



Systemic Instructional Review Guidebook

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ccee
California Collaborative
for Educational Excellence



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Purpose of the SIR Guidebook

The Systemic Instructional Review (SIR) Guidebook is a resource for Professional Content Experts at California Collaborative for Educational Excellence (CCEE) who take part in Systemic Instructional Reviews. It provides an overview of what the SIR process entails and provides guidance on the roles of members who take part in the review.

The guidebook begins by providing context about the CCEE-DTA (Direct Technical Assistance) approach to the technical assistance provided to LEAs. The guidebook then dives into each phase of the Systemic Instructional Review (SIR) and provides key resources and templates for professional content experts who will be on a SIR team. A checklist of activities is located in the appendix.



How the CCEE Approaches Direct Technical Assistance

If the CCEE...

Collaborates with partners, professional and content experts to build individualized solutions.

Builds capacity in addressing chronic instructional performance and system challenges.

Maximizes resources and leverage expertise to support quality implementation.

Utilizes continuous improvement to attain immediate and long-term impact.



THEN...

We will be able to attain sustainable growth among the districts we serve as they prepare each and every student to be 21st century-ready.



CCEE Systemic Instructional Review

The **Systemic Instructional Review (SIR)** an instructional comprehensive assessment (academic and social-emotional) of an LEA's instructional systems, progress of state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all learners, pre-K through 12.

The Systemic Instructional Review is broken down into three phases, as shown in Figure 1, that culminate in SIR recommendations that will receive ongoing progress monitoring and support from the CCEE as needed by the LEA.

How is it determined that an LEA will embark on the SIR process?

LEAs may be eligible for CCEE DTA-SIR support through two avenues, [AB 1840](#), and combination of education codes, the two main educational codes are [52074](#), and [52064.5](#). (SIR 2+ Educational Codes [52071](#), [52072](#), [52074](#), [52064.5](#))

DTA Wrap Around Support

Under [AB 1840](#) the California Collaborative for Educational Excellence shall conduct a systemic review of the school district to identify needs and strategies to improve pupil academic achievement, including, but not limited to, needs identified pursuant to Sections [52052](#), [52064.5](#), and [52071](#). Based on the results of the systemic review, the California Collaborative for Educational Excellence shall coordinate and facilitate the assistance provided to the school district by governmental agencies to provide coherent and effective support consistent with the purpose of the statewide system of support specified in Section [52059.5](#).

The 3 Phases of SIR



Figure 1.

Continuum of Support: Educational Code [52072](#)

The LEA meets the criteria established by Section [52072](#) and pursuant to subdivision (g) of Section [52064.5](#) (CA School Dashboard) whereby three or more pupil groups identified pursuant to Section [52052](#) did not make progress based on the CA School Dashboard. If the LEA, COE, GEO Lead, and CCEE enter into partnership:

- The California Collaborative for Educational Excellence may provide advice and assistance to the school district
- CCEE, along with the COE and GEO Lead, will report on ongoing progress on the implementation of recommendations
- Systemic Instructional Review and Differentiated Assistance Support coming together in service of the school district

Phase 1

Team Planning & Support

Approximately 4 weeks

In this first stage the CCEE, LEA, COE, and GEO Lead will identify the core team that will work together in the Systemic Instructional Review support activities. This core team will collaborate to understand the LEA's student learner needs, instructional focus areas, and the supports currently being utilized. This includes the Differentiated Assistance support the LEA has participated in with the COE. To ensure ongoing communication and coordination of Systemic Instructional Review support, this core team will initially meet regularly. Since immediate planning and support may be needed within the LEA, this core team will be engaged to identify supports and ongoing progress monitoring.

Activities the Core Team (LEA, COE, GEO Lead, and CCEE) could participate in:

- Crosswalk of existing reports and documents for themes and priority identification
- Review the LCAP for connections to district and student areas of need
- Engage in stakeholder empathy interviews to gain perspective on the impact of the LEAs instructional outcomes. ([Empathy Interview Questions and Protocols](#))
- Develop data profiles of performance (e.g., Academic, Suspensions, Attendance, EL, SWD), [LEA Data Profile PPT Sample](#)

Phase 1 Get to Know the Team

Listen & Learn:
LEA, COE, State
Agencies engage
as a team

The LEA, COE, State
Agencies team identifies
priorities & coordinate
support

The team
establishes
targets & monitors
progress



Guidelines and Expectations for Report Writing and Deliverables

Reports and deliverables should contain findings and analyses as well as resulting recommendations/actions. They should be submitted to the CCEE Lead according to the timeline provided in the scope of work.

When compiling reports and products follow these points:

- 1 Data and information contained in reports should be the best available.
- 2 Recommendations/actions should be logical, **warranted by the findings, and explained** thoroughly, with appropriate caveats.
- 3 Recommendations/actions are to be **specific and actionable**.
- 4 Recommendations and next steps are **rooted in data and findings**.
- 5 Reports should be accurate, understandable, well structured, and temperate in tone. Use of neutral language for descriptors is important.
- 6 Reports should be compelling, useful, and relevant to decision-makers.
- 7 Reports should be objective, independent, and balanced.
- 8 **Keep the confidentiality of the subjects** interviewed or observed in report writing.



Example:

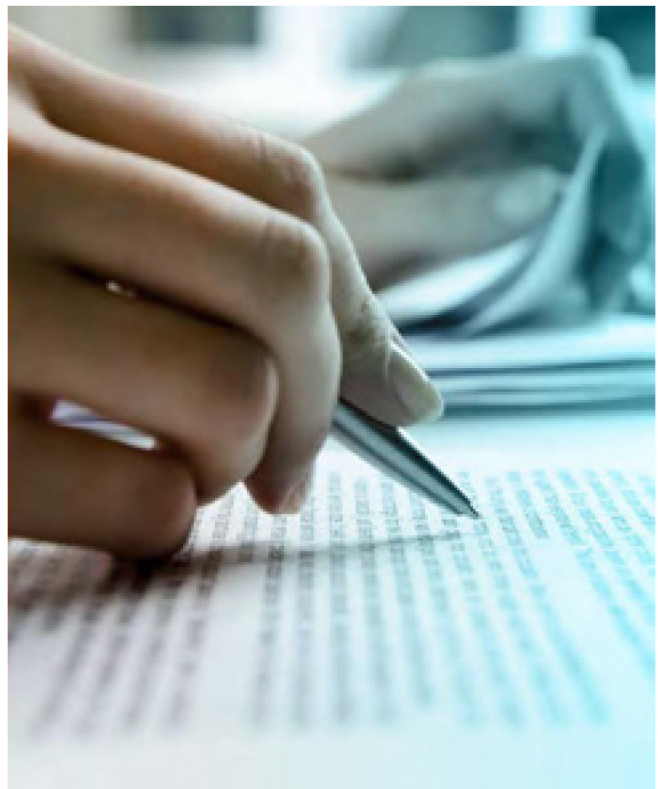


The district has started to make **amazing** changes in **their dated** curriculum, instruction and assessment that will **ensure the much-needed** change in culture within the system. ”

vs.



The district has started to make **positive** changes in curriculum, instruction and assessment that will **support** a change in culture within the system. ”



Strengths, Weakness, Opportunities, and Threats (SWOT) Analysis

When a SWOT analysis is composed for the client LEA, it is important that we are specific without losing anonymity, meaning we do not use the names of individuals when referring to stakeholder input that.

The identified strengths, weaknesses, opportunities, and threats should be based on current data gathered through various collection methods. When identifying each SWOT component, it is critical that data is triangulated as you guide yourself with the following:



Strengths

- Identify the specific instructional systems, structures, strategies, and practices that show evidence of student growth or potential for student growth.
 - What are the assets of the organization?
 - What are the practices, protocols, procedures, actions, engagements, etc. that are being done well?
-



Weaknesses

- Identify instructional systems, structures, strategies, and practices that are missing and/or could be limiting student performance at an optimal level.
 - What are consistent patterns that can be targeted to turn around and make gains (high leverage moves)?
-



Opportunities

- Identify opportunities, both external and internal, that could leverage and address instructional quality along with student performance.
 - Are there any current or possible partnerships that can be strengthened or used?
 - What bright spots are found and are able to be adopted organization-wide?
-



Threats

- Identify obstacles that have the potential to keep the organization from meeting goals in instructional quality improvement and student performance.
- Are there internal practices that are negatively affecting the organization?

Sample SWOT on Governance and Support with Instruction

Strengths

Board policy documents are updated, accessible, and are used to support district instructional decisions.

Weaknesses

The district's Strategic Goals for 2017-20 specifically call out two of the three components of what is widely considered to be the instructional core, i.e., students and teachers, but not the third, content.

Opportunities

The lack of a clearly stated commitment to instructional content stated in the district's strategic goals could signal that instructional core component being less of a district priority, and hinder its efforts to message the need for strong curriculum and implementation of district-selected instructional strategies.

Threats

There is an opportunity for the governing board to more publicly signal its support of the efforts of USD instructional efforts by calling out the third element of the instructional core, content and curriculum in its revision of strategic goals.

Sample Overarching Recommendations

- 1 Re-clarify the district's intended outcomes and priorities, so there is a common understanding, focused direction, and clear expectations regarding implementation of district priorities, e.g., co-teaching and use of Constructing Meaning.
- 2 Define clear measurable outcomes for growth across several years for English Learners, Students with Disabilities, and Youth Experiencing Homelessness (HY), in identified areas of decrease or limited progress.
- 3 Define and implement a clear model of inclusive practices, including co-teaching, across the district. Definition and implementation will include: expectations, clear targets for achievement and practices, accountabilities, and timely follow-up. Utilize existing successful programs in the district and throughout the state as models.
- 4 Clarify roles of coaches, EL specialists, department chairs, teachers involved in district committees, etc. and how they are expected to support the district's outcomes, priorities, and accountabilities.

Resources for Phase 2

Systemic Instructional Review

As mentioned, the SIR process is individualized for the needs of the LEA. Below are core activities that have been fruitful in data gathering.

Artifact Review

Purpose

Gain a deeper understanding of district operations, priorities, organizational and decision making structures.

Your Role

Read and notate documents, collaborate with SIR Team on understanding the district and its schools.

Resources

[SIR Artifact List](#)

This list was provided to LEAs to submit artifacts. Feel free to take notes using this document or create your own. Your CCEE Lead will share the LEA Google folder that contains an artifact folder.

Empathy Interviews

Purpose

Increase knowledge of district culture, goals, leadership and school communities.

Your Role

Interview and take notes for collaborative conversations and data triangulation with SIR Team.

Possible Stakeholders

Key district/central office personnel, Union members, Board members, COE, SELPA

Resources

[Leader Empathy Interview Protocol](#)

This document provides a protocol script for professional experts conducting empathy interviews. The empathy questions for school leadership are located after the script.

[Question Bank](#)

Question Bank for Empathy Interviews for Students, Parents, Teachers/Staff, and School Leadership. Student and parent questions translated in Spanish as well.



SIR Instructional Components

Instructional Component

1 Culture, Coherence, and the Planning Process

LCFF/LCAP:

Priority 6: School Climate (Engagement)

Characteristics

The local educational agency (LEA) demonstrates a strong value on culture and climate for all stakeholders through the implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies that are designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. This is evidenced by the following characteristics:

- A supportive and engaging culture and climate that is visible for stakeholders (e.g., teachers, leaders, staff, parents, students) and cultivated and evident across all district efforts.
- A culture of accountability that considers the whole child (e.g., academic, social, and emotional developmental) and provides students multiple opportunities and alternatives for developing learning strategies that result in improved achievement and school performance.
- A commitment to developing and refining a culture of teaching and learning that is based upon clear learning targets consistently assessed across multiple measures.
- A clear understanding of the importance of using achievement outcomes to guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability.
- Practices and planning processes that reflect an inclusive instructional vision and mission using a multi-tiered system of support that is sensitive to the diverse student community (e.g., gifted, students with disabilities, English learners, homeless and foster youth).
- Professional learning opportunities are provided, from the boardroom to the classroom and home, that create and sustain a district-wide culture of inclusivity and celebration of diversity and language, as well as include culturally reflective practices and policies.
- Student diversity is celebrated and recognized in a variety of units or school/district-wide awareness campaigns (e.g., May is National Foster Care Month, October is Disability Awareness Month, November is National Homeless Youth Awareness month, and one week is designated as National Hunger and Homeless Awareness Week).
- Continuous improvement practices and processes are utilized and shared to determine whether the instructional mission and vision are being attained.
- Support and development of the use of technology that promotes effective pedagogy and student engagement in an adaptive world (e.g., blended learning, hybrid, flipped classroom).
- A culture of clarity around the roles and responsibilities of the central office and schools in planning and engaging in activities that deepen the commitment to ensuring all students attain educational success.
- A District Leadership Team provides direction, guidance, differentiated support, and oversight for ensuring the health and wellness of the district.