School Turnaround Framework: Four Domains of Rapid Improvement

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Session Outline

9:30–9:45 a.m.  Overview, Lenay Dunn

9:45–10:25 a.m.  Modified Jigsaw 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)

10:25–10:30 a.m. Questions and Answers Discussion
Change Efforts Fail When They Are...

- Not focused on a few high-leverage priorities
- Insufficiently rigorous in its expectations
- Inadequately rooted in research-based practice
- Not focused on implementation fidelity as well as program/intervention fidelity
- Not monitored by a core team committed to its success
- Too rigid, inflexible, and absent performance management procedures for making necessary changes in course
In complex change, **everybody** is a leader **and** a learner.
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
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.

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

Who
Led by a five-person task force from CST leadership team
Framework Sources

Synthesized Research

Practical Experience

Input From the Field
The 4 Domains of Rapid School Improvement

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!
Step One: Form “Home Groups”

1. Find your *spring learning partner.*
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: Form/Become “Expert Pairs”

1. Subdivide your Home Group of eight into four pairs.

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 T4TLA work.

NOTE: It is important to maintain a quiet reading space during this part of the jigsaw process. If you finish early and absolutely have the need to talk, please walk out of the room and have a conversation versus talking while others are finishing their reading.
1. In pairs in your Home Group (at your table), talk about the section you both read and identify highlights and implications for T4TLA 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?

• What specific talent development strategies could you implement? What would that look like? How would you begin to plan for implementation?