

High Reliability Schools Overview & Focus on Level One



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Leadership Research

Attributes of the BEST Leaders
You Know...

A Key Condition in Successful
Schools...

High Performing School Systems Study

In every instance, the first step leaders took was to clarify what was non-negotiable.

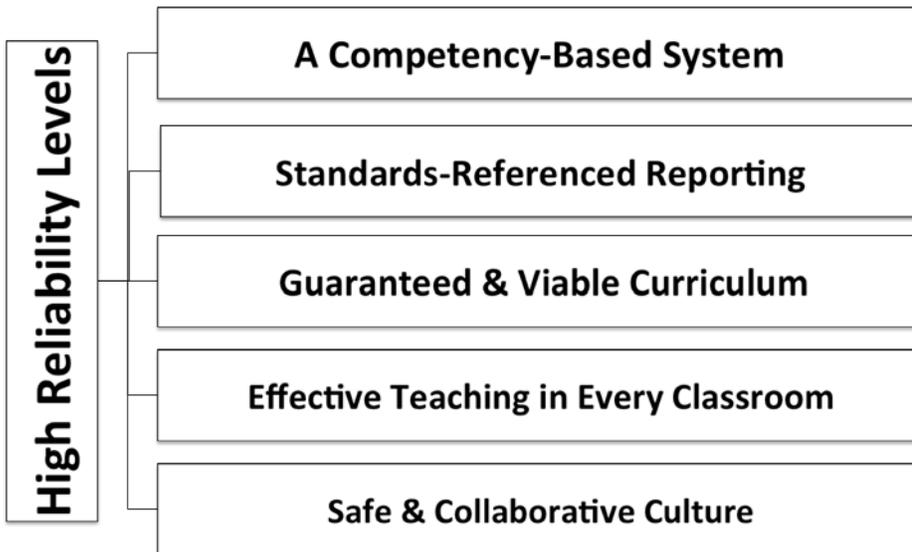
What are your non-negotiables?

How are they communicated?

How do you monitor and measure non-negotiables?

Characteristics of High Reliability Organizations:

1. Continually in pursuit of error free performance
2. Implement structures and systems to identify errors in their operation
3. Immediately take action to prevent errors from becoming system wide failures
4. System failures in their operations make headlines



Marzano Research Laboratory has developed the HRS model to provide schools with a long-term planning framework for continuous school improvement.

The HRS model can serve as a guide for school leaders as they engage in short and long term school improvement planning. The model is focused clearly on school improvement through research-based practices. Levels 1, 2, and 3 are foundational and must be worked on continually in all schools. Levels 4 and 5 are optional for schools.

Leading and Lagging Indicators

In order to know what to work on and to measure their success at each level, school leaders need ways to assess their school's current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

Leading indicators are important conditions that are known to be associated with school improvement. They provide direction for school leaders to work on for a continuous process of improvement.

Lagging indicators are the data and artifacts of practice that leaders should use to continually monitor leading indicators.

What are Quick Data?

- Continuous monitoring using easily collected data



- School FOD Walks

Quick Conversations

- Responses are coded
- Notes capture anecdotal data

Person Responding	Question	Response Code	Notes
Teacher	Question 1: How safe has our school been lately?	Adequate	Feels safe. Hasn't encountered any major rule infractions in the past three weeks. Recalled one minor infraction in same period.
Student			
Administrator	Question 2: To what extent have teachers had roles in making important decisions regarding the school?	Unsatisfactory	Feels unheard. Indicated that it has been months since a school leader asked for her opinion.
Parent			
Other: _____			

Easy-to-Collect Quantitative Data

Examples:

Level 1	Level 2	Level 3	Level 4	Level 5
•Rule violations	•Teacher scores on observation protocols	•Curriculum alignment documents	•Student and class progress tracking sheets	•Scheduling documents
•Detentions	•Instructional rounds data	•Student IEPs and ILPs	•Summative assessment data	•Reports of college credits earned
•Tardies	•Walk-through data	•Formative assessment data	•Student self-assessment reports	•Student mastery reports
•Attendance data	•Teacher PD requests			•Student growth reports
•Expulsions				
•Bullying incidents				
•Truancies				

Quick Observations

	Recent incidents that indicate the school is a safe place	Recent incidents that indicate the school is an unsafe place	Recent incidents that indicate the school is an orderly place	Recent incidents that indicate the school is not an orderly place
Monday	Student turned in \$20 found in hallway		Students reacted according to safety plan when fire alarm went off	Fumes from science lab set off fire alarm
Tuesday	Student club members created posters for school hallways encouraging kindness and compassion			Shreds of paper and glitter left in hallway after students worked on a project there
Wednesday	Administrators present in all main hallways during passing periods	Two students shouting at each other after school while waiting for buses; teachers helped resolve	Checked out a cart of tablets; tablets were cleaned after last use and neatly arranged; no accessories missing	
Thursday	Students made comments on social media sites about how much they enjoy specific classes		Cafeteria very clean after lunch period; all trash thrown away and tables cleared	
Friday		Slippery floors this morning because of rain; almost fell	Students picked up trash blown onto athletic field by storm	

Why use Quick Data

- To monitor the health of your systems (FOD walk)
- Allows you to take action as soon as you sense something not operating correctly

Quick Data = All Hands On Deck

- Quick data can and should be gathered by a variety of staff.
- Example: MS student focus groups
- Teachers are randomly selected (3 each 9 weeks) to conduct a 10 minute focus group with 8 to 10 students.
- Focus Question: Do you feel like our school is a safe place to go to school?

High Reliability Strategic Leadership Scales Level 1

Leading Indicator 1.1 The faculty and staff perceive the school as safe and orderly.

Innovating	Applying	Developing	Beginning	Not Implemented
The school leaders cultivate information through quick data sources to monitor the safety and order of the school environment AND take proper actions to intervene when quick data indicates a potential problem.	The school leaders develop and implement well defined, school wide routines and procedures for a safe and orderly school environment AND can produce lagging indicators to show the school environment is safe and orderly.	The school leaders develop and implement well defined, school wide routines and procedures for a safe and orderly school environment.	The school leaders are in the beginning stages of developing and communicating well-defined routines and procedures that lead to orderly conduct but the routines and procedures are not yet school wide practices.	The school leaders do not attempt to ensure that well defined routines and procedures are in place that lead to safe and orderly conduct.

Lagging Indicator Examples:

- Climate survey data in which 95% of faculty and staff indicate the school is a safe and orderly place.
- Posters across the school communicate specific rules and procedures expected within the school.
- Data shows the number of students being removed from class or school for unsafe or disorderly conduct is less than 5% of the student body
- The school leaders can provide evidence of practicing emergency management procedures for specific incidents

Quick Data Examples:

- Monthly discipline data is reviewed by counselors to monitor trends by time of day and time of year.
- Custodians are asked to observe what they see regarding students following the rules for passing in the halls during passing periods.
- Administrators periodically observe to make sure staff are at their assigned duty stations for student supervision during passing time.

Using HRS Survey Data

Survey scale

1= Strongly Disagree

2= Disagree

3= Neither disagree nor agree

4= Agree

5= Strongly Agree

N: N/A or don't know

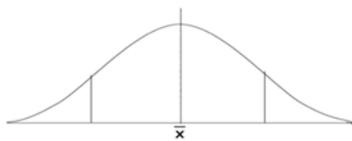
Means greater than 3.5 suggest a majority of respondents agreed.

Means less than 2.5 suggest a majority of respondents disagreed.

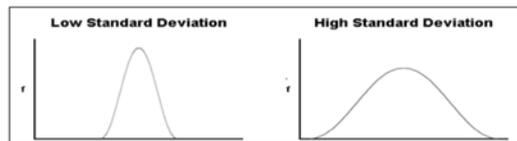
Means close to 3.0 suggest: (1) similar numbers of respondents that agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed.

Stakeholders were allowed to respond with a rating of *n/a* or *don't know*, with these ratings excluded from the statistics, which will affect the response count to any question.

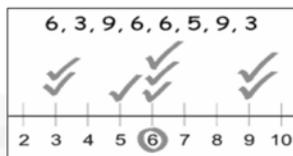
Statistical Data Points



Mean - M



Standard Deviation - SD



Mode



Sample Size - n

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MARZANO Research

Four Legs of Strong Data

Look for the four things:

High Mean – 4.0 or above

Low SD - 1 or less

High Mode - 4 or 5

High n - most people responded, rather than put *n/a* or *don't know*

Summary and Discussion

Administrative staff, teachers, and other personnel at The Marzano School for Gifted Youngsters responded to an online survey designed to gauge their school’s current status on the first level of the Marzano High Reliability Schools™ (HRS) framework. 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). In addition, school personnel had the option to respond with a rating of *n/a or don’t know*.

Table 18 summarizes the overall means for each leading indicator.

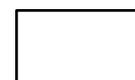
Table 18: Overall Means for Level 1 Leading Indicators

Leading Indicator	Administrator		Teacher/Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	4.71	0.27	4.54	0.17
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	4.50	0.71	4.27	0.20
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	4.10	0.42	3.97	0.22
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.56	0.53	3.98	0.24
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.20	0.45	3.06	0.29
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	3.33	0.50	3.22	0.53
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	3.80	0.45	3.87	0.20
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	4.00	0.50	3.95	0.35

Note. *M* = arithmetic mean; *SD* = standard deviation.

Table 18 indicates that administrators’ overall means ranged from 3.20 to 4.71. Teachers’ and staff members’ overall means ranged from 3.06 to 4.54.

Again, means greater than 3.5 suggest a majority of respondents agreed. Means less than 2.5 suggest a majority of respondents disagreed. Means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. Finally, ratings of *n/a or don’t know* were excluded from the descriptive statistics. Therefore, survey items with lower than anticipated response counts might warrant further consideration.



Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 2 and 3 list the descriptive statistics for leading indicator 1.1.

Table 2: Descriptive Statistics for Leading Indicator 1.1 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	5.00	0.00	5	2
Our school is an orderly place.	4.50	0.71	4,5	2
Our school has clear and specific rules and procedures in place.	4.50	0.71	4,5	2
Teachers and staff know the emergency management procedures for our school.	5.00	0.00	5	2
Teachers and staff know how to implement the emergency management procedures for our school.	4.50	0.71	4,5	2
Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	4.50	0.71	4,5	2
Our school's emergency management procedures are updated on a regular basis.	5.00	0.00	5	2

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 2 indicates that administrators' mean item responses for leading indicator 1.1 ranged from 4.50 to 5.00. The overall mean (with standard deviation in parentheses) was 4.71 (0.27).

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Teacher/Staff)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.83	0.39	5	12
Our school is an orderly place.	4.33	0.49	4	12
Our school has clear and specific rules and procedures in place.	4.50	0.52	4,5	12
I know the emergency management procedures for our school.	4.58	0.67	5	12
I know how to implement the emergency management procedures for our school.	4.42	0.90	5	12
My students and I practice implementing emergency management procedures for specific incidents.	4.67	0.49	5	12
Our school's emergency management procedures are updated on a regular basis.	4.45	1.21	5	11

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 4.33 to 4.83. The overall mean was 4.54 (0.17).



Leading Indicator 1.2 Students, parents, and the community perceive the school environment as safe and orderly.

Innovating	Applying	Developing	Beginning	Not Implemented
The school leaders cultivate information through quick data sources to monitor the perception of students and parents regarding the safety and order of the school environment AND take proper actions to intervene when quick data indicates a potential problem.	The school leaders develop and implement well defined, school wide routines and procedures for a safe and orderly school environment AND can produce lagging indicators to show student and parent perception of the school is safe and orderly.	The school leaders develop and implement well defined, school wide routines and procedures for a safe and orderly school environment.	The school leaders are in the beginning stages of developing and communicating well-defined routines and procedures that lead to orderly conduct but the routines and procedures are not yet school wide practices.	The school leaders do not attempt to ensure that well defined routines and procedures are in place that lead to safe and orderly conduct.

Lagging Indicator Examples:

- Climate survey data indicate than 90% or more parents and students perceive the school as a safe and orderly place.
- Clear procedures are communicated to parents and students for drop off before and pick up after school.
- The school has systems by which students may anonymously report potential incidents

Quick Data Examples:

- Student focus groups are conducted periodically to ask their thoughts on school safety issues.
- Short surveys regarding the school being safe and orderly are made available to parents while they are waiting in the reception area of the office.
- Playground injury data are collected by the school nurse to look for trends in student injuries.

Leading Indicator 1.1 The faculty and staff perceive the school environment as safe and orderly.

Survey Data?	Lagging Indicators	Quick Data

Strategic Initiatives for 1.1:

1.2 Students, parents, and the community perceive the school environment as safe and orderly.

Survey Data?	Lagging Indicators	Quick Data

Strategic Initiatives for 1.2:

Leading Indicator 1.3 School leaders ensure teachers have formal roles in the decision-making process regarding school initiatives.

Innovating	Applying	Developing	Beginning	Not Implemented
The school leaders cultivate information through quick data sources to monitor teachers knowing about opportunities to be included in the decision making process for school initiatives.	For specific types of decisions, school leaders ensure that formal processes are in place to involve teachers in the decision making process for school initiatives AND can produce lagging indicators to show specific initiatives in which teachers were involved in the decision making process.	For specific types of decisions, school leaders ensure that formal processes are in place to involve teachers in the decision making process for school initiatives.	The school leaders are in the beginning stages of developing and implementing formal processes for involving teachers in the decision making process for school initiatives.	The school leaders have not established formal processes to involve teachers in the decision making process for school initiatives.

Lagging Indicator Examples:

- Specific types of decisions on which teachers will have direct input are made clear
- Notes and reports are in place that describe how teacher input was used when making specific decisions
- Groups of teachers are targeted and utilized to provide input regarding specific decisions

Quick Data Examples:

- Teachers can identify decision-making opportunities in which they have been directly involved.
- Teachers can identify specific school initiatives that involved teachers in decision-making.
- Quick conversations with teachers to assess their knowledge of decisions that are made.

Decisions made by individual teachers or teacher teams	Decisions where teachers will routinely have direct input	Decisions school administration will make, possibly without teacher input

DCMS Planning Committee

2015-2016 School Year

Members Present:

Dept	Signature
Math—Souter	
Science—Jester	
7th ELA—Steele	
8th ELA—Barton	
Social Studies—Cummings	
SPED—Shipley	
Electives—Fletcher	
Electives—Denney	
Counselor—Carpenter	
Counselor—Thompson	
Admin—Buck	
Admin—Keoppel	
Admin—Prugh	
Admin—KVD	

Norms:

- We will speak one at a time.
- We will be active participants.
- We will be positive, creative, and professional problem solvers.
- What is said in the Team Room stays in the Team Room: We will NOT share what is discussed during our brainstorming sessions. Announcements to our faculty, students and families will come from KVD only, and only when we decide as a group that those decisions are final. We will protect the safety and creativity of these sessions.
- Bottom Line: We do what is best for kids.

Planning Phase 1:

1. What is our top priority? What is most important to us?
2. Evaluate Enrollment Form: What do we want to add/remove?
3. PAP vs. Regular Coursework
4. Supply Lists
5. Enrollment Night Procedure

Next meeting will take place on: _____

Hernandez Middle School
Bulldog Leadership Team
Agenda for Regular Meeting of October 27, 2014
Library, 3:45 – 4:45



Time	Agenda Item	Presenter	Type of Item	Complete
	Opening – Review Norms	BLT	Review	
	Pep Rally Schedule and Procedures	Acosta	Information	
	Professional Development – 11/21/14	Acosta	Information	
	CIP Review & Responsibilities	BLT	Review	
	Permanent Book Room Movement	Acosta/Chowdhury	Discussion	
	Data Tracker & Data Room Expectations	Acosta	Information	
	Parent Involvement Night	Acosta	Information	
	Open Item/Concerns	BLT	Discussion	

MISSION STATEMENT: It is the mission of Hernandez Middle School to provide all students with an exemplary education within a safe and nurturing learning environment.

NORMS:

Time:

- Honor the prearranged meeting by arriving and ending on time
- when the agenda is done, the meeting is done
- change meeting time to Mondays for an hour, twice a month (fall semester), then once a month (spring semester)
- meeting time: 3:45-4:45
- don't cancel/reschedule meetings

Listening:

- limiting electronic devices to work being discussed
- No sidebar conversations/texts to a minimum
- listen, then be heard
- discourage people interrupting politely

Confidentiality:

- what happens here, stays here unless otherwise specified
- meetings should include this particular group for now, unless there are specific issues that need to be addressed
- chairs responsible for disseminating information to dept. members

Decision Making:

- collaborative decision making body unless principal decides otherwise
- stand behind decisions made by collective group, agree to disagree professionally
- present a united front in front of all staff at all times
- allow for dissenting opinions to be heard here
- see pros/cons when decision-making

Participation:

- participation should be encouraged from all
- send out agenda ahead of time to allow members to have time to reflect/percolate (preferably by Friday before the meeting)
- if participants cannot attend, notify admin ahead of time; don't appoint arbitrary substitutes
- HAVE FUN!!!
- 1 meeting per semester will not be on campus

Expectations:

- actively participate

Leadership Team Guidelines, Responsibilities, and Expectations Charlotte High School

The following guidelines outline the roles and responsibilities of the Charlotte High School department chairs and Restructuring Task Force (RSTF) members.

Leadership Team

Expectations

- 1) Work to achieve the professional development goals of the school
- 2) Carry out the decisions agreed upon by the leadership team
- 3) Handle any disagreements within the leadership team
- 4) Be a positive participant in the school community
- 5) Help develop the vision, goals, and expectations of the leadership team and the school, and be an advocate for them
- 6) Keep confidential information confidential until the appropriate time
- 7) Treat other leadership team members with respect both in and out of meetings
- 8) Maintain open and honest dialogue within the leadership team and the school
- 9) Solicit staff input appropriately while upholding other responsibilities
- 10) Help mentor new staff members
- 11) Establish professional development plan for individual departments
- 12) Assist with HRS process
- 13) Participate in district level school improvement meetings

Principal

Expectations

- 1) Coordinate the efforts of the leadership team
- 2) Provide time to effectively carry out the goals and responsibilities of the leadership team
- 3) Provide support and resources to assist the leadership team in achieving its goals and carrying out its work

Assistant Principal

Expectations

- 1) Assist in the coordination of the efforts of the leadership team
- 2) Provide support and resources to assist the leadership team in achieving its goals and carrying out its work
- 3) Responsibilities described as a member of specific teams

Department Chairs

Expectations

- 1) Prepare and manage the department budget
- 2) Lead departmental PLC meetings effectively
- 3) Communicate PLC/PD agendas to all department members and to the principal in advance of any Wednesday or whole or half day PLC/PD sessions; maintain a PLC/PD log and share it with the principal
- 5) Communicate leadership vision and expectations
- 6) Provide input to help determine/communicate teaching assignments within departments
- 7) Communicate regularly with the principal and department RSTF members on issues within departments
- 8) Assist with appointments of long term subs in the department
- 9) Coordinate test outs
- 10) Coordinate miscellaneous department tasks (senior award, curriculum work, etc.)
- 11) Conduct a curriculum audit in order to shore up areas of improvement, and lead efforts to improve

Leading Indicator 1.4 The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Innovating	Applying	Developing	Beginning	Not Implemented
School leaders cultivate information through quick data sources to monitor the work of teacher teams and collaborative groups AND take proper actions to intervene when quick data indicates a potential problem.	School leaders have established formal, school wide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment and student achievement AND can produce lagging indicators to show the work collaborative teams doing.	School leaders have established formal, school wide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment and student achievement.	School leaders are in the beginning stages of implementing processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment and student achievement.	School leaders have not implemented formal structures or processes for teacher teams or collaborative groups to meet regularly.

Lagging Indicator Examples:

- The school schedule is designed to allow collaboration time within the contract day
- Copies of school-wide norms and individual team norms are available or displayed
- Copies of common assessments created by collaborative teams are available for review
- The school has outlines a specific, collaborative process to guide teams in their work

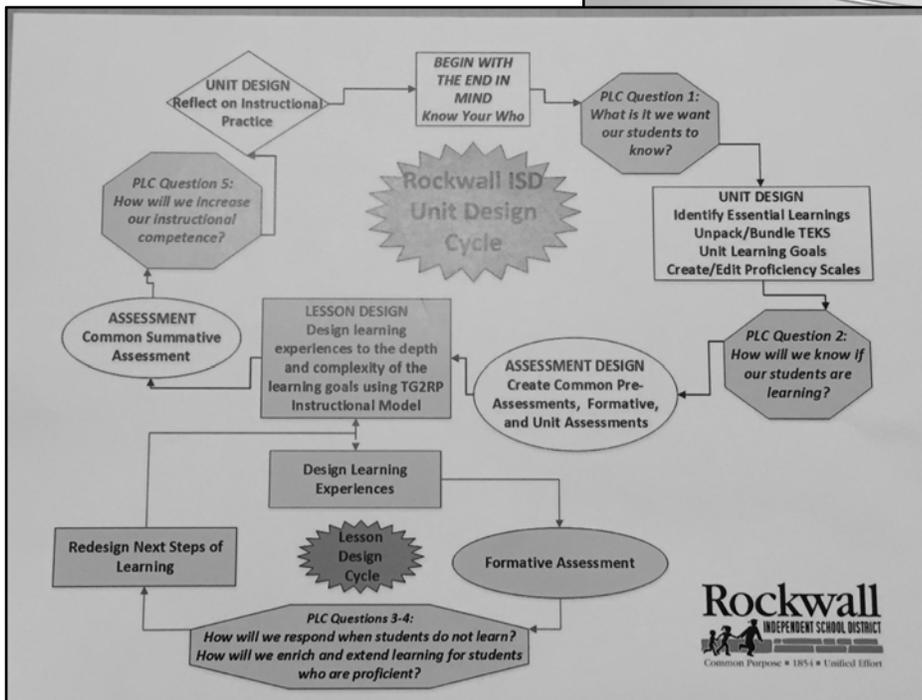
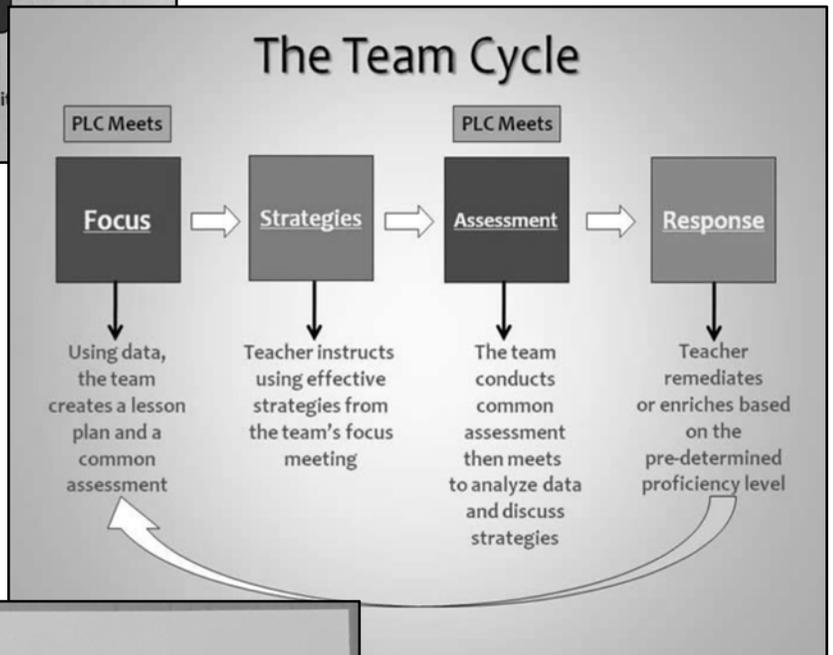
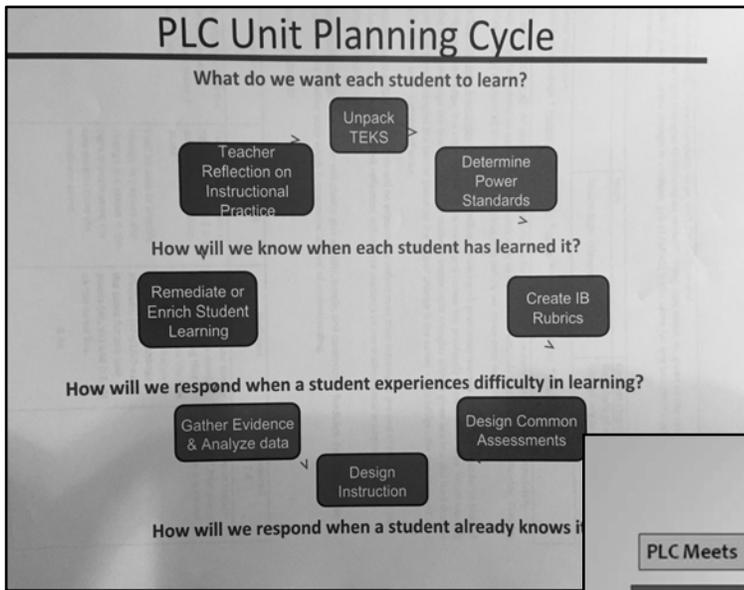
Quick Data Examples:

- When asked, teachers can describe the specific, collaborative work occurring in their teams at any given time
- Common assessment results are available upon request
- Teachers can describe specific, academic intervention strategies their teams are implementing based on student data
- Data walls are used to continually monitor student progress by grade level, team, and even by teacher.

The Six PLC Process Questions

Question	Emphasis	Notes
What is it we want our students to know?	Curriculum	
How will we know if our students are learning?	Assessment	
How will we respond when our students do not learn?	Instruction	
How will we enrich and extend the learning for students that are proficient?	Instruction	
How will we increase our instructional competence?	Teacher development	
How will we coordinate our efforts as a school?	Leadership	

Clarify The Work Teams Must Accomplish:



Northeast Middle School PLC Planning Cycle

What do we want students to know?

Determine and Unpack Power Standards

Create Proficiency Scales/Rubrics

Determine Learning Evidence

Design Effective Instruction

Analyze Data

Remediate or Enrich Student Learning

Reflection and Improvement of Instructional Practice

How will we know if our students are learning?

What will we do if our students do not learn?

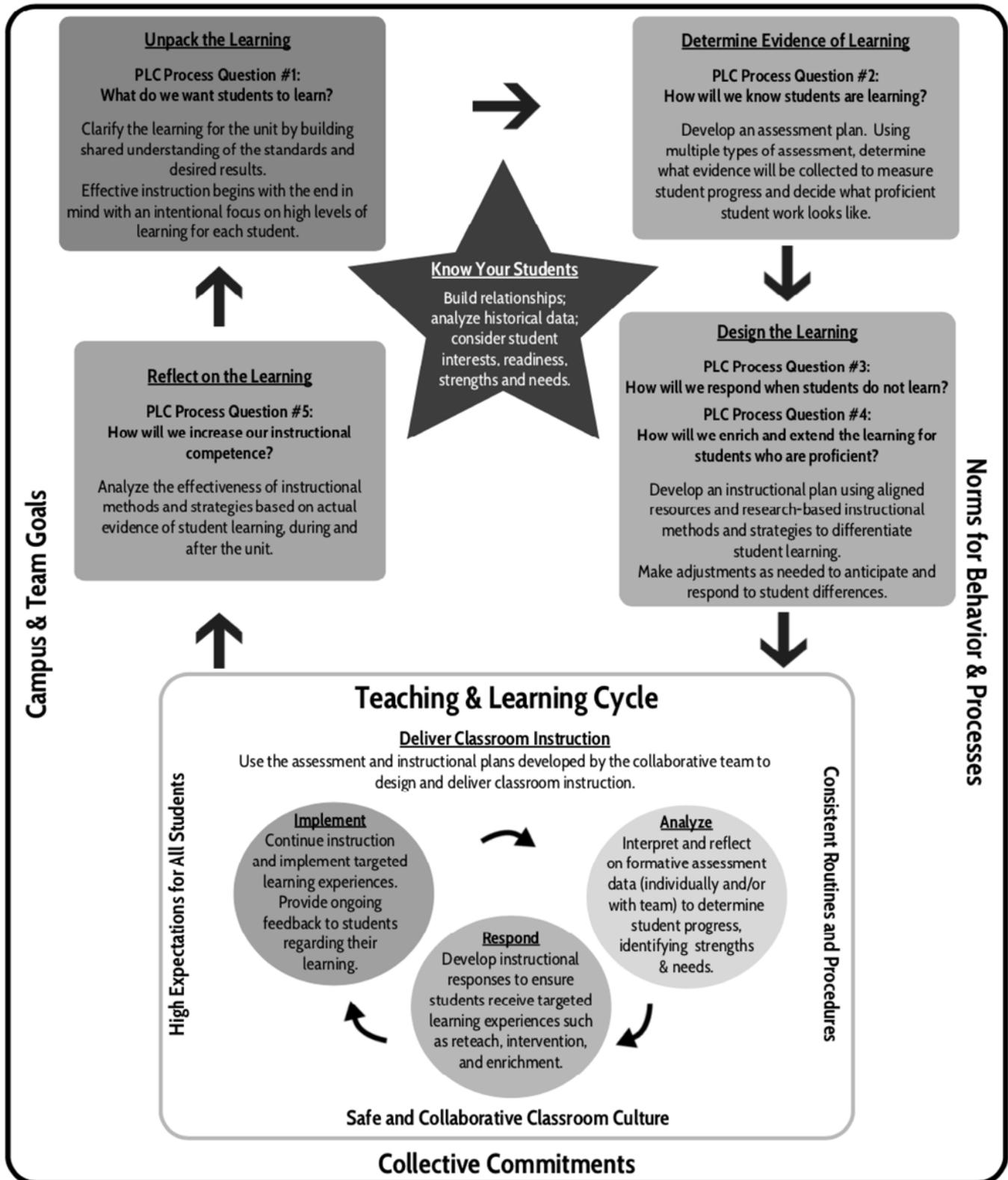
How will we increase our instructional competence? How will we coordinate our efforts as a school?



Every meeting should have:

- Agenda
- Norms
- SMART Goals
- Appropriate Cycle Components

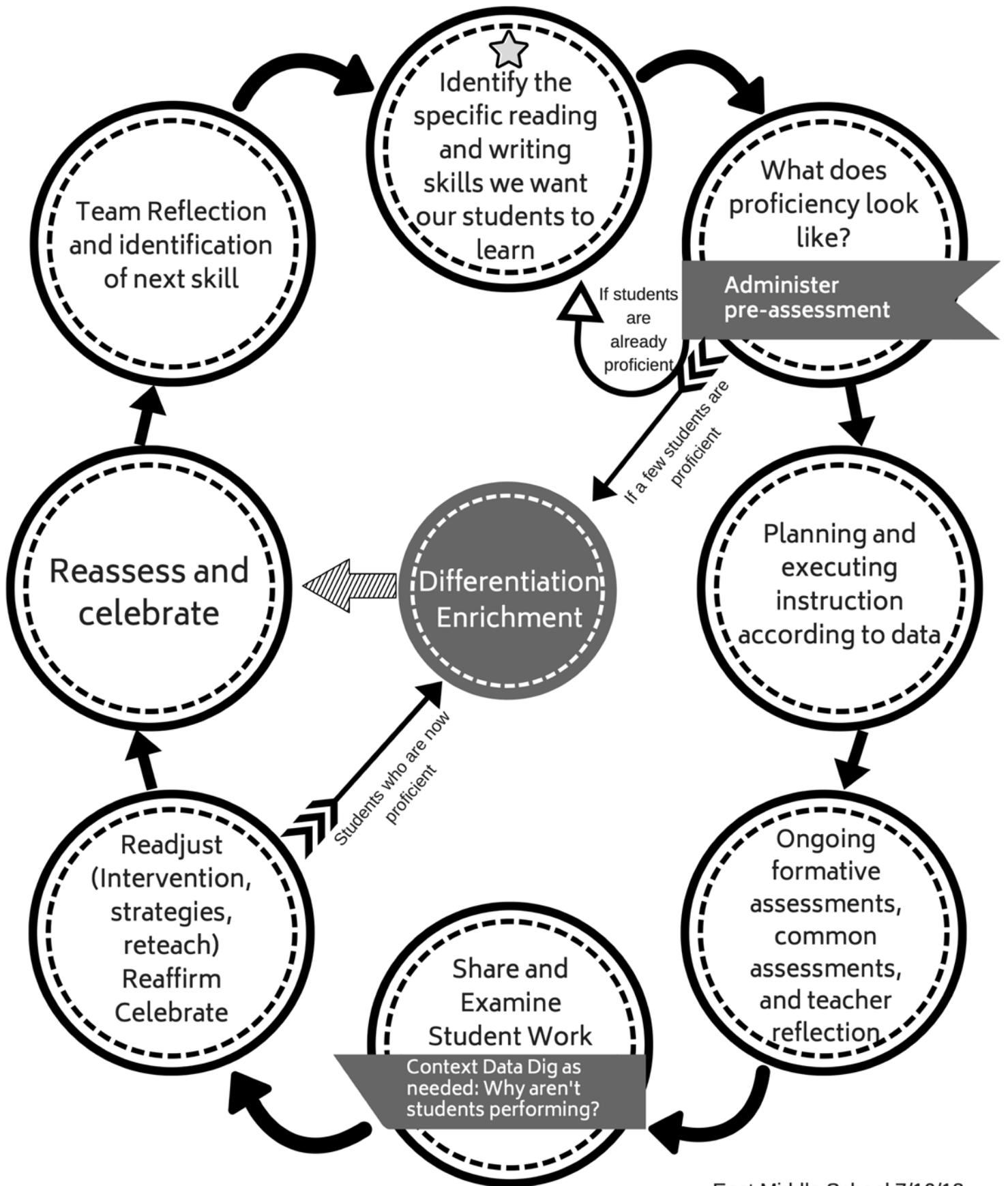
Collaborative Team Framework



Professional Learning Communities focus on **learning**, have a **collaborative culture**, and are **results oriented**.



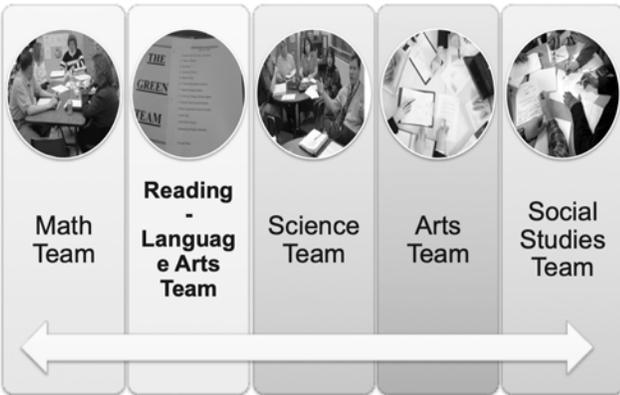
COLLABORATIVE TEAM CYCLE



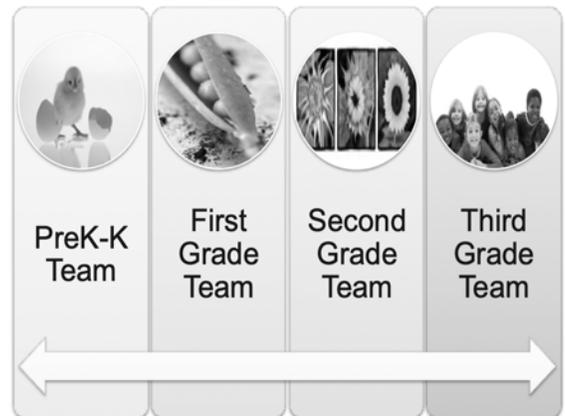
East Middle School 7/16/18

Organizing Staff Into Meaningful Teams

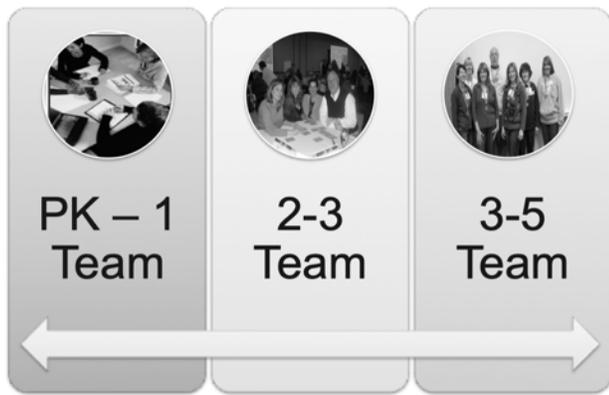
Organized by Content



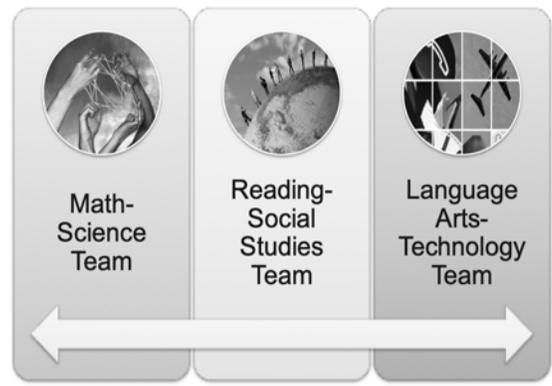
Grade-level Teams



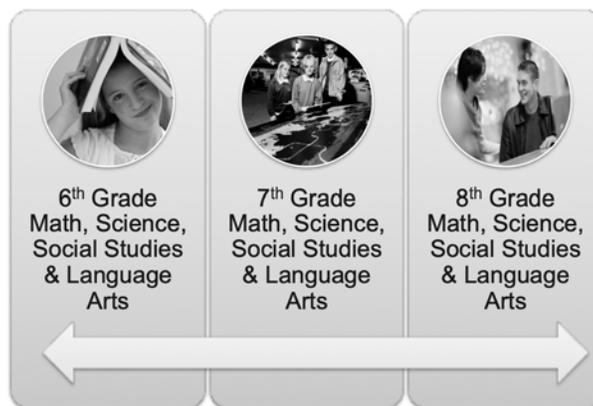
Vertical Teams



Logical Links



Interdisciplinary Teams



What is a Professional Learning Community?

“Professional”	Someone with the expertise in a specialized field, an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in its evolving knowledge base.
“Learning”	Ongoing action and perpetual curiosity
“Community”	A group linked by common interests

Notes:

“We’ll use the term **PLC process** to represent all the policies and practices that lead a school to establish and maintain a network of collaborative teams whose work enhances the learning of students. **We’ll refer to a PLC as a school that consistently achieves this goal.** To this extent, becoming a PLC is a standard to which a school holds itself, celebrating when the standard is met and making adjustments when it is not. Finally, the core of a PLC is the network of **collaborative teams—the groups of teachers working together to improve student learning** (p. 41).

Collaborative Teams That Transform Schools: The Next Step in PLCs (Marzano, Heflebower, Hoegh, Warrick, & Grift, 2016).

Four Definitions of PLCs

1. Hord (1997) purported that a PLC engages teachers in a cycle of looking at what is happening in their school; determining if they can make it a better place by changing curriculum, instruction, or relationships between community members; and assessing the results—all with the goal of enhancing their effectiveness as professionals.
2. Louise Stoll, Ray Bolam, Agnes McMahon, Mike Wallace, and Sally Thomas (2006) stated that the term “suggests a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way” (p. 223).
3. Kathleen Fulton and Ted Britton (2011) identified the goal of a PLC as “focusing teachers on improving their practice and learning *together* about how to increase student learning” (p. 7).
4. DuFour, DuFour, and Eaker (2008): “We define a professional learning community as *educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve*” (p. 14).

Ideas I like:

Our definition is/will be:

6 Essential Characteristics of a PLC

(adapted from *Learning by Doing*)

1. Shared mission, vision, values, goals

Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.

2. Collaborative teams focused on learning

In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning. “Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.”

3. Collective inquiry

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team’s decision-making process.

4. Action orientation and experimentation

Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

5. Commitment to Continuous improvement

Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing the strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying the new knowledge in the next cycle of continuous improvement

6. Results orientation

Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice. “The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.” —Richard DuFour

Establishing Team Norms

Every team has two components that team members must pay attention to if the team is going to succeed. The team must pay attention to the content (or goals or outcomes expected). The team must also carefully shape and monitor the team process it uses to accomplish the goals. Team process includes:

- How team members interact with and communicate with each other;
- How team members will be responsible and accountable for moving their work forward and accomplishing their goals.

The members of every team and work group develop particular ways of interacting with each other over time. Effective interpersonal communication among members and successful communication with managers and employees external to the team are critical components of team functioning. How a team makes decisions, assigns work, and holds members accountable determines team success. With the potential power of the impact of these interactions on team success, why leave team member interaction to chance? Form team relationship guidelines or team norms early to ensure team success. You can then shape the culture of the team in positive ways.

Once developed, team norms are used to guide team member behavior. Team norms are used to assess how well team members are interacting. Team norms enable team members to call each other out on any behavior that is dysfunctional or that is negatively impacting the success of the team.

Ken Blanchard, author of *The One Minute Manager*, said that a river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems. Most team members won't intentionally harm the project or the team's success. But, the lack of an agreed upon framework for interaction creates the potential for misunderstanding and negative conflict.

Team norms can encompass as many topics as the team deems necessary for successful functioning. Start with a few team norms and add more norms as needed. Make sure the team norms are written and posted where team members are reminded of their commitment.

Considerations When Establishing Team Norms

Time

- When do we meet?
- Will we set a beginning and ending time?
- Will we start and end on time?

Listening

- How will we encourage listening?
- How will we discourage interrupting?

Confidentiality

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?
- What can be said after the meeting?

Decision Making

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

Participation

- How will we encourage everyone's participation?
- Will we have an attendance policy?

Expectations

- What do we expect from members?
- Are there requirements for participation?

Other

The Five Dysfunctions of a Team

By Patrick Lencioni

Members of teams with an absence of trust

- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another's skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Teams that fear conflict

- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to team success
- Fail to tap into all the opinions and perspectives of team members
- Waste time and energy with posturing and interpersonal risk management

A team that fails to commit

- Creates ambiguity among the team about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among team members

A team that avoids accountability

- Creates resentment among team members who have different standards of performance
- Encourages mediocrity
- Misses deadlines and key deliverables
- Places an undue burden on the team leader as the sole source of discipline

A team that is not focused on results

- Stagnates/fails to grow
- Rarely defeats competitors
- Loses achievement-oriented employees
- Encourages team members to focus on their own careers and individual goals
- Is easily distracted

Teambuilding Activities

Activity	Purpose	Timeframe	How/when might I use this?

Please take a moment to think about and write down your ideas. Be ready to share some of them with others.

- Where did you grow up?
- Number of siblings and where you fall in the birth order.
- What is the #1 most-played song on your device?
- What chore do you absolutely hate doing?
- What is your favorite indoor/outdoor activity?
- If you could have lunch with anyone, living or dead, who would it be, and why?
- What celebrity would you be most mistaken for?
- When you have 30 minutes of free time, how do you pass the time?
- What's the last experience that made you a stronger person?

Strength in Numbers

<p>Three</p> 	
<p>Five</p> 	
<p>Zero</p> 	
<p>Over 10</p> 	
<p>Over 25</p> 	

Reciprocal Accountability: The Key to Building Collective Capacity

Adapted from DuFour and Marzano's *Leaders of Learning*, pp. 70-87

Leadership actions	This is us	We are working on this	We are talking about it	This is not us.
<p>Organize staff into meaningful teams</p> <ul style="list-style-type: none"> In the absence of interdependence, one or more common goals, and mutual accountability, a group cannot be a team. The most logical and easiest team structure to establish is the course-specific or grade-level team. 				
<p>Provide teams with time to collaborate</p> <ul style="list-style-type: none"> When teachers work together on the right work, even for as little as one hour each week, we can expect gains in student achievement. 				
<p>Provide supportive structures that help groups become teams</p> <ul style="list-style-type: none"> Teams are more effective when they have clarified expectations regarding how they will work together, translated those expectations into collective commitments, and use the commitments to monitor their working relationship on an ongoing basis. Without a common goal that members can achieve only by working together interdependently, a group cannot become a team. 				
<p>Clarify the work that teams must accomplish</p> <ul style="list-style-type: none"> Administrators and teachers should work together to identify the “right work” of teams – the work with the greatest potential to have a positive impact on student learning and the capacity of staff to function as members of high-performing teams. It is critical that teams utilize a protocol that helps them focus on the right work. 				
<p>Monitor the work of teams and provide direction and support as needed</p> <ul style="list-style-type: none"> Teams should develop products that flow from the dialogue of a team engaged in collective inquiry on the right work. When educators understand the tangible work products that must be created as a result of their collaboration, they develop greater clarity regarding the nature of their work. 				
<p>Avoid shortcuts in the collaborative team process</p> <ul style="list-style-type: none"> It is the <i>process</i> of building shared knowledge and the <i>collaborative dialogue</i> about that shared knowledge that builds the capacity of the staff to function as high-performing teams. Leaders enhance the effectiveness of others when they provide clarity regarding what needs to be done and ongoing support to help staff succeed. They do not develop others by doing the work for them. 				
<p>Celebrate short-term wins, and confront those who do not contribute to their teams</p> <ul style="list-style-type: none"> It is difficult to create momentum for the collaborative team process and impossible to sustain the process without recognizing and celebrating both concerted effort and incremental progress. Leaders who are unwilling to confront staff members who ignore the collaborative team process not only undermine that process but also damage their relational trust with the rest of the faculty. 				

Leading Indicator 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Innovating	Applying	Developing	Beginning	Not Implemented
School leaders cultivate information through quick data sources to monitor formal structures for teachers and staff to provide input regarding the optimal functioning of the school AND take proper actions to intervene when quick data indicates a potential problem.	School leaders have implemented formal processes for teachers and staff to provide input regarding the optimal functioning of the school AND can produce lagging indicators to show how the formal processes work.	School leaders have implemented formal structures for teachers and staff to provide input regarding the optimal functioning of the school.	School leaders are in the beginning stages of implementing formal structures for teachers and staff to provide input regarding the optimal functioning of the school.	School leaders have not implemented formal structure for teachers and staff to provide input regarding the optimal functioning of the school.

Lagging Indicator Examples:

- Data is archived regarding ideas put forth through the formal structures established by the school
- Notes are in place to document when formal input was received and how it was acted upon.
- Formal feedback is provided to staff regarding input provided and how it was considered for implementation.

Quick Data Examples:

- Teachers can recall specific feedback provided to the staff regarding input received and considered.
- Teachers can identify specific times they have provided formal input regarding the optional functioning of the school.
- Quick conversations with teachers to assess their knowledge of the formal input structures available in the school.

Leading Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Innovating	Applying	Developing	Beginning	Not Implemented
School leaders cultivate information through quick data sources to monitor formal structures for students, parents and the community to provide input regarding the optimal functioning of the school AND take proper actions to intervene when quick data indicates a potential problem.	School leaders have implemented formal processes for students, parents and the community to provide input regarding the optimal functioning of the school AND can produce lagging indicators to show how the formal processes work.	School leaders have implemented formal Structures for students, parents and the community to provide input regarding the optimal functioning of the school.	School leaders are in the beginning stages of implementing formal structures for students, parents and the community to provide input regarding the optimal functioning of the school.	School leaders have not implemented formal structure for students, parents and the community to provide input regarding the optimal functioning of the school.

Lagging Indicator Examples:

- Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school.
- The school leader conducts focus group meetings with students and/or parents.
- The school leader uses a web-based application to collect opinions from the community regarding specific issues.

Quick Data Examples:

- Parents can identify formal ways they can provide their opinions.
- Students can identify when they have been included in focus groups to collect their opinions.
- Students can identify specific issues about which their opinions have been sought.

Leading Indicators 1.5 and 1.6

Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Teachers?	Staff?

Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Students?	Parents?

Leading Indicator 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Innovating	Applying	Developing	Beginning	Not Implemented
School leaders cultivate information through quick data sources to monitor the extent to which people feel honored for their contributions. AND take proper actions to intervene when quick data indicates a potential problem.	The school leader appropriately and consistently acknowledges and celebrates the accomplishments of the school as a whole and individuals within the school. AND monitors the extent to which people feel honored for their contributions.	The school leader appropriately and consistently acknowledges and celebrates the accomplishments of the school as a whole and individuals within the school.	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does so inconsistently.	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.

Lagging Indicator Examples:

- Specific descriptions and protocols are in place for recognizing and celebrating students.
- Specific descriptions and protocols are in place for recognizing and celebrating staff.
- Artifacts of recognition and celebration are visible.

Quick Data Examples:

- Students can explain different ways they and their peers are recognized and celebrated.
- Staff can identify colleges who have been recognized and the reasons they were recognized.
- Focus group data indicates parents are aware of specific ways their students are recognized.

Leading Indicator 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Who or what do you celebrate?	How often do you celebrate?
How do you celebrate?	Who or what should you celebrate more often?

Leading Indicator 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Innovating	Applying	Developing	Beginning	Not Implemented
School leaders cultivate information through quick data sources to monitor the extent to which fiscal, operational, and technological resource support teachers. AND take proper actions to intervene when quick data indicates a potential problem.	The school leader manages the fiscal, operational, and technological resources in a way that supports teachers. AND can produce lagging indicators to show how the resources are managed to support teaching.	The school leader manages the fiscal, operational, and technological resources in a way that supports teachers.	The school leader attempts to manage the fiscal, operational, and technological resources in a way that supports teachers but does so in an informal manner.	The school leader does not manage the fiscal, operational, and technological resources in a way that supports teachers.

Leading Indicator Examples:

- The school leader accesses and leverages a variety of resources (e.g., grants, title funds)
- Budgets and protocols are in place for teachers to have access to technology for teaching and learning
- The school schedule is designed to maximize opportunities for teaching and learning.

Quick Data Examples:

- Teachers can identify specific resources that have been provided to support their teaching practices.
- Budget information indicates specific resources purchased to support classroom practices.
- Teachers can describe specific technology training they have received to support their use of technology in the classroom.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

What are some lagging indicators that exist for this leading indicator in your school currently? Categorize them below and list the examples in the lagging indicator column.

Resource Type	Lagging Indicators
<p>Fiscal: Financial resources that provide direct support to classroom practice.</p>	
<p>Operational: Use of time, Optimal scheduling, Equipment or facility access, Deployment of teacher assistants or volunteers , Facility Usage</p>	
<p>Technological: Device access, bandwidth, PD for tech usage, Tech support, Assistive technologies</p>	

HRS LEVEL 1 ACTION PLANNING

LEADING INDICATOR	EXISTING LAGGING INDICATORS	LAGGING INDICATORS TO COLLECT	NOTES
1.1 The faculty and staff perceive the school environment as safe and orderly.			
1.2 Students, parents, and the community perceive the school environment as safe and orderly.			
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.			
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	<ul style="list-style-type: none"> -PLC meeting agendas, norms, etc. -School schedule for PLC meetings 	<ul style="list-style-type: none"> -Perceptions data regarding degree of effectiveness -example PLC artifacts (assessments, lesson plans, etc.) -smart goals 	<ul style="list-style-type: none"> -Talk to PLCs to get additional ideas for lagging indicators
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.			
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.			
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.			
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.			

Action Planning

Action Step	Timeline	Resources	Responsibilities	Potential Barriers	Measurement
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Notes



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Tammy Heflebower, Ed.D., is a highly sought-after school leader and consultant with vast experiences in urban, rural, and suburban districts throughout The United States, Australia, Canada, Denmark, Great Britain, and The Netherlands. Dr. Heflebower has served as an award-winning classroom teacher, building leader, district leader, regional professional development director, and national and international trainer. She has also been an adjunct professor of curriculum, instruction, and assessment at several universities, and a prominent member and leader of numerous statewide and national educational organizations. Dr. Heflebower was the vice president and then senior scholar at Marzano Research and continues to work as an author and associate with Marzano Research and Solution Tree. In addition, Tammy is the CEO of her own company, Inspire Inc: Education and Business Solutions—specializing in powerful presentation and facilitation techniques—writing about them and sharing them world-wide.

Dr. Heflebower is author of *Crafting your message: tips & tricks for educators to deliver perfect presentations* (2019). She is lead author of a best-selling and award-winning book titled, *A School Leader's Guide to Standards-Based Grading*, lead author of the award-finalist book, *A Teacher's Guide to Standards-Based Learning*, co-author of *Collaborative Teams That Transform Schools: The Next Step in PLCs*, and *Teaching & Assessing 21st Century Skills*, as well as contributing author to over a dozen other books and publications, many of which have been translated into multiple languages and referenced internationally.

Dr. Heflebower holds a bachelor of arts from Hastings College where she was honored as Outstanding Young Alumna and her team was inducted into the athletic hall of fame. She has a master of arts in health & exercise science from University of Nebraska at Omaha, and her K-12 educational administrative, assessment, and curriculum & instruction endorsements and doctorate from University of Nebraska at Lincoln.