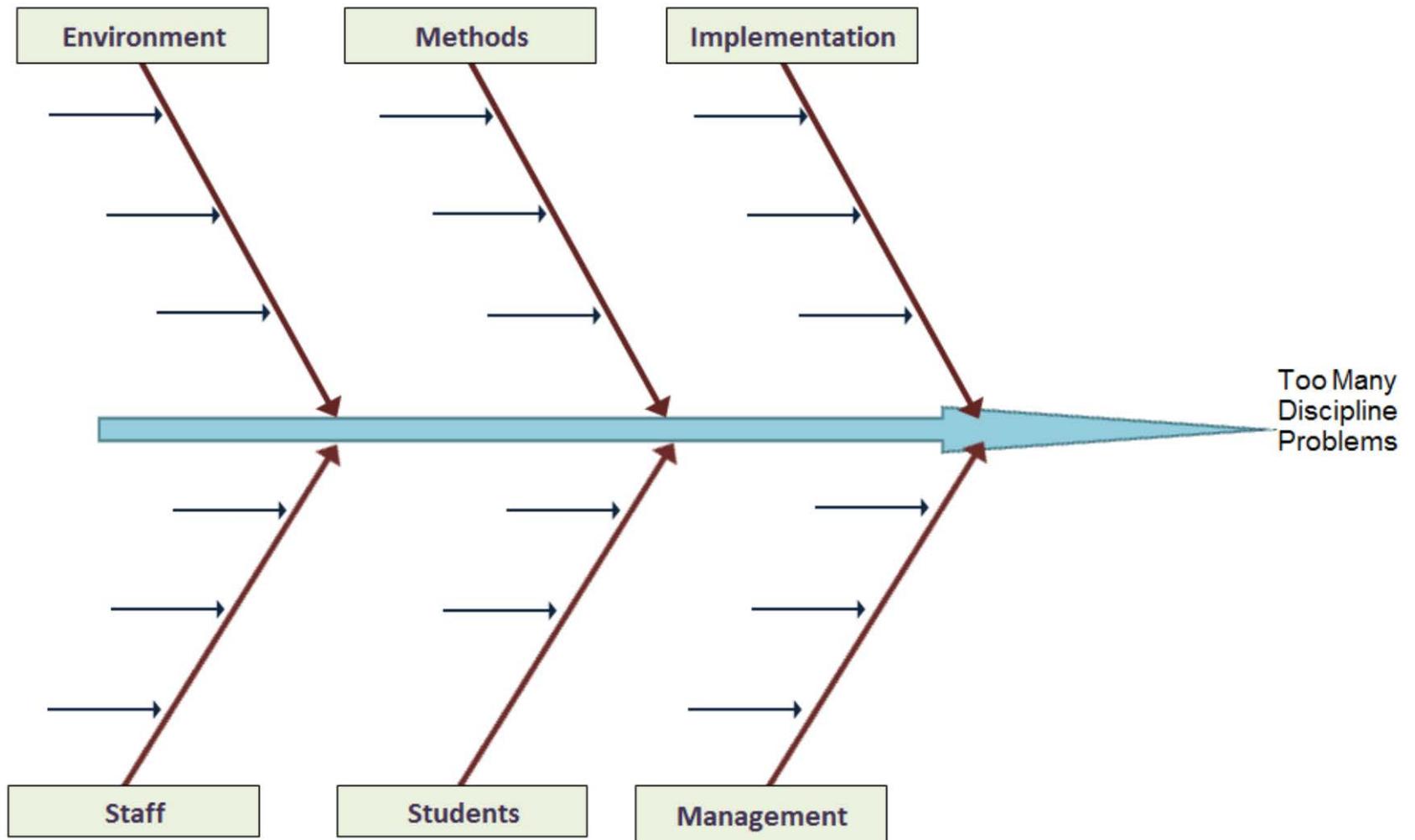
Programmatic v. Systemic Root Causes

- Programmatic: instructional processes, scheduling, administrative procedures, etc.
- Systemic: policies, capacity, culture, organizational structures, etc.

Phase 4: Root Cause Analysis (cont.)

- *Fishbone Diagram*/ "Ishikawa Diagram" /"Cause and Effect Diagram,": graphic organizer for helping SST and SLT members brainstorm possible causes for a particular problem.
- "*The Five Whys*" is used to move past symptoms and understand the true root cause of a problem, by asking "Why?" five times in succession.

Fishbone Diagram



5 Whys:

Define the Problem – Why is it happening?

Why

Why

Why

Why

Why

Next Step: Create the Plan

The identified needs form the basis for goals in the next step in the cycle of improvement: Create Plan.

The root causes identified for each need/problem/goal form the basis of the strategies that will be used to accomplish the goals.

Thank you for your input!

Please complete the Exit Ticket before you leave.

Exit Ticket

On a post-it note:

- 1) Identify the aspect of the revised needs assessment process that you think will promote improvement most effectively.
- 2) Identify a school improvement topic that you would like to discuss in greater depth at a future Title I Directors Meeting.

Post your feedback on the door as you leave.