



The Four Domains CALL Domains, Subdomains, and Sample Survey Items School 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

Subdomain 1.1: Prioritize improvement and communicate its urgency

Subdomain 1.2: Monitor short- and-long term goals

Subdomain 1.3: Customize and target support to meet needs

Domain 2: Talent Development

Subdomain 2.1: Recruit, develop, retain, and sustain talent

Subdomain 2.2: Target professional learning opportunities

Subdomain 2.3: Set clear performance expectations

Domain 3: Instructional Transformation

Subdomain 3.1: Diagnose and respond to student learning needs

Subdomain 3.2: Provide rigorous evidence-based instruction

Subdomain 3.3: Remove barriers and provide opportunities

Domain 4: Culture Shift

Subdomain 4.1: Build a strong community intensely focused on student learning

Subdomain 4.2: Solicit and act upon stakeholder input

Subdomain 4.3: Engage students and families in pursuing education goals

Domain 1: Turnaround Leadership

Subdomain 1.1: Prioritize improvement and communicate its urgency

Develop leadership teams and, within the school staff, build leadership capacity for turnaround. Increasingly distribute leadership among faculty and staff to solidify commitment, increase collaboration, and provide faculty and staff with new challenges to keep them meaningfully engaged in the turnaround effort. Share turnaround priorities with students, faculty, and the school community, leveraging local media outlets to announce the school's commitment to change and to enlist parent and community partners in the effort.

Sample School-Level Survey Item:

In general, when your school provides opportunities for teachers to meet to talk about goals for student learning, which of the following best describes the primary focus of these meetings?

- a) Teachers use the time for their own purposes.*
- b) Teachers meet to talk about goals for student learning but without a specific focus.*
- c) Teachers meet to talk about goals for student learning, but do not develop formal strategies related to these goals.*
- d) Teachers meet to talk about goals for student learning and develop formal strategies but with limited follow-up.*
- e) Teachers meet to talk about goals for student learning and develop strategies with on-going reflection on their effectiveness.*

Subdomain 1.2: Monitor short- and-long term goals

Develop and update the turnaround plan to ensure that it has clear short- and long-term goals. Monitor the progress of strategy implementation and make changes in personnel, programs, and methods as needed to keep the effort on track. Intervene swiftly if waning progress is detected.

Sample School-Level Survey Item:

Which of the following best describes the nature of the goals articulated in your school's Action Plan or School Improvement Plan?

- a) I don't know*
- b) Goals are based mostly on summative student achievement data.*
- c) Goals are based mostly on summative student achievement data with some focus on instructional and leadership practices.*
- d) Goals are mostly growth-oriented, practice-based, and practical in nature.*
- e) All goals are growth-oriented, practice-based, and practical in nature.*

Subdomain 1.3: Customize and target support to meet needs

Identify the priority needs of the school, focusing on three to five immediate priorities. Request flexibility from established policies and/or procedures as justified by the data, turnaround plan, and school capacity.

Sample School-Level Survey Item:

Schools are often engaged in multiple initiatives for school improvement. Which of the following best describes the alignment of the initiatives in your school?

- a) Initiatives are implemented without sufficient communication regarding alignment.*
- b) Initiatives are implemented with some discussion about the work involved but with little effort to align the goals.*
- c) Initiatives are implemented with some discussion about the work involved and with some effort to align the goals.*
- d) It is a priority of our school to communicate across the school regarding the implementation of initiatives with some effort to align the goals.*
- e) It is a priority of our school to communicate across the school regarding the implementation of initiatives, to consolidate resources, and to align the goals of the initiatives.*

Domain 2: Talent Development

Subdomain 2.1: Recruit, develop, retain, and sustain talent

Collaborate with the district to develop a school-specific competency model for turnaround teachers to discern which competencies should be prioritized in the teacher-selection process in this school. Utilize the district turnaround talent pool as the “go-to” source for hiring assistant principals and teachers. Encourage aspiring leaders to participate in turnaround preparation programs.

Sample School-Level Survey Item:

Developing teacher leadership is critical for sustainable school improvement. Which of the following best describes the process for developing leadership capacity for teachers in your school?

- a) Our school does not develop teacher leadership capacity.*
- b) Teacher leaders are identified mostly based on personality or popularity.*
- c) Our school mostly uses the opportunity for developing teacher leadership to delegate leadership responsibilities.*
- d) Teacher leaders are identified based primarily on a willingness and ability to take on leadership responsibilities.*
- e) Teacher leaders are selected and developed based on the school’s primary needs and the teachers’ fit to support school initiatives.*

Subdomain 2.2: Target professional learning opportunities

Create a cadre of instructional leaders (drawing from assistant principals, department coordinators, team leaders, and teachers with demonstrated instructional coaching capacity) who each respond to the professional learning needs of a manageable portion of the faculty and use data to identify those needs. Provide opportunities for leaders and teachers to learn side by side and share how their own ongoing growth impacts their individual practice as instructional and organizational leaders. Ensure that learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school's turnaround priorities.

Sample School-Level Survey Item:

Which of the following best describes how well school-wide professional development activities reflect the instructional goals of the school?

- a) They do not reflect the instructional goals of the school.*
- b) They reflect the instructional goals of the school, but do not address needs for teacher learning.*
- c) They reflect needs for teacher learning, but are not differentiated to address the various learning needs of the teachers.*
- d) They are differentiated to address the various learning needs of teachers, but do not utilize teacher expertise.*
- e) They are differentiated to address the various learning needs of teachers and delivered using the expertise of teachers.*

Subdomain 2.3: Set clear performance expectations

Define expectations for teachers, clearly and realistically considering how to effectively leverage teacher time and effort. Develop a daily and weekly schedule that reflects this priority of effective use of teacher time. When asking more of a teacher, consider removing another responsibility.

Sample School-Level Survey Item:

Which of the following best describes the formative feedback you typically received from school leaders?

- a) The formative feedback I received was in the form of generic, positive statements.*
- b) The formative feedback I received included specific, critical examples from my teaching practices.*
- c) The formative feedback I received included specific, critical examples from my teaching practices, and provided meaningful suggestions on how to improve.*

Domain 3: Instructional Transformation

Subdomain 3.1: Diagnose and respond to student learning needs

Regularly examine individual student data, carried out in team meetings, professional learning communities (PLCs), or in other planning sessions as part of teachers' regular work and expectations. Creatively use fluid instructional groupings rather than year-long assignments that may not meet students' (and teachers') needs. For example, when students struggle with a certain concept, they could be assigned temporarily to a teacher whose data demonstrate that he or she teaches it well or differently from the students' current teacher(s), placed in a small group for re-teaching, or given individualized instruction. Teachers are given time within the school day to conduct such analysis and develop plans to address identified needs. Teachers are also held accountable for doing so and for carrying out the plans they develop for students.

Sample School-Level Survey Item:

In most classes in your school, who is primarily responsible for teaching students who have been identified as having a specific learning disability?

- a) No one takes primary responsibility for teaching these students*
- b) The special education teacher*
- c) The special education and the classroom teacher, but the special education teacher develops the classroom learning plans*
- d) The special education and the classroom teacher, but the classroom teacher develops the classroom learning plans*
- e) The classroom teacher, with the special education teacher supporting the design and delivery of instruction*

Subdomain 3.2: Provide rigorous evidence-based instruction

Conduct a curriculum analysis and map lesson plans against standards to ensure the plans adequately represent the standards. Determine whether adjustments and supports are needed to ensure all students have access to the curricula. In each instructional mode utilized — whether whole class, small group, independent work, technology-based, or homework — teachers routinely utilize the best instructional practices for that mode and school leaders support their development of those practices.

Sample School-Level Survey Item:

There are various instructional modes and practices utilized by teachers such as whole class instruction, small group work, independent work, and technology-based work.

To what extent do school leaders support teachers in the development of these instructional modes and practices?

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Quite a bit</i>	<i>A great deal</i>
<i>Whole-class instruction</i>					
<i>Small group instruction</i>					
<i>Integrating technology into classrooms</i>					
<i>Facilitating Project base learning</i>					

Subdomain 3.3: Remove barriers and provide opportunities

Track student progress and help students regain lost ground through academic supports (e.g., tutoring, co-curricular activities, tiered interventions), extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs), credit-recovery programs, and virtual courses. Give students demonstrating sufficient prior mastery access to higher-level assignments and courses. Network with nearby organizations in the community to identify available supports — or to generate new supports — for students. Consider having medical and dental services available on site on a regular basis. Provide on-site laundry service for families in need. Provide food for students during extend learning sessions and other periods when they are at school outside of regular school hours.

Sample School-Level Survey Item:

How effective is the plan for reducing the occurrence of each of the following student problems?

	<i>Not at all</i>	<i>Slightly</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Attendance problems</i>					
<i>Suspensions</i>					
<i>Bullying</i>					
<i>Dropouts</i>					

Domain 4: Culture Shift

Subdomain 4.1: Build a strong community intensely focused on student learning

Establish systems (i.e., structures, policies, procedures, and routines) for focused collaborative work; recognize student effort and academic mastery; recognize job satisfaction and camaraderie among staff as essential assets in a turnaround. Maintain a positive, encouraging classroom and school culture for students where students feel safe and supported to share their needs, struggles, and concerns. Recognize each incremental improvement but keep the focus on ultimate results at the student, teacher, and school levels. Celebrate team accomplishments and offer recognition for hard work and improvement. Frequently and openly review and discuss with stakeholders data on turnaround progress (including implementation and leading indicators).

Sample School-Level Survey Item:

In general, how do teachers and staff respond when school leaders introduce significant changes that affect classroom instruction in your school?

- a) School leaders do not introduce significant changes.*
- b) Teachers and staff work against significant changes.*
- c) Teachers and staff are generally indifferent to significant changes.*
- d) Teachers and staff generally support significant changes.*
- e) Teachers and staff generally work with school leaders to make significant changes.*

Subdomain 4.2: Solicit and act upon stakeholder input

Learn what constituents think by conducting surveys, forums, focus groups, and suggestion boxes. Share and act on what is learned. Take constituent input into account when making programmatic decisions. Consistently demonstrate that all voices are heard.

Sample School-Level Survey Item:

Which of the following best describes the structures in place in your school to elicit feedback from parents and families?

- a) Our school does not have neither a clear structure nor encouragement to elicit feedback from parents and families.*
- b) Parents and families are asked to provide feedback, but time and a structure to do so are not provided.*
- c) Feedback from parents and families is primarily provided through surveys.*
- d) Feedback from parents and families is provided through surveys and other methods such as forums, focus groups, and suggestion boxes.*

Subdomain 4.3: Engage students and families in pursuing education goals

Programmatically and systematically build students' skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and towards their postsecondary goals; inform and engage families in planning and supporting their students' education goals; provide students and their families with a full explanation of assessment results and interest inventories to help them make the best decisions; tap community resources and expertise to expand students' understanding of potential careers and education options.

Sample School-Level Survey Item:

Which of the following best describes the nature of parent-teacher conferences at your school?

- a) There is not sufficient time for meaningful discussion regarding student work.*
- b) There is sufficient time, but teachers lead conversation and parents and teachers do not have meaningful discussions regarding student work.*
- c) There is sufficient time, but discussions generally focus on topics that are not related to student work.*
- d) There is sufficient time, and parents and teachers have meaningful discussions regarding student work.*
- e) There is sufficient time, and parents and teachers have meaningful discussions to develop strategies to help students progress.*