



## Vision for School Improvement: Applying the *Framework for Great Schools*



Step 1: As a community, develop a shared understanding of the *Framework for Great Schools*

# ACTIVITY: EXPLORING THE *FRAMEWORK FOR GREAT SCHOOLS* (60 MINUTES)

## OVERVIEW

Through reading and discussion, this session will familiarize participants with the *Framework for Great Schools* and provide an opportunity to discuss connections to current work and implications for moving forward.

## OBJECTIVE

Participants will deepen their understanding of the *Framework for Great Schools* and discuss the connections and implications for their work.

## MATERIALS

- [Framework for Great Schools overview](#)
- [Graphic organizer](#) (attached and optional)

## CONNECTED ACTIVITIES

While this activity can be conducted on its own, its content also connects with the following activities available on the [Vision for School Improvement](#) website:

- Exploring a Vision for School Improvement: Applying the *Framework for Great Schools*
- Exploring the Research Behind the *Framework for Great Schools*
- Looking at Current Practice Toward a Shared Understanding of the Framework for Great Schools

## GUIDING QUESTIONS

- How does the *Framework for Great Schools* connect to our school community?
- What current strengths can we build upon through the lens of the *Framework for Great Schools*?

## FACILITATION NOTES

### 1. Introducing and Framing the activity (2 minutes).

- Welcome participants and review the objective and guiding questions of the activity.
- Explain that participants will explore the *Framework for Great Schools* by:
  - Analyzing the elements of the *Framework for Great Schools*
  - Considering the implications of the *Framework for Great Schools* and how the elements connect to their current practice

### 2. Reflecting on past work (5 minutes).

- Ask participants to reflect (using their graphic organizer) on their work during the current school year and identify a specific practice that has supported student success.
- Invite participants to share their reflections in pairs.

- Invite pairs to share out with the whole group (if time allows)
3. **Sharing the *Framework for Great Schools* (10 minutes)**
- Guide participants through the *Framework for Great Schools*, utilizing the following talking points:
    - Over the past several years, we have worked to shift instruction and teacher practice through the implementation of the Common Core Learning Standards and the Advance system for teacher development and evaluation. In doing so, we've focused as a city on instruction as the key lever of change for supporting students as they prepare for success beyond high school. To expand on our work on instruction, as a City we are looking to the *Framework for Great Schools* to explore additional elements of the complex work of schools.
    - The *Framework* highlights six distinct elements that support student achievement. Importantly, it is the *interplay* among the six elements that supports schools in making the greatest strides in supporting student growth.
4. **Part A: Reading the *Framework for Great Schools* (15 minutes).**
- Ask participants to independently read the *Framework for Great Schools* description, using the corresponding questions on their graphic organizers to guide their reading:
    1. If you had to summarize the *Framework for Great Schools*, what would you say are the salient points in each element?
    2. Think of an example of how these elements can work together.
  - After participants have finished reading and responding to the questions, invite participants to share out.
5. **Part B: Building upon strengths with the *Framework for Great Schools* (10 minutes).**
- Ask participants to revisit the *Framework for Great Schools*. Independently, participants should refer back to their graphic organizers and consider the strong practice they identified during the opening reflection. Ask participants to reflect on which element(s) they believe most closely aligns to that practice.
  - Ask participants to share their reflections with a partner or in small groups.
6. **Part C: Identifying implications of the *Framework for Great Schools* moving forward (15 minutes).**
- Ask participants to consider how the strong practice they identified could be leveraged to connect to other elements of the *Framework* (e.g., if a participant notes a strong practice of communicating with students' families through a weekly newsletter, consider how that practice might more deeply connect to supportive environment or rigorous instruction).
  - Debrief as a whole group around the guiding questions.
    - How does the *Framework for Great Schools* connect to the current work in my school community?
    - What current strengths can I build upon through the lens of the *Framework for Great Schools*?
7. **Identifying next steps and available resources (3 minutes).**
- Ask participants to identify and share one next step they will take connected to the *Framework for Great Schools* to support student success (in pairs, or in the whole group).
  - Remind participants of the supporting resources and activities available on the [Vision for School Improvement](#) website:
    - Research brief on the research behind the *Framework for Great School*
    - Case studies and snapshots of current practice in NYC schools
    - Alignment across the NYCDOE: Linking Each Element of the *Framework for Great Schools* to NYCDOE Measures and Resources
    - Looking at Current Practice Toward a Shared Understanding of the Framework for Great Schools

## Graphic Organizer for Activity: Exploring the *Framework for Great Schools*

### Session Objective:

Participants will deepen their understanding of the *Framework for Great Schools* and consider the connections and implications for their work.

### Guiding Questions:

- How does the *Framework for Great Schools* connect to our school community?
- What current strengths can we build upon through the lens of the *Framework for Great Schools*?

### Reflecting on the current work

Reflecting on your work during the current school year, what are one or two specific practices that you have used to support student success? Be specific.

## A: Framework for Great Schools

1. If you had to summarize the *Framework*, what would you say are the salient points in each element?

- Effective School Leadership
- Supportive Environment
- Rigorous Instruction
- Collaborative Teachers
- Strong Family-Community Ties
- Trust

2. Think of an example of how these elements can work together.

## **B: Building upon strengths with the *Framework for Great Schools***

1. What is one specific practice that your school does well that aligns to one (or more) of the elements of the *Framework*?  
*e.g., I have strong ties to my students' families that I support through the sending of a weekly newsletter.*

## **C: Identifying implications of the *Framework for Great Schools***

1. How could the strong practice identified in Part B be leveraged to connect to other elements of the *Framework*?
2. How does *Framework for Great Schools* connect to the current work in my school community?
3. What current strengths can I build upon through the lens of the *Framework for Great Schools*?

## **Next steps**

What is one specific next step you will take to support student success, connected to the *Framework for Great Schools*?