The Four Domains CALL Domains, Subdomains, and Sample Survey Items District Level

The Four Domains CALL System was derived from the research-validated Comprehensive Assessment of Leadership for Learning (CALL) instrument. The Four Domains CALL System measures key instructional leadership practices at the school and district level that are aligned to the Four Domains for Rapid School Improvement framework developed at the Center on School Turnaround at WestEd. Three subdomains are situated within each of the Four Domains for Rapid School Improvement.

Domain 1: Turnaround Leadership (District Level)
Subdomain 1.1: Prioritize improvement and communicate its urgency (District Level)
Subdomain 1.2: Monitor short- and-long term goals (District Level)
Subdomain 1.3: Customize and target support to meet needs (District Level)

Domain 2: Talent Development (District Level)
Subdomain 2.1: Recruit, develop, retain, and sustain talent (District Level)
Subdomain 2.2: Target professional learning opportunities (District Level)
Subdomain 2.3: Set clear performance expectations (District Level)

Domain 3: Instructional Transformation (District Level)
Subdomain 3.1: Diagnose and respond to student learning needs (District Level)
Subdomain 3.2: Provide rigorous evidence-based instruction (District Level)
Subdomain 3.3: Remove barriers and provide opportunities (District Level)

Domain 4: Culture Shift (District Level)
Subdomain 4.1: Build a strong community intensely focused on student learning (District Level)
Subdomain 4.2: Solicit and act upon stakeholder input (District Level)
Subdomain 4.3: Engage students and families in pursuing education goals (District Level)

Domain 1: Turnaround Leadership (District Level)

Subdomain 1.1: Prioritize improvement and communicate its urgency (District Level)

Identify a senior district official to lead a team that oversees local turnaround initiatives, including overseeing principal support and development, policy development, district-wide data analysis, and overall strategy direction. The superintendent articulates the need for turnaround, connecting the state's championing of it to local contexts and inviting local community members to further inform implementation efforts, policy, and resource distribution.

Sample District-Level Survey Item:

Some districts define clear expectations or targets for improving student learning. Based on your experience, does your district have a clear vision for improving student learning?

> *a) No, a clear vision does not exist.*
> *b) There is a clear vision, but it is not widely shared by school leaders and staff.*
> *c) A clear vision exists and is shared by school leaders and staff, but district programs and initiatives do not support the vision.*
> *d) A clear vision exists and is shared by school leaders and staff, and district programs and initiatives <u>partially</u> support the vision.*
> *e) A clear vision exists and is shared by school leaders and staff, and district programs and initiatives <u>fully</u> support the vision.*

Subdomain 1.2: Monitor short- and-long term goals (District Level)

Provide intensive, tiered support to principals and school leadership teams to help them develop action items, timelines, and responsibilities aligned with their school's turnaround plan. Provide access to data to inform goal-directed milestones, including markers for implementation, changes in professional practice, and interim and annual student assessments. Provide schools with resources, time, and concrete feedback to support them in refining and advancing their turnaround plan.

Sample District-Level Survey Item:

To what extent does someone from the district meet with school leaders to review data about student learning including students in need of more support?

   a) *District leaders leave this work to school-level leaders.*
   b) *District leaders sometimes work with school-level leaders to review student learning data.*
   c) *District leaders often work with school-level leaders to review student learning data, but without a focus on students in need of extra support.*
   d) *District leaders often work with school-level leaders to review student learning data, giving specific attention to students in need of extra support.*
   e) *District leaders continuously work with school-level leaders to review student learning data, giving specific attention to students in need of extra support.*

Subdomain 1.3: Customize and target support to meet needs (District Level)

Provide tailored support to each school based on deep root-cause analysis and needs assessment to inform the school's priorities. Customize each school's level of autonomy for personnel hiring, placement, and replacement and other key decisions based on school capacity.

Sample District-Level Survey Item:

Which of the following best describes how district leaders identify school-wide learning needs for school improvement?

a) *The district does not assess school-level learning needs*
b) *The district implements district-wide initiatives based on external trends*
c) *The district implements district-wide initiatives based on the needs of struggling schools in the district.*
d) *The district implements district-wide initiatives based on the needs of the majority of schools in the district.*
e) *The district assesses learning needs of each individual school in the district and implements initiatives in each school based on those needs.*

Domain 2: Talent Development (District Level)

Subdomain 2.1: Recruit, develop, retain, and sustain talent (District Level)

Create a model for selection and placement of teachers and school leaders with turnaround competencies, ensuring that turnaround schools have preferential access to teaching candidates. Challenge and support human resources staff to design programs that identify and support the development of potential turnaround leaders and teachers. Develop multiple measures and data sources to closely analyze an individual's turnaround readiness and potential as a turnaround teacher or leader (e.g., observation of candidates over time in various settings).

Sample District-Level Survey Item:

Which of the following best describes the process for developing the leadership of teachers throughout your district?
   a) *A process to develop the leadership of teachers does not exist in our district*
   b) *District-level leaders seek teachers willing to take on leadership responsibility and assign them more responsibility.*
   c) *District-level leaders encourage principals to identify and train teachers for leadership responsibilities.*
   d) *District-level leaders help school leaders identify the needs of schools and base their teachers leadership training based on those needs.*
   e) *The development of leadership of teachers is based on school-wide needs and a formal district strategy for school improvement.*

Subdomain 2.2: Target professional learning opportunities (District Level)

Create timelines and other accountability systems that remind principals to regularly examine teacher performance and to rapidly adjust professional learning plans based on identified needs. Provide district staff with job-embedded professional learning and opportunities to learn side by side with school leaders. Ensure that district-offered professional learning experiences are differentiated, purposeful, targeted, and reflective of what is known about successful adult learning and the turnaround endeavor.

Sample District-Level Survey Item:

Which of the following <u>best</u> describes how your district identifies areas where teaching staff need professional development?

a) *The district does not make the process of how they determine needs for professional development clear.*
b) *The district looks to what other districts are doing to determine teacher professional development.*
c) *The district determines the needs on their own without help from school staff or by looking at data on teaching and learning.*
d) *The district determines the needs with help from school staff, but without looking at data on student learning or at information from teacher evaluations or classroom walk-throughs.*
e) *The district works with school staff to determine the needs by looking at data on student learning or at information from teacher evaluations or classroom walk-throughs.*

Subdomain 2.3: Set clear performance expectations (District Level)

Identify which district-level roles will contribute to school turnaround efforts; review and refine job expectations and descriptions to reflect realistic and high-leverage responsibilities to support rapid school improvement.

Sample District-Level Survey Item:

Formative feedback for principals is feedback that is intended to <u>improve school-wide leadership</u>.

Which of the following <u>best</u> describes the formative feedback principals receive from district leaders?
  a) *Principals do not receive formative feedback from district leaders.*
  b) *The formative feedback principals receive is in the form of generic, positive statements.*
  c) *The formative feedback principals receive include specific, critical examples from principals' leadership practices.*
  d) *The formative feedback principals receive include specific, critical examples from principals' leadership practices, and provided meaningful suggestions on how to improve.*

Domain 3: Instructional Transformation (District Level)

Subdomain 3.1: Diagnose and respond to student learning needs (District Level)

Develop protocols to assist teachers in drilling down on individual student needs and creating instructional action plans aligned to those needs. Explore creative use of instructional time, which may include but not limited to, options for extended learning such as longer school days, weeks, or summer sessions to support each student's needs. In doing so, any additional instructional time should be structured and staffed to ensure high-quality learning will occur (rather than simply a perpetuation of ineffective practices). Ensure that data sources (e.g., benchmark assessments) exist for teachers to conduct frequent progress monitoring of student outcomes.

Sample District-Level Survey Item:

Districts often implement school-wide programs that provide methods of instruction and interventions for staff to teach students who have difficulty learning, such as Response to Intervention (RtI) or Multi-Tier System of Supports (MTSS). The program should be implemented when students begin having difficulty, and involves ongoing assessments and interventions to improve student learning.

Which of the following best describes how district leaders support the implementation of such a program in schools?

a) *Such a program does not exist in our schools.*
b) *District leaders do not support school leaders with implementation of such a program.*
c) *District leaders support program implementation through generic guidelines and do not provide oversight.*
d) *District leaders work with school leaders to implement the program and provide ongoing oversight.*
e) *District leaders work with school leaders to implement the program, provide ongoing oversight, and help with assessing program's effectiveness.*

Subdomain 3.2: Provide rigorous evidence-based instruction (District Level)

Work with schools' instructional leadership teams to refresh, update, and bolster teachers' content knowledge through ongoing professional learning opportunities on rigorous evidence-based instruction. Coordinate vertical alignment such that teachers have an understanding of what their students should have learned the prior year, before entering their classroom, and what their students will be expected to learn the following year. Examine curricular and instructional supports to ensure they are grounded in evidence, rigor, and the state standards.

Sample District-Level Survey Item:

Based on your experience, who develops curricula and teaching practices that are culturally relevant to different groups of students in schools?

a) *Neither district leaders nor schools develop curricula and teaching practices that are culturally relevant to different groups of students in schools.*
b) *District leaders develop culturally relevant curricula mostly on their own.*
c) *School leaders and staff develop culturally relevant curricula mostly on their own.*
d) *District leaders provide school leaders and staff with resources with which to develop culturally relevant curricula mostly on their own.*
e) *District leaders provide resources and work with school leaders to develop culturally relevant curricula together.*

Subdomain 3.3: Remove barriers and provide opportunities (District Level)

Identify and remove any artificial barriers (whether policies or practices) that stand in the way of every student having an opportunity to learn at higher levels. Identify the district's most prevalent non-academic barriers to student learning. Disseminate this information to principals, and during meetings with principal supervisors continually revisit how community resources can be leveraged creatively to meet students' basic needs.

Sample District-Level Survey Item:

The next question inquires about equity reviews. In this case, an equity review involves collecting and analyzing student learning and program data to identify inequalities in access to school resources or learning outcomes to ensure all students are receiving the same educational opportunities.

Based on your experience, to what extent do district leaders prioritize collecting data on learning outcomes for students for equity reviews?

  a) *They do not collect data in this area.*
  b) *They collect data in this area, but the data are not used.*
  c) *The data are collected and used to set district-wide goals.*
  d) *The data are collected and used to set district-wide goals and evaluate progress.*
  e) *The data are collected and effectively eliminates inequities in schools.*

Domain 4: Culture Shift (District Level)

Subdomain 4.1: Build a strong community intensely focused on student learning (District Level)

Provide systems and structures to support collaborative district and school work such as dedicated time for reflection and collaboration. Align personnel evaluations with the role expectations for turnaround. Offer opportunities and avenues for sharing turnaround progress and successes.

Sample District-Level Survey Item:

Which of the following best describes the teacher evaluation process used in your district?

    a) *A formal teacher evaluation process does not exist in our district.*
    b) *The district implements the teacher evaluation process for compliance purposes only.*
    c) *The district uses the teacher evaluation process for personnel decisions only.*
    d) *The district uses the teacher evaluation process to align results to district-wide professional development needs.*
    e) *The district uses the teacher evaluation process to align results to district-wide professional development needs and individual teacher professional learning needs.*

Subdomain 4.2: Solicit and act upon stakeholder input (District Level)

Administer a diagnostic instrument soliciting feedback from school personnel, families, students, and community members early in the turnaround process with periodic follow-up surveys to assess perceptions of the school and the turnaround effort; provide training for school leaders on assessing stakeholder perceptions and acting on what they learn.

Sample District-Level Survey Item:

Which of the following <u>best</u> describes the process for district communication with the external community?
  a) *Our district does not communicate with the external community.*
  b) *It is the responsibility of the external community to check the district website for information.*
  c) *Our district utilizes robo-calls and mass emails to dispense information.*
  d) *Our district posts information in public areas such as libraries and communities in addition to the website.*
  e) *Our district utilizes social media to dispense information in addition to posting in public areas and on the website.*

Subdomain 4.3: Engage students and families in pursuing education goals (District Level)

Provide resources for sharing assessments, interest inventories, and career and college information with students and families; provide planning templates for students to plan coursework and college and career pathways; provide line items in the school budget for resources related to family engagement for the specific purpose of supporting student learning; include information about the school's data-supported progress with family engagement in monthly board reports; set aside time and provide structures for parent groups focused on improved student learning.

Sample District-Level Survey Item:

Which of the following best describes the district's work to involve families in school?
   a) *No opportunities exist for families to be involved in school.*
   b) *Families are involved in school through the Parent Teacher Organization (PTO) or other similar organizations.*
   c) *Families are asked to volunteer in classrooms to help with necessary tasks.*
   d) *Families are an integral part of the learning environment.*
   e) *Families are an integral part of the learning environment in the classroom and in leadership decision-making processes.*