

Strategic Mapping Process: Considering the Role of SEAs in Supporting District Improvement Efforts

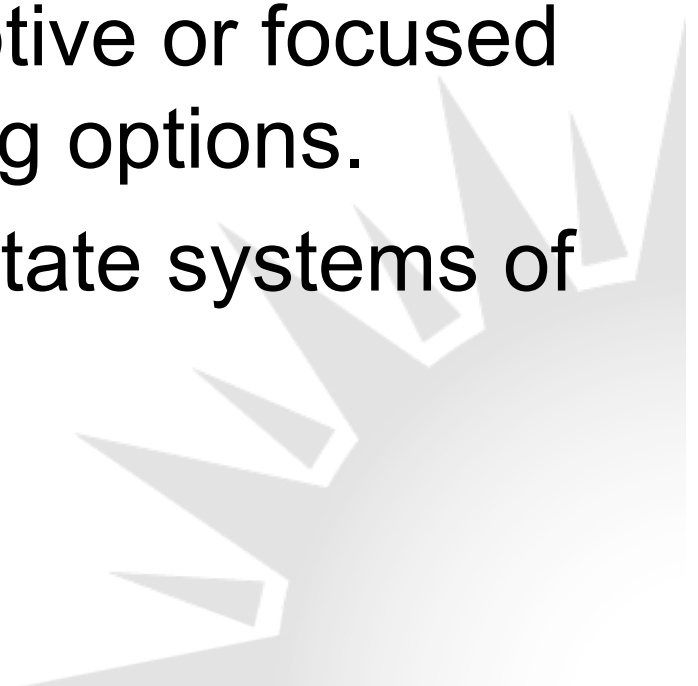
*Center for Comprehensive School Reform
and Improvement
Annual Meeting*

April 13, 2007

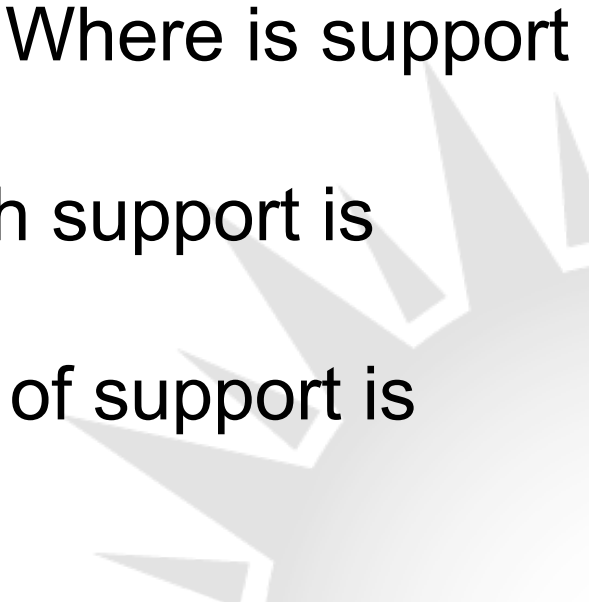


Observations from AERA - 2007

- Little research on how states can effectively support districts - especially “low-capacity” districts.
- Existing research - Descriptive or focused on state use of restructuring options.
- Emerging frameworks on state systems of support.

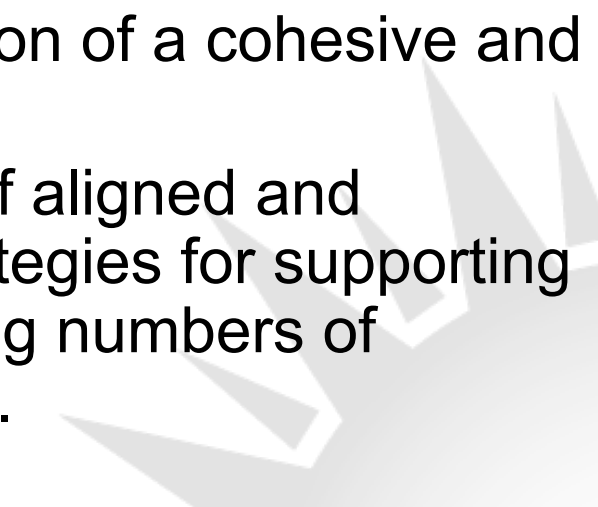


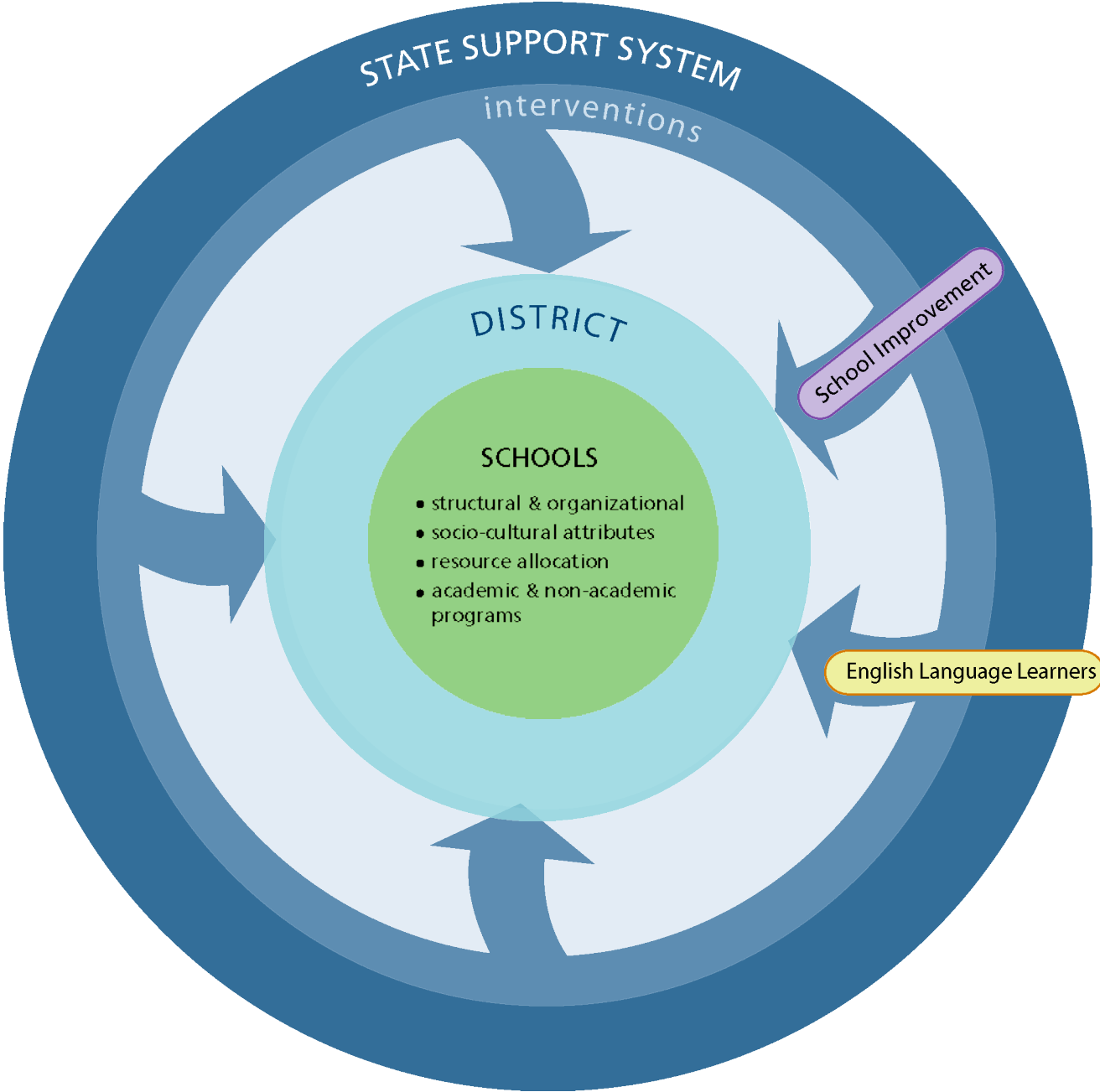
Elements of State Systems of Support

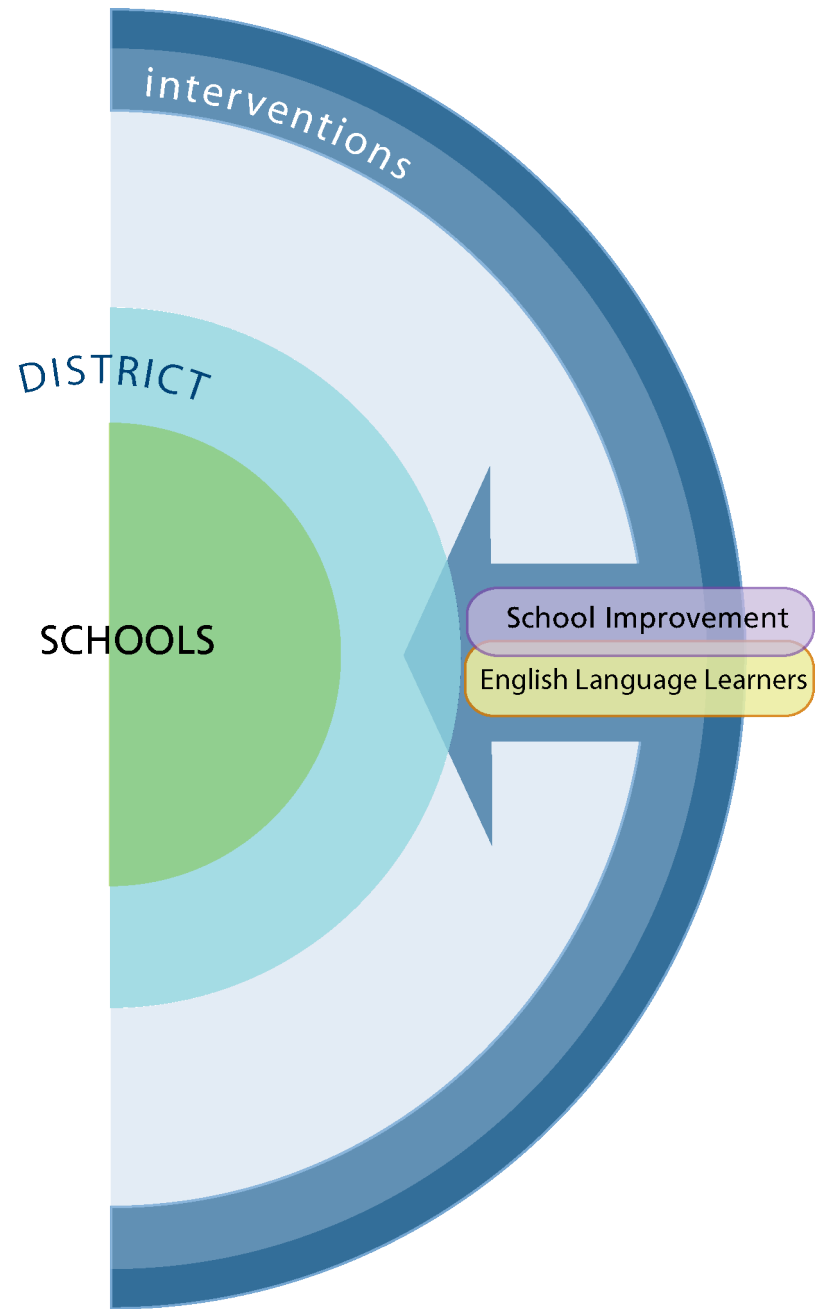
- **Structure and organization** of SEA - Organized for what purpose?
 - **Provision** of support - What are the most effective ways to provide support?
 - **Level and Breadth** of support - Where is support most needed?
 - **Intensity** of Support - How much support is needed?
 - **Content** of Support - What type of support is needed?
 - **Incentives and Sanctions**
- 

The Strategic Mapping Process

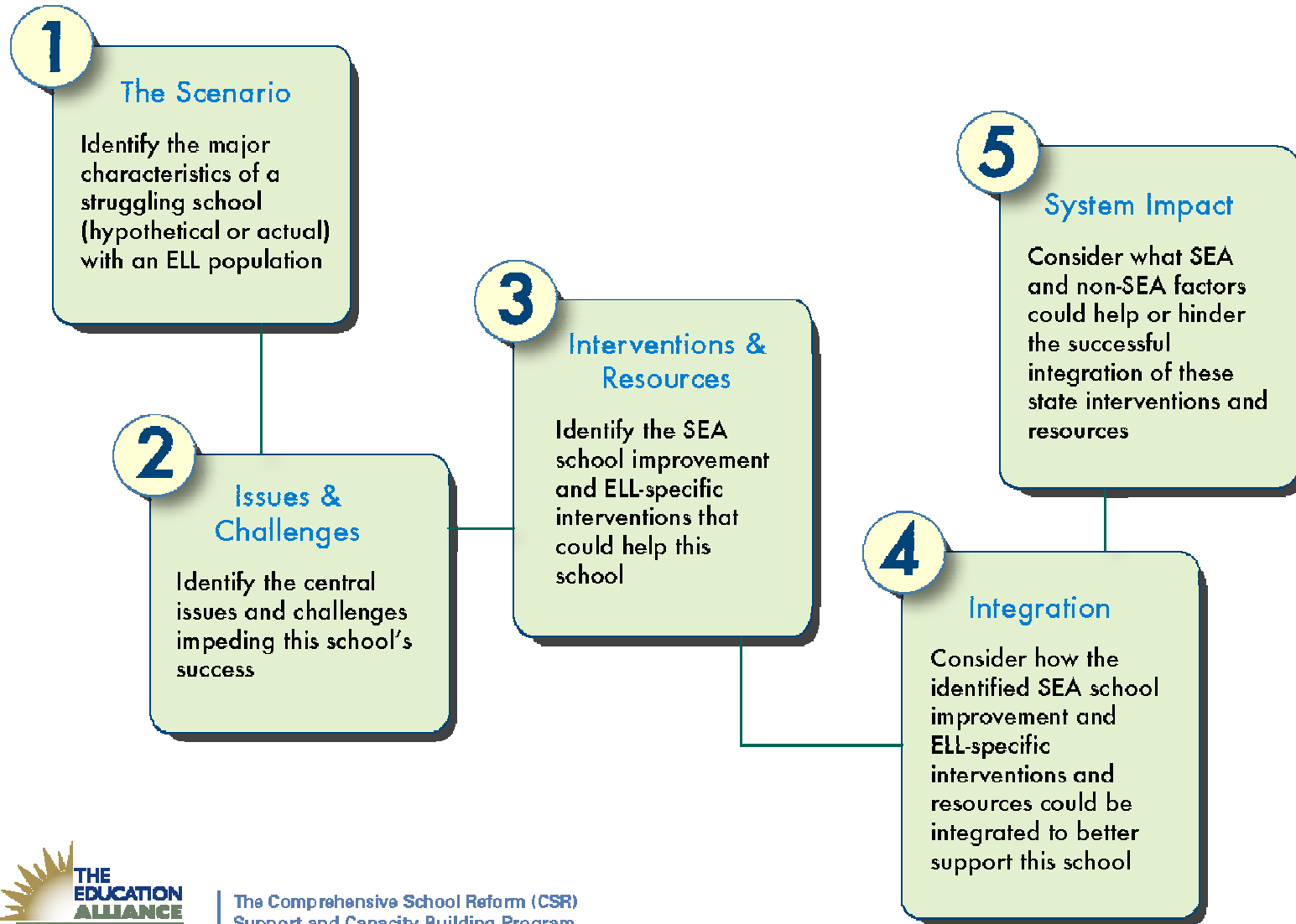
What is it?

- A process to collectively consider and map different strategies for supporting underperforming schools - process and content mapping -
 - With multiple potential purposes and outcomes:
 - To inform the crafting and articulation of a cohesive and aligned system of support.
 - To contribute to the development of aligned and mutually supportive state-level strategies for supporting schools with with existing or growing numbers of English Language Learners (ELLs).
 - Others?
- 

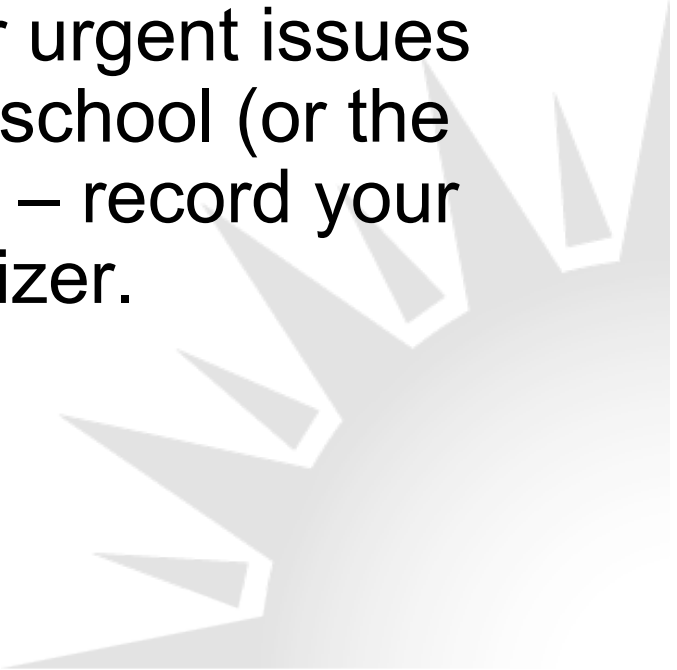




Strategic Mapping Exercise



1 Developing a Scenario

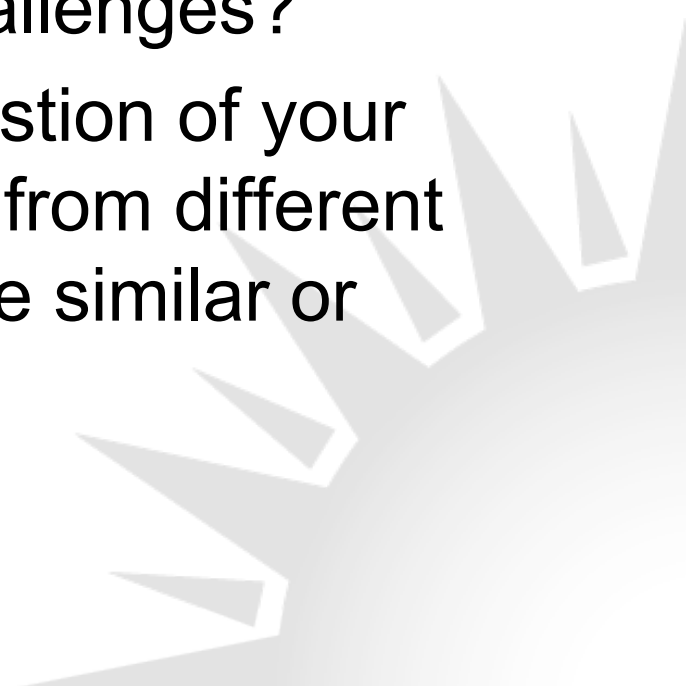
- Think of a particular school, or a set of schools in a district, that are “truly underperforming”.
 - List the two most central or urgent issues and challenges hindering that school (or the set of schools) from improving – record your thoughts on the graphic organizer.
- 

1 Developing a Scenario

Group Activity:

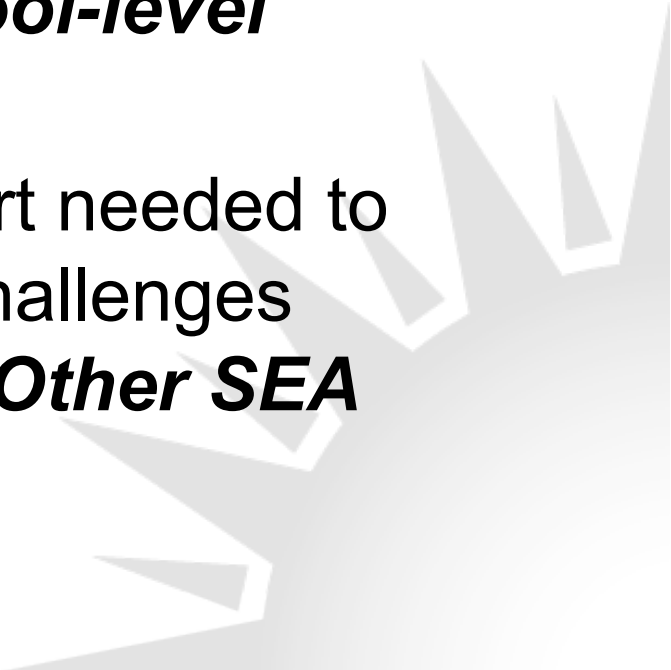
Pair up and share the issues and challenges with a colleague from a different state.

- ❑ Did you identify similar challenges?
- ❑ If you were to ask this question of your colleagues in your state (and from different offices), would the answers be similar or different?



② Issues and Challenges

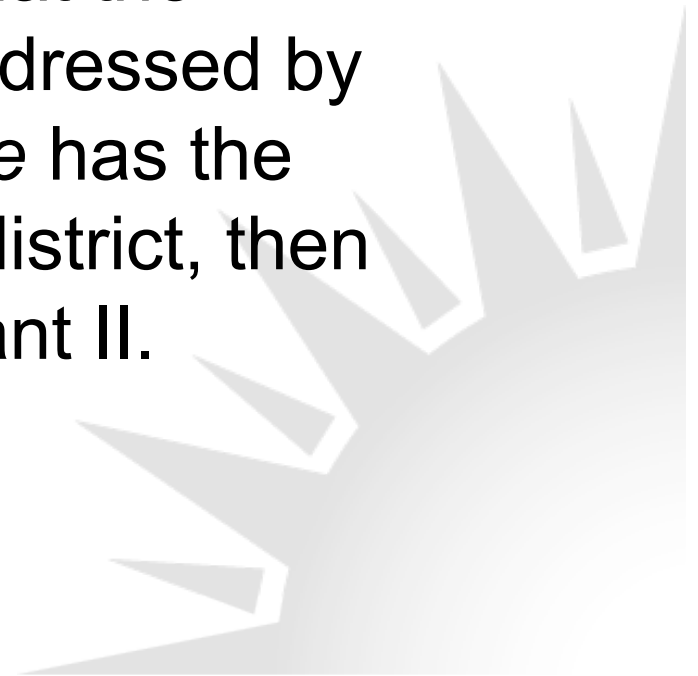
For each issue/challenge, consider and answer the following questions:

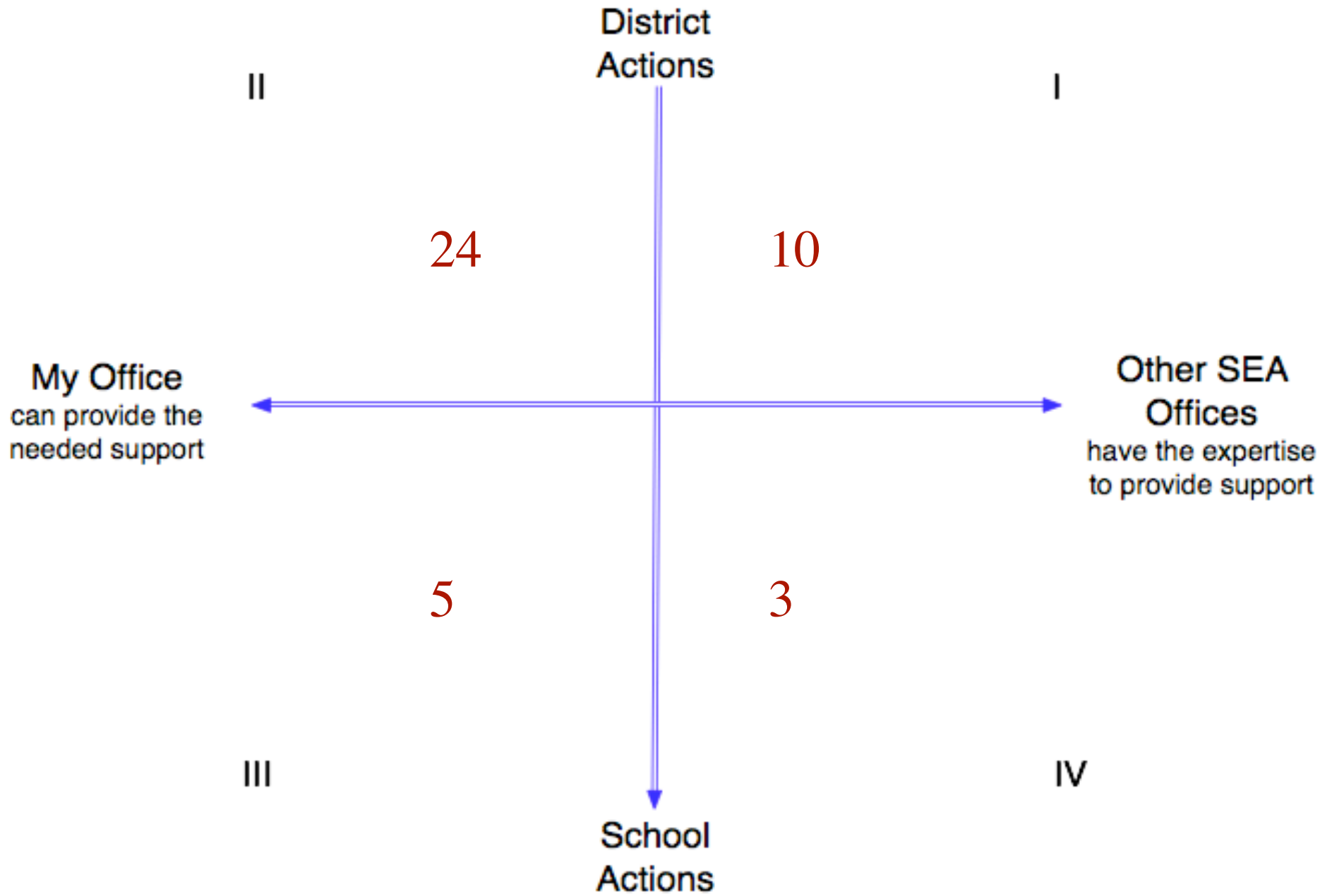
- ❑ Is this issue/challenge best addressed by ***District*** actions or by ***School-level*** actions?
 - ❑ Is the expertise and support needed to address the school's issues/challenges available in ***Your Office*** or in ***Other SEA Offices***?
- 

2 Issues and Challenges

Using the quadrant graph, identify and plot each issue/challenge in one of the four quadrants.

- For instance, if you decided that the issue/challenge would be best addressed by *district actions* and that *your office* has the expertise needed to support the district, then plot the issue/challenge in quadrant II.





3 Interventions and Resources: Considering Implications for SEA interactions among state offices and with district officials

Form a small group with others who selected and identified the same quadrant, and jointly consider the following questions:

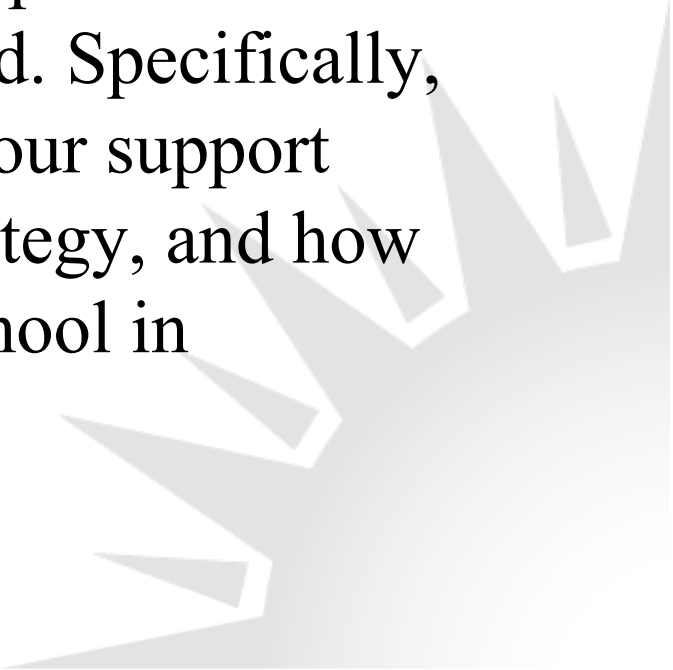
What state-level strategies, supports, and incentives do you have to address the identified challenges/issues?

Consider the quadrant you identified with and the implications for the state role in working with districts

What does this tell you about how states can most effectively work with districts?



④ Articulating the purpose and goals of state-level strategies

- ❑ Briefly list the state-level strategies, sanctions and incentives used to promote and support improvement in targeted schools.
 - ❑ Take one support strategy and explain how it addresses the issue that you identified. Specifically, explain the assumptions that guide your support strategy, the goals of the support strategy, and how the strategy will assist the district/school in achieving the stated goal.
- 

Contact Information

Brett Lane and Phyllis Hardy

1-800-521-9550 x. 293 (Brett) x. 317 (Phyllis)

Brett_Lane@brown.edu

Phyllis_Hardy@brown.edu

The Education Alliance at Brown University

222 Richmond Street, Suite 3000

Providence RI, 02904

