



## Activity: Exploring A Vision for School Improvement: Applying the *Framework for Great Schools* (60 minutes)



A supporting resource for [A 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*.

### OVERVIEW

Through reading and discussion, this session will familiarize participants with the [Vision for School Improvement: Applying the Framework for Great Schools](#) and provide an opportunity to discuss implications of the Vision for schools.

### OBJECTIVE

Participants will deepen their understanding of the [Vision for School Improvement: Applying the Framework for Great Schools](#) and consider the implications and connections the Vision will have to their work.

### MATERIALS

- [Vision for School Improvement: Applying the Framework for Great Schools](#)
- [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 the *Framework for Great Schools*
- Exploring the Research Behind the *Framework for Great Schools*
- Reflecting on the *Framework for Great Schools* with Your Community

### GUIDING QUESTIONS

- What current strengths can I build upon in the upcoming school year to support this work across my school?
- What implications does the vision document have for my work in the 2015-16 school year?

### FACILITATION NOTES

#### 1. Introduction and framing (2 minutes).

- Welcome participants and review the objective and guiding questions of the activity.
- Explain that participants will explore the [Vision for School Improvement: Applying the Framework for Great Schools](#) by:
  - Analyzing the [Vision for School Improvement: Applying the Framework for Great Schools](#) and connecting it to current practice,
  - Considering the implications the three steps have for each participant's work moving forward.

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

- Ask participants to reflect (using their graphic organizer) on their experience implementing the multiple initiatives outlined in the Citywide Instructional Expectations from 2011-15 (e.g. Common Core Learning Standards, Advance, continuation with A Shared Path to Success, an instructional focus) and identify a success in this work.

- Invite participants to share their reflections in pairs.
3. **Reading the [Vision for School Improvement: Applying the Framework for Great Schools](#) (15 minutes).**
- Ask participants to independently read the [Vision for School Improvement: Applying the Framework for Great Schools](#), using the corresponding questions on their graphic organizers to guide their reading:
    1. What are the big ideas in the document?
    2. What process will schools engage in?
    3. What strategies are recommended for establishing goals?
    4. How will cycles of learning be supported by the *Framework*?
- Note: To complete the activity in a shorter time period, ask participants to read the [Vision for School Improvement: Applying the Framework for Great Schools](#) before the group activity.*
- After participants have finished reading and responding to the questions, invite participants to share out in small discussion circles or as a whole group.
4. **Building upon strengths with the [Vision for School Improvement: Applying the Framework for Great Schools](#) (10 minutes).**
- Ask participants to revisit the [Vision for School Improvement: Applying the Framework for Great Schools](#) and identify a specific practice that they, or the school community as a whole, do well that connects to one of the three steps outlined in the document.
  - Ask participants to share their successes with a partner or in small groups.
5. **Identifying implications of the [Vision for School Improvement: Applying the Framework for Great Schools](#) moving forward (25 minutes).**
- Ask participants to revisit the [Vision for School Improvement: Applying the Framework for Great Schools](#). Independently, participants should refer back to their graphic organizers and consider how the steps of the [Vision for School Improvement: Applying the Framework for Great Schools](#) connect to their work in the 2015-16 school year.
  - Debrief as a whole group around the following questions:
    - Where does our school community practice more tightly or more loosely align to the three-step process outlined in the Vision?
    - Where does our team most need to be more intentional in our approach to learning?
    - What are some steps we could take to begin adjusting our practice?
    - What current strengths can we build upon in the upcoming school year to support this work across our school?
6. **Identifying next steps and available resources (3 minutes).**
- Ask participants to identify and share one next step they will take to support this work in their school (in pairs, or in the whole group).
  - Remind participants of the supporting resources and activities available on the [Vision for School Improvement](#) website:
    - Research briefs on the research behind the *Framework for Great School* and cycles of learning in schools
    - 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 Vision for School Improvement: Applying the *Framework for Great Schools*

### Session Objective:

Participants will deepen their understanding of the [Vision for School Improvement: Applying the Framework for Great Schools](#) and consider the implications and connections the vision will have to their work.

### Guiding Questions:

- What current strengths can I build upon in the upcoming school year to support this work across my school?
- What implications does the vision document have for my work in the 2015-16 school year?

### Reflection on successes in past work

Reflecting on your experience implementing the multiple initiatives outlined in the Citywide Instructional Expectations from 2011-2015 (e.g Common Core, Advance, A Shared Path, embedding an instructional focus), what successes have you and your school had in this work?

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

1. What are the big ideas in the document?

2. What process will schools engage in?

3. What strategies are recommended for establishing goals?

4. How will cycles of learning be supported by the Framework?

## **Building upon strengths with the Vision for School Improvement: Applying the Framework for Great Schools**

1. What is one specific practice that you, or your school community, do well that connects to one of the three steps of the Vision for School Improvement?  
*e.g., My grade team engages in a structured process of lesson study in which we explore an instructional strategy and then report back after implementing it in the classroom to discuss ways to strengthen our practice.*

## **C: Identifying Implications of the Vision for School Improvement: Applying the Framework for Great Schools moving forward**

1. Where does our school community practice more tightly or more loosely align to the three-step process outlined in the Vision?
2. Where does our team most need to be more intentional in our approach to learning?
3. What are some steps we could take to begin adjusting our practice?
4. What current strengths can we build upon in the upcoming school year to support this work across our school?

## **Identifying Next Steps**

What is one specific next step you will take to support this work in your school?