INDIANA Principal Leadership INSTITUTE

Marzano High-Reliability Schools™ Report

A Summary of Administrator(s) & Staff Perceptions Regarding Leading Indicators for Level 2

Prepared by the Indiana Principal Leadership Institute

for

Principal

School

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Introduction

Administrative staff and teachers were asked to respond to an online survey designed to gauge their school's initial status on the second level of the High-Reliability Schools (HRS) framework. Level 2 has six leading indicators, which address factors considered foundational to any substantive change within a school:

Leading Indicator 2.1: The school leader communicates a clear vision of how instruction should be addressed in the school.

Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Leading Indicator 2.3: Predominant instructional practices throughout the school are known and monitored.

Leading Indicator 2.4: Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses based on multiple sources of data and are consistent with student achievement data.

Leading Indicator 2.5: Teachers are provided with job-embedded professional development directly related to their instructional growth goals.

Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching
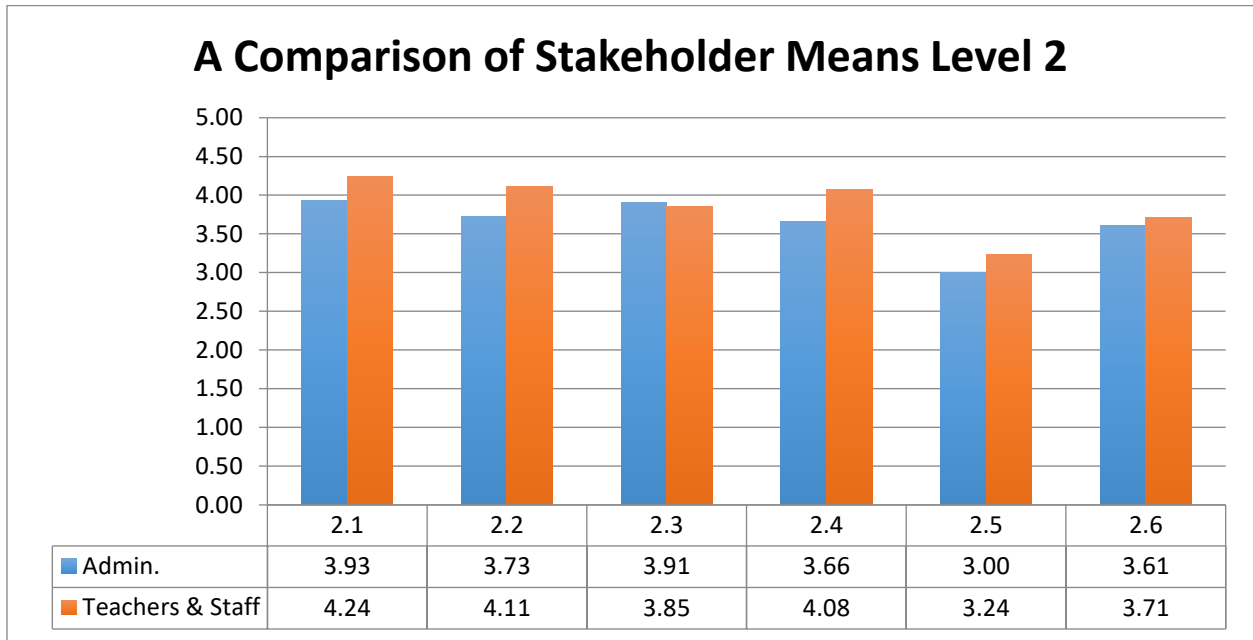
These six leading indicators provide schools wishing to work on the second level of the HRS framework and progressing through that level. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

Individuals were asked to anonymously rate their level of agreement with statements related to each leading indicator. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4) and strongly agree (5). **Individuals were allowed to respond to any statement with a rating of "no knowledge."**

To provide an aggregate summary of respondents' ratings of agreement, two descriptive statistics were calculated from the numeric values: (1) mean and (2) standard deviation. The mean is the arithmetic average of the numeric values of the respondents' ratings, and the standard deviation is a measure of the amount of variation among the numeric values. **It should be noted that "no knowledge" ratings were treated as missing and excluded from the descriptive statistics.**

Data Analysis and Findings

The following chart compares the means of each stakeholder group for each leading indicator.

A Comparison of Stakeholder Means Level 2

	2.1	2.2	2.3	2.4	2.5	2.6
Admin.	3.93	3.73	3.91	3.66	3.00	3.61
Teachers & Staff	4.24	4.11	3.85	4.08	3.24	3.71

Leading Indicator 2.1: The school leader communicates a clear vision of how instruction should be addressed in the school.

Administrators 2.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teacher leaders and I have developed a written document articulating our schoolwide model of instruction.					
2	New teachers have professional development opportunities to learn about our schoolwide model of instruction.					
3	I can describe the major components of our schoolwide model of instruction.					
4	I limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction					

#	Question	Strongly disagree									
5	Our school has a common language for talking about teaching and instruction.										
6	I use our schoolwide language of instruction in faculty and department meetings										
7	I use our schoolwide language of instruction during PLC meetings.										
8	I use our schoolwide language of instruction in informal conversations.										

Teachers/Staff 2.1

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction.											
2	New teachers have professional development opportunities to learn about our schoolwide model of instruction.											
3	I can describe the major components of our schoolwide model of instruction.											
4	School leaders limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction.											
5	Our school has a common language for talking about teaching and instruction.											

#																		
6	I use our schoolwide language of instruction in faculty and department meetings.																	
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3	I can describe the major components of our schoolwide model of instruction.					
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5	Our school has a common language for talking about teaching and instruction.					
6	I use our schoolwide language of instruction in faculty and department meetings.					
7	I use our schoolwide language of instruction during PLC meetings.					
8	I use our schoolwide language of instruction in informal conversations.					

Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Administrators 2.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers have written statements of their instructional growth goals.					
2	Teachers keep track of their progress on their instructional growth goals.					
3	I meet with teachers to discuss their instructional growth goals.					
4	Teachers can describe their progress on their instructional growth goals.					
5	I hire effective teachers.					
6	There is a system in place to evaluate the hiring and selection process for new teachers.					
7	Our school has a new teacher induction program.					
8	There is a system in place to evaluate and revise our new-teacher induction program.					
9	I retain effective teachers.					
10	I can provide evaluation results, growth plans, and evidence of support for any struggling teachers.					

Teachers/Staff 2.2

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	I have written statements of my instructional growth goals.						
2	I keep track of my progress on my instructional growth goals.						
3	School leaders meet with me to discuss my instructional growth goals.						
4	I can describe my progress on my instructional growth goals.						

#																
5	School leaders hire effective teachers.															
6	School leaders have a system in place to evaluate the hiring and selection process for new teachers.															
7	Our school has a new teacher induction program.															
8	School leaders have a system in place to evaluate and revise our new-teacher induction program.															
9	School leaders retain effective teachers.															
10	School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.															

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1	I have written statements of my instructional growth goals.					
2	I keep track of my progress on my instructional growth goals.					
3	School leaders meet with me to discuss my instructional growth goals.					
4	I can describe my progress on my instructional growth goals.					
5	School leaders hire effective teachers.					
6	School leaders have a system in place to evaluate the hiring and selection process for new teachers.					
7	Our school has a new teacher induction program.					

8	School leaders have a system in place to evaluate and revise our new-teacher induction program.					
9	School leaders retain effective teachers.					
10	School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.					

Leading Indicator 2.3: Predominant instructional practices throughout the school are known and monitored.

Administrators 2.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.					
2	I can describe our school's predominant instructional practices.					
3	Teachers can describe our school's predominant instructional practices.					
4	I give teachers honest feedback about their instructional practices.					
5	I can describe effective practices and problems of practice in our school.					

Teachers/Staff 2.3

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.						
2	School leaders can describe our school's predominant						

	instructional practices.																
3	I can describe our school's predominant instructional practices.																
4	School leaders give me honest feedback about my instructional practices.																
5	School leaders can describe effective practices and problems of practice in our school.																

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.					
2	School leaders can describe our school's predominant instructional practices.					
3	I can describe our school's predominant instructional practices.					
4	School leaders give me honest feedback about my instructional practices.					
5	School leaders can describe effective practices and problems of practice in our school.					

Leading Indicator 2.4: Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses based on multiple sources of data and are consistent with student achievement data.

Administrators 2.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	I use highly specific rubrics to give teachers accurate feedback about their pedagogical strengths and weaknesses.					
2	I use multiple sources of information to give teachers feedback and evaluate					

#	Question						
	them, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.						
3	I regularly talk to teachers about the evaluation data I have collected for them.						
4	I observe teachers frequently.						
5	I give teachers feedback frequently.						
6	Teachers can explain which of their instructional strategies have the strongest and weakest relationships to student achievement.						

Teachers/Staff 2.4

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.											
2	School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.											
3	School leaders regularly talk to me about the evaluation data they have collected for me.											
4	School leaders observe me frequently.											

| 5 | School leaders give me feedback frequently. | | | | | | | | | | | |

| 6 | I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement. | | | | | | | | | | | |

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.					
2	School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.					
3	School leaders regularly talk to me about the evaluation data they have collected for me.					
4	School leaders observe me frequently.					
5	School leaders give me feedback frequently.					
6	I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement.					

Leading Indicator 2.5: Teachers are provided with job-embedded professional development directly related to their instructional growth goals.

Administrators 2.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Online professional development courses and resources relevant to teachers' instructional growth goals are available to them.					

#	Question					
2	Teacher-led professional development relevant to teachers' instructional growth goals is available to them.					
3	Instructional coaching relevant to teachers' instructional growth goals is available to them.					
4	I collect data about how effective professional development is in improving teacher practices.					
5	Teachers can describe how the available professional development supports the achievement of their instructional growth goals.					

Teachers/Staff 2.5

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Online professional development courses and resources that are relevant to my instructional growth goals are available to me.						
2	Teacher-led professional development that is relevant to my instructional growth goals is available to me.						
3	Instructional coaching relevant to my instructional growth goals is available to me.						
4	School leaders collect data about how effective professional development is in improving teacher practices.						
5	I can describe how the available						

| | professional development supports the achievement of my instructional growth goals. | | | | | |

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1	Online professional development courses and resources that are relevant to my instructional growth goals are available to me.					
2	Teacher-led professional development that is relevant to my instructional growth goals is available to me.					
3	Instructional coaching relevant to my instructional growth goals is available to me.					
4	School leaders collect data about how effective professional development is in improving teacher practices.					
5	I can describe how the available professional development supports the achievement of my instructional growth goals.					

Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching.

Administrators 2.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers have opportunities to engage in instructional rounds.					
2	Teachers have opportunities to view and discuss video examples of effective teaching.					
3	Teachers have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).					
4	Teachers have opportunities to observe and discuss effective teaching via					

#	Question									
	technology (for example, virtual coaching or online discussions).									
5	We regularly discuss instructional practices at faculty and department meetings.									
6	We regularly view and discuss video examples of effective teaching at faculty and department meetings.									
7	I make information available about teachers' participation in opportunities to observe and discuss effective teaching.									
8	I make information available about teachers' participation in virtual discussions about effective teaching.									

Teachers/Staff 2.6

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	I have opportunities to engage in instructional rounds.											
2	I have opportunities to view and discuss video examples of effective teaching.											
3	I regularly meet with other teachers to discuss effective instructional practices (for example, lesson study).											
4	I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).											
5	We regularly discuss instructional practices at faculty											

#	Field
	and department meetings.
6	We regularly view and discuss video examples of effective teaching at faculty and department meetings.
7	School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching.
8	School leaders have information available about teachers' participation in virtual discussions on effective teaching.

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	I have opportunities to engage in instructional rounds.					
2	I have opportunities to view and discuss video examples of effective teaching.					
3	I regularly meet with other teachers to discuss effective instructional practices (for example, lesson study).					
4	I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).					
5	We regularly discuss instructional practices at faculty and department meetings.					
6	We regularly view and discuss video examples of effective teaching at faculty and department meetings.					
7	School leaders have information available about teachers' participation					

	in opportunities to observe and discuss effective teaching.					
8	School leaders have information available about teachers' participation in virtual discussions on effective teaching.					