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

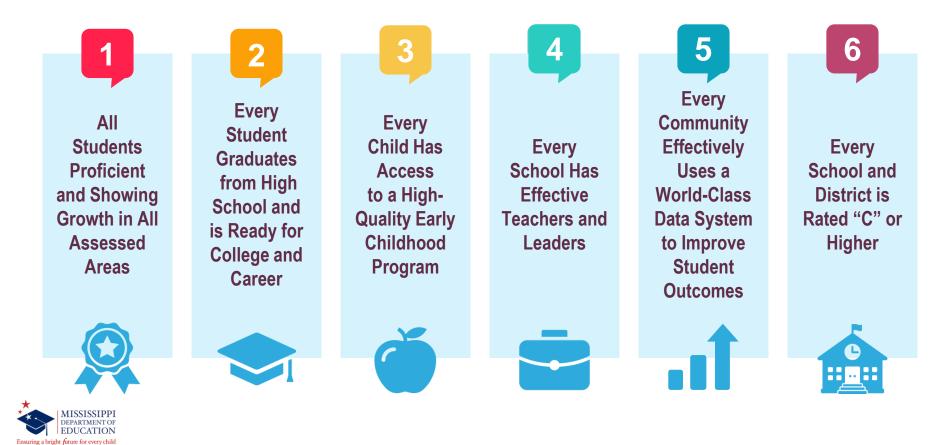
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION-

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



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020



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



Center on School

Turnaround

What are the Four Domains of Rapid School Transformation?



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.



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?





Instructional

Transformation

Domain III



Domain III – Instructional Transformation

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

Set of practices

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



Domain III: Instructional Transformation

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



What are some components of Domain III?

- 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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