


From Silos to SWIFT:

Working Together to Positively
Transform the Learning Outcomes for
All Students

Wayne Sailor, The SWIFT Center
Amy McCart, The SWIFT Center
Carol Quirk, The SWIFT Center
Paul Dunford, Maryland State Department of Education






ALL means ALL


<https://vimeo.com/97746142>

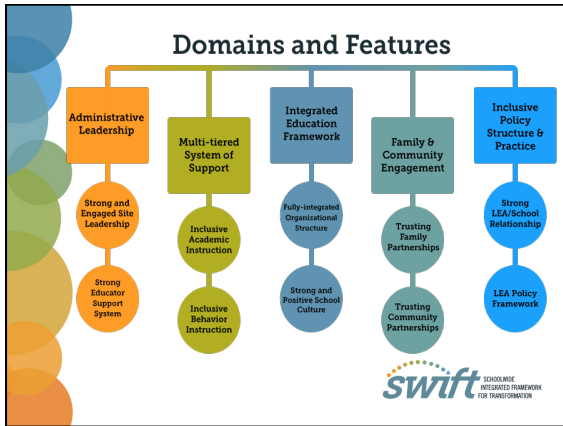




SWIFT Panel

- **Wayne Sailor**
❖ The SWIFT Center
- **Amy McCart**
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- **Carol Quirk**
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- **Paul Dunford**
❖ Maryland State Department of Education





WHAT?


1. Administrative Leadership
2. Multi-Tiered System of Supports
3. Integrated Educational Framework
4. Family and Community Partnerships
5. Inclusive Policy Structure and Practice

swift SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

WHY?


- Inequality in education hurts. We believe we can change this. We believe that, together, we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they reside. The SWIFT Center community uses their talents, passion, and resources to ensure that every child is a valued member of their school and given the supports they need to achieve academic and social success.
- What do we mean by “every child?” Students who are struggling readers, gifted, living in poverty, students with disabilities, high achievers, culturally and ethnically diverse students, and those with the most extensive needs.
- The SWIFT Center is committed to eliminating the silos in education by bridging general and specialized education to create powerful learning opportunities for students and teachers and promote active, engaged partnerships among families and community members.


swift SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION



HOW?


Intensive Technical Assistance
Strength-based practice
Active Implementation
Frameworks





SWIFT Technical Assistance

- **Shared Vision**
excellent, equitable, and unified teaching and learning environments that include all students.
- **Relationship Building**
- **Tools to Guide**
 - ❖ Data Analysis
 - ❖ Priority Setting
 - ❖ Resource Alignment/Development





Keys to Effective Leadership

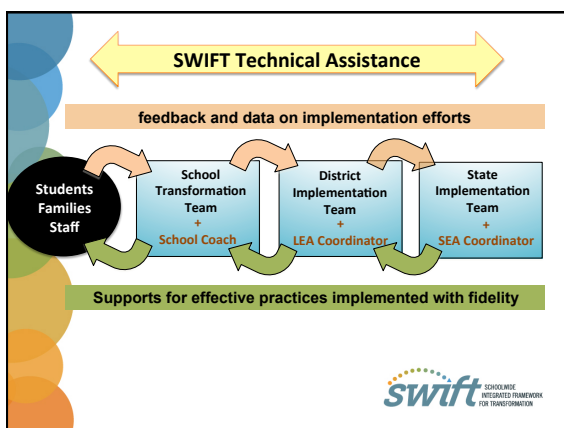
- *Know your **strengths***
- *Invest in others' **strengths***
- *Get people with the right **strengths** on your team*
- *Focus on future **strengths***



Strength-based Approach

- Builds and fosters hope
- Works with past successes and present strengths
- Moves all toward a shared vision of the future
- Assumes that schools, LEAs and SEAs
 - ❖ *have strengths and resources*
 - ❖ *can be resilient and resourceful*
 - ❖ *are capable of learning new strategies.*

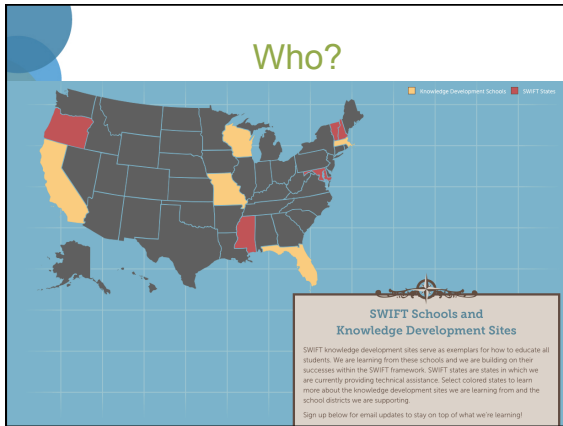


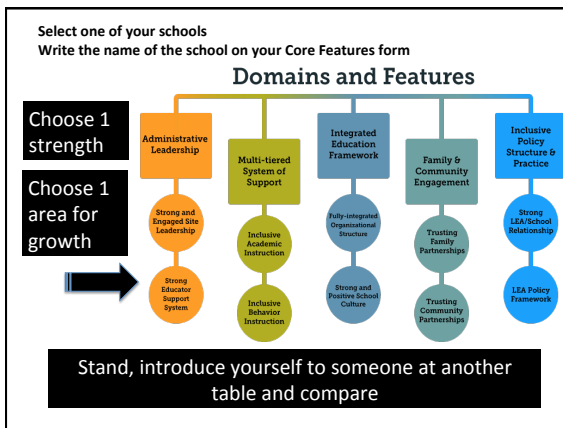


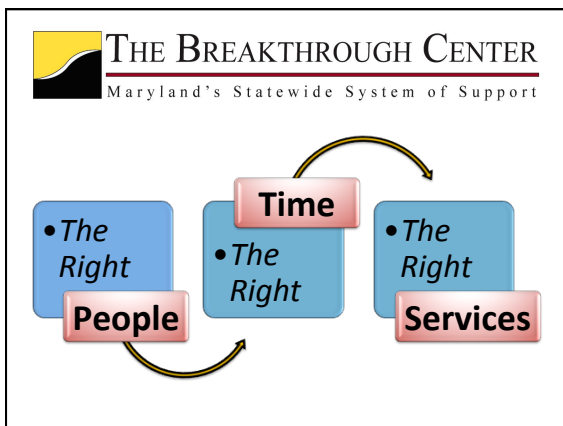
Active Implementation Frameworks

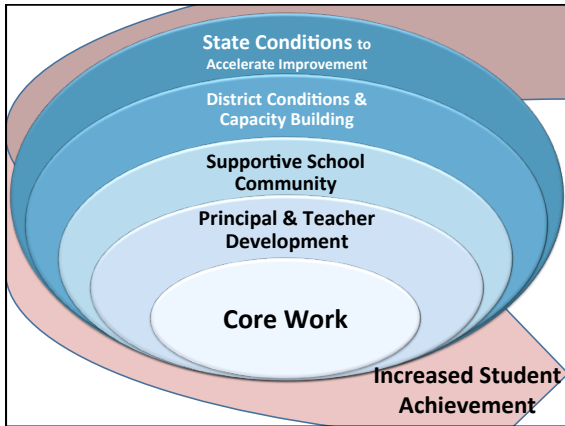
- Usable Intervention
 - Stages of Implementation
 - Implementation “Drivers”
 - Implementation Teams
 - Improvement Cycle process
- <http://implementation.fpg.unc.edu/resources/list>

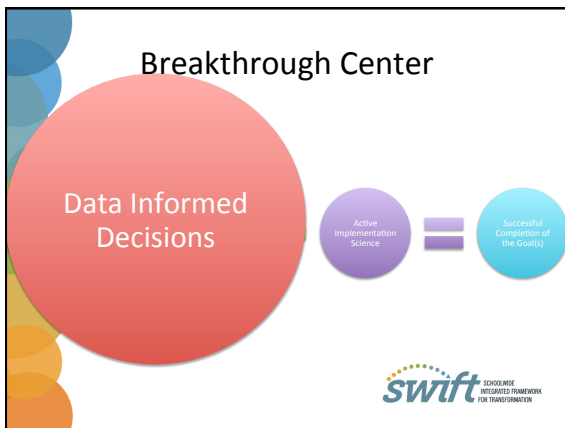


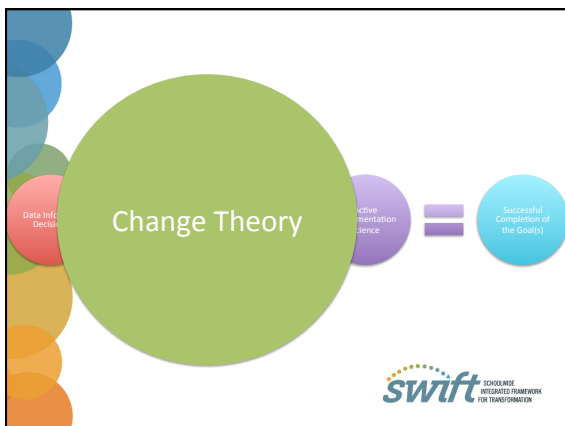


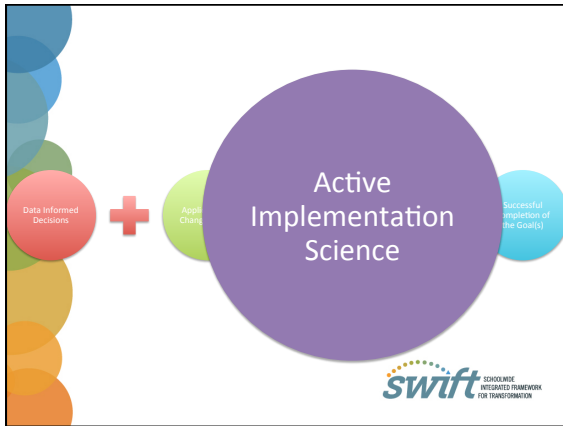




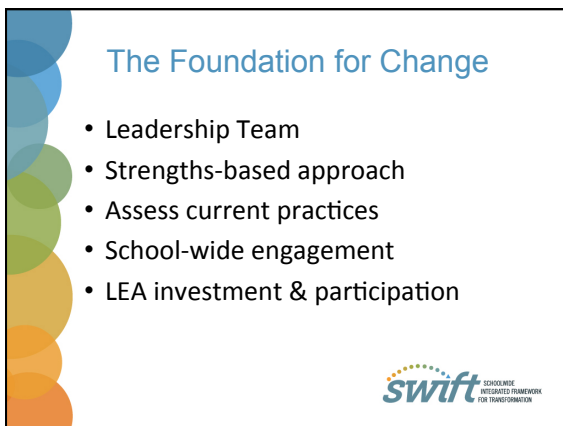


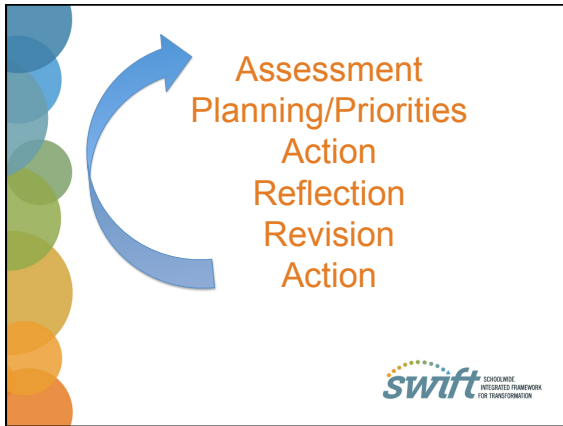













SWIFT-FIT Fidelity of Implementation Tool			
SWIFT DOMAIN: ADMINISTRATIVE LEADERSHIP			
Measure: Strong and Engaged Site Leadership			
<p>Item 1.1: Principal is the instructional leader of the school and actively engages with faculty and staff in improving teaching and learning.</p> <p>Assessor Notes: The intent of this item is to assess if the principal is intentionally guiding the instructional program through clear plans and goals for achieving positive student outcomes, looking for the principal to have a coherent plan, not haphazard or unclear expectations. The mission statement or other document presenting this plan can be general but should include improvement of instructional and student outcomes.</p>			
Questions to Interview & Questions:	Scoring Rubric	Evidence Source(s) & Notes	
<input type="checkbox"/> Principal <input type="checkbox"/> LT <input type="checkbox"/> S, ED <input type="checkbox"/> Family	<p>Principal - Tell us about your school vision/mission related to instruction.</p> <p>0= No clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes.</p> <p>1= The principal has led development of a clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes.</p> <p>AND AT LEAST ONE OF THE FOLLOWING:</p> <p>(1) The principal attends at least one instructional meeting a week</p> <p>(2) The principal conducts at least one classroom visit a week</p> <p>2= The principal has led development of a clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes, attends at least one instructional meeting a week and conducts at least one classroom visit a week</p> <p>3= The principal has led development of a clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes, attends at least one instructional meeting a week and conducts at least one classroom visit a week</p> <p>PLUS</p> <p>Principal is perceived as the instructional leader by staff and families.</p>	<input type="checkbox"/> Vision and mission statement documents articulating values that guide desired instruction <input type="checkbox"/> Principal master schedule	
<p>Does your vision/mission statement or annual/strategic plan focus on instructional outcomes?</p> <p>G, ED, S, ED</p> <p>Does your principal attend instructional meetings? How often?</p> <p>G, ED, S, ED & Family</p> <p>Would you say the principal is perceived as an instructional or more of an administrative leader?</p>			

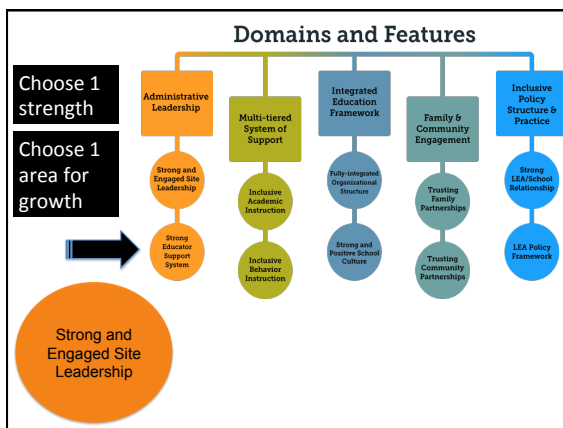
SWIFT-FIA Fidelity Integrity Assessment									
SWIFT-FIA FIDELITY INTEGRITY ASSESSMENT		Current Implementation Status				Priority for Improvement			
Strong and Engaged Site Leadership		Not started or in Exploration	Started or Installed	Limited or Initial	Transformed or Full	Very Low	Low	High	Very High
	1.1 Our school has valued leadership to implement and sustain system transformation that continuously improves teaching and learning.	What does "transformed or full" implementation status look like? Our school has a leadership team comprised of a principal and educator representatives that meets twice a month, reviews school-wide data, incorporates family and community partners, and makes decisions regarding instructional supports.							
	Valued Leadership	How do we know? <ul style="list-style-type: none">Review leadership team meeting minutes for past several monthsReview sample data summaries used by the Leadership TeamPerceptions of Leadership Team members							
		Not started or in Exploration	Started or Installed	Limited or Initial	Transformed or Full	Very Low	Low	High	Very High
	1.2 All educators and families in our school contribute to core school decisions with empowered opportunities through the principal and the leadership team.	What does "transformed or full" implementation status look like? Educators and families have regular opportunities to express their ideas to address school issues, and the principal and Leadership Team (LT) use those ideas to support teaching and learning.							
	Empowered Decision Making	How do we know? <ul style="list-style-type: none">Review leadership team meeting minutes or other similar documentsReview written procedures for key school teams							

Assessing current practices

- Teaching: student engagement
- Learning: student performance
- Collaborative team planning (leadership)
- Data-based decision making
- Culturally responsive practices (Equity Alliance)
- Co-teaching
- Parent partnerships (Flamboyant Foundation)
- Curriculum alignment with CCR

SAMPLE practices





SWIFT Priority Implementation Planning			
PRIORITY: Strong and Engaged Site Leadership		PRACTICE: Effective Leadership Team Planning	
EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
Learn Options	Prepare People and Systems	Try Out the Practice	Student & System Outcomes for This Practice Show It Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

Team Effectiveness Assessment

1. Write the name of the school you selected on your Team Assessment form
2. Complete either the even numbered items: assess your team's effectiveness
3. Select the one practice that they do well
4. Select one practice that needs more growth.
5. Share and compare



SWIFT Resources

www.swiftschools.org



Questions/Comments?

Thank you!

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