



Activity: *Framework Alignment Protocol*



A supporting resource for [A Vision for School Improvement: Applying the *Framework for Great Schools*](#)

OVERVIEW

Through a series of sequenced discussion questions, this protocol supports leaders to understand how DOE measures and resources align to the *Framework for Great Schools*. This protocol can be used with superintendent/principal pairs, in conversations with Borough Field Support Centers, within School Leadership Teams, or for principal self-reflection. Use them flexibly based on your purpose, audience, and timeframe. For example:

- You might focus on one step per meeting.
- With a large group, you might break into small groups and have each small group consider a step.
- You might revisit this protocol to check in on your work throughout the year.
- To go through all the questions for all three steps, consider using this protocol during a full-day session.

MATERIALS

- [A Vision for School Improvement](#)
- [Alignment across the NYCDOE](#): Linking Each Element of the *Framework for Great Schools* with NYCDOE Measures and Resources (attached)
- *Framework Alignment Protocol* (below)

GUIDING QUESTIONS

- How can we plan for the three steps outlined in [A Vision for School Improvement](#)?
- What resources and support will be needed to support the three steps throughout the year?
- How can the [Alignment across the NYCDOE](#) document help clarify the connections between the elements of the *Framework for Great Schools* and existing NYCDOE measures and resources? How can these connections inform and support our work going forward?

PROTOCOL

Consider these discussion questions as you engage in the three-step process outlined in [A Vision for School Improvement](#). This protocol can be used with superintendent/principal pairs, in conversations with Borough Field Support Centers, within School Leadership Teams, or for principal self-reflection.

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

- How have we worked or will we work with staff to develop a shared understanding of the *Framework*? Do we share an understanding of what each element looks like in our current practice? of how we want it to look? Do we share an understanding of the interplay across elements and how each element supports the others? What further work might we need to do? What support might we need?
 - Use the [Alignment across the NYCDOE](#) document to work toward a shared understanding of how DOE measures and resources align to each *Framework* element.
 - Be sure to check for Step One activities and resources [here](#).

For more information, visit <http://tinyurl.com/NYCDOEvision>

Step Two: Assess needs and establish goals.

- What data are informing our needs assessment? What do the data as well as our knowledge of our students, staff, and community tell us about our school's capacity to impact student achievement for all learners, including English language learners and students with disabilities, in each element of the *Framework*? What are the patterns within elements? Looking across elements, which do the data suggest are strengths and which are areas for growth? What do the data suggest about the current interplay among the elements?
 - Use the [Alignment across the NYCDOE](#) document to consider how DOE data align to each *Framework* element.
 - Be sure to check for activities and resources [here](#).
- *If you have not set goals:*
 - How do the data come together to inform a small number of high-impact goals that span multiple *Framework* elements?
- *If you have set goals:*
 - Do we have new data that leads us to consider revising our goals? Do we have a small number of high-impact goals that span multiple *Framework* elements?
 - Keep in mind that school goals can continuously evolve.
Note: If you're using these goals in your CEP, they can evolve after a draft has been submitted.
 - Be sure to check for Step Two activities and resources [here](#).

Step Three: Engage in cycles of learning.

- For each goal identified, what is a specific problem we will aim to solve? How can the *Framework* inform our thinking? Multiple *Framework* elements can usually be connected to any significant problem a school may encounter. What change might we introduce? How will we know if the change is actually an improvement? How will members of the school community be involved in implementing the change and reflecting on its impact?
 - Use the [Alignment across the NYCDOE](#) document to identify specific resources aligned to each element that may support your work.
 - Be sure to check for Step Three activities and resources [here](#).