

# Instructional Transformation: Sharing What Works

Four Domains of Rapid School  
Improvement - Domains III

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**Office of School Improvement**  
Ms. Alfie Clark

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Learning Targets

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- ❑ To enhance awareness of the Center for School Turnaround's Four Domains for Rapid School Improvement.
- ❑ To identify components and school level practices of Domain III: Instructional Transformation.

# Center on School

# Turnaround

What are the Four Domains of Rapid School Transformation?

# What are the Four Domains?

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In recent years, rapid school improvement — known most commonly as school turnaround — has emerged as the chief focus of dramatic and systemic efforts aimed at giving students better schools. To assist states, districts, and schools in leading or managing these efforts, in 2017 the Center on School Turnaround at WestEd (CST) developed *Four Domains for Rapid School Improvement: A Systems Framework*.

# What are the Four Domains (cont.)?

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That framework identifies four areas of focus that research and experience point to as central to rapid and significant improvement:

- Transformational leadership
- Talent development
- **Instructional transformation**
- Culture shift

# What is your WHY?

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# Instructional Transformation

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## Domain III

# Domain III – Instructional Transformation

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***Instructional transformation*** requires system-wide support that involves an analysis of relevant student data with appropriate responses to student learning goals. Effective instructional practices must include strong standards-based instruction aligned with the Mississippi College and Career Standards to provide opportunities for academic student growth.

# Domain III – Instructional Transformation

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## Set of practices

- Diagnose and respond to student learning needs.
- Provide rigorous evidence-based instruction.
- Remove barriers and provide opportunities.

# Domain III: Instructional Transformation

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- Based on your role & perspective, how does provide rigorous evidence-based instruction show up in your own practices?

# What are some components of Domain III?

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- Scheduling
- PLC's and Data Analysis
- Alignment/selection of high-quality instructional materials
- Peer observations
- Lesson planning and feedback cycle
- MTSS

# School level practices – Domain III

- Regularly examine student data, instructional practices, and systems of support
- Conduct frequent analysis of curriculum and pacing
- Lessons aligned to state standards
- PLCs are conducted with focus on improved instructional outcomes
- Teachers analyze individual data to meet student needs

# Evidence of implementation – Domain III

- PLC documentation focused on student learning data and instructional strategy data as shown by PLC minutes
- Instructional grouping descriptions included in lesson plans
- Student data analysis documentation
- Lesson planning feedback examples
- Peer observation schedule and conference documents

# Questions

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