

High Reliability Leadership

Presented to Sourcewell HRS School Leaders

Presented by

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Leading Indicators 1.1 and 1.2

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

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor faculty and staff perceptions of the safety, supportiveness, and orderliness of the school environment, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has developed and implemented well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment, and it can produce lagging indicators to show the desired effects of these actions.	The school has developed and implemented well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.	The school is in the beginning, yet incomplete, stages of developing and implementing well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.	The school has not attempted to develop and implement well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.

1:2 Students, parents, and the community perceive the school environment as safe and orderly.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor student, parent, and community perceptions of the safety, supportiveness, and orderliness of the school environment, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has developed and implemented well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment, and it can produce lagging indicators to show the desired effects of these actions.	The school has developed and implemented well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment.	The school is in the beginning, yet incomplete, stages of developing and implementing well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment.	The school has not attempted to develop and implement well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor teachers' formal roles and involvement in decision-making processes, and it takes proper actions to intervene when quick data indicate a potential problem.	For specific types of decisions, the school has implemented formal processes to involve teachers in the decision-making process for school initiatives, and it can produce lagging indicators to show the desired effects of these actions.	For specific types of decisions, the school has implemented formal processes to involve teachers in the decision-making process for school initiatives.	The school is in the beginning, yet incomplete, stages of implementing formal processes to involve teachers in the decision-making process for school initiatives.	The school has not attempted to implement formal processes to involve teachers in the decision-making process for school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to address issues regarding curriculum, instruction, assessment, and student achievement. (The Critical Commitment in HRS level 1

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor the work of teacher teams and collaborative groups relative to their work on curriculum, instruction, assessment, and student achievement, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has established formal, schoolwide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment, and student achievement, and it can produce lagging indicators to show the desired effects of these actions.	The school has established formal, schoolwide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment, and student achievement.	The school is in the beginning, yet incomplete, stages of establishing formal, schoolwide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment, and student achievement.	The school has not attempted to establish formal, schoolwide processes for teacher teams and collaborative groups to meet regularly to address issues regarding curriculum, instruction, assessment, and student achievement.

Self-Evaluation

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. We have established schoolwide norms that focus on a collective effort to improve student learning.					
2. We have established the structures necessary for the PLC process, including:					
• Collaborative teams					
• A schedule that provides collaborative time					
• Distributed leadership					
3. We have established collaborative team norms.					
4. We continually monitor adherence to norms.					
5. We seek to develop trust among team members.					
6. We have set up processes for productive collaboration, including:					
• Healthy discussion guidelines					
• Efficient work procedures					

For each Agree or Strongly Agree, identify specific evidence or practices at your school.

Reciprocal Accountability: The Key to 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. 				
<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>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 2.1: The school leader communicates a clear vision of how instruction should be addressed in the school.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor the extent to which the schoolwide language or model of instruction is consistently used, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has implemented a schoolwide language or model of instruction, and it can produce lagging indicators to show the desired effects of these actions.	The school has implemented a schoolwide language or model of instruction.	The school is in the beginning, yet incomplete, stages of implementing a schoolwide language or model of instruction.	The school has not attempted to implement a schoolwide language or model of instruction.

The ideal ratio is 90% of your staff is engaged in using your instructional model 90% of the time.

What do you think your ratio would be right now?

Does every teacher have a hard copy-snapshot document of your instructional model?

Is it hanging in large group areas so people can continually observe it?

How often do you use or hear the language of your instructional mode used?

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

Sustaining	Applying	Developing	Beginning	Not Attempting
<p>The school continually cultivates information through quick data sources to monitor the collection of specific evaluation data for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it takes proper actions to intervene when quick data indicate a potential problem.</p>	<p>The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it can produce lagging indicators to show the desired effects of these actions.</p>	<p>The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</p>	<p>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</p>	<p>The school has not attempted to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</p>

Where do you see your school and your currently practices falling on the scale?

Complete the following questions on the next pages.....

What are the most predominant instructional practices currently taking place in your school? Be specific and relate them to your model of instruction if you have one established. The prompts below will guide your thinking.

Teaching strategies I see used the most include:

I use the following structures and strategies to ensure I am getting into multiple classrooms multiple times:

I provide specific feedback after classroom walkthroughs by?

HRS Level 3

Leading Indicator 3.1

Do your Assessments Follow State Standards

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor adherence of the school's curriculum to state and district standards, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that the school's curriculum and accompanying <u>assessments</u> adhere to state and district standards, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that the school's curriculum and accompanying assessments adhere to state and district standards.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that the school's curriculum and accompanying assessments adhere to state and district standards.	The school has not attempted to ensure that the school's curriculum and accompanying assessments adhere to state and district standards.

Supporting Standards

Leading Indicator 3.2

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor that all courses and classes directly address the priority standards or topics in the school's curriculum, making sure all students have access to critical content, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that all courses and classes directly address the priority standards or topics in the school's curriculum, making sure all students have access to critical content, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that all courses and classes directly address the priority standards or topics in the school's curriculum, making sure all students have access to critical content.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that all courses and classes directly address the priority standards or topics in the school's curriculum, making sure all students have access to critical content.	The school has not attempted to ensure that all courses and classes directly address the priority standards or topics in the school's curriculum, making sure all students have access to critical content.

Leading Indicator 3.3

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor whether the curriculum for all content areas is focused enough that teachers can adequately address it in the time available, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that the curriculum for all content areas is focused enough that teachers can adequately address it in the time available, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that the curriculum for all content areas is focused enough that teachers can adequately address it in the time available.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that the curriculum for all content areas is focused enough that teachers can adequately address it in the time available.	The school has not attempted to ensure that the curriculum for all content areas is focused enough that teachers can adequately address it in the time available.