

## Directions for The Final Word Protocol

Individually read the assignment placed on your table. As you read, identify three aspects of the article that you believe are either really “on target.” Mark each part of the article in the reading so that you can easily find it again.

In your group, select a timekeeper, a facilitator, and a person to begin. The timekeeper will need a stopwatch or second hand in order to keep time carefully. The facilitator’s role is to make sure the process is followed as outlined below.

**Beginning speaker.** One person in the group will begin the process by selecting one of the aspects of the article that he or she found of interest and directing others in the group to the place in the reading where the idea is referenced. For up to two minutes, this first speaker talks about this idea. *Others in the group listen without talking.*

When the first person is finished (or when time is called, whichever happens first) the person to the left has one minute to talk about this same idea—building on ideas proposed by the first speaker. In turn, around the table, each member of the group will speak for up to one minute on the same topic. *Others in the group listen as each member speaks.* When all have had a chance to speak, the original speaker has one more minute to speak; to give “the final word.”

**Second speaker.** A second person selects a different aspect of the assignment, directs other group members to the place in the assignment where the task is referenced, and (following the process above) talks about this idea for up to two minutes. Others listen, and then, in turn, respond for one minute. The second person has a minute for “the final word.”

Continue around the group until all have had the opportunity to talk about one of the ideas they gleaned from reviewing the assignment.

### Changes Schools Can Expect – Ideal Process for Implementing the *HSTW* Design

Structural Changes	Instructional Changes	Support Changes	Leadership Changes
<ul style="list-style-type: none"> <li>▪ <b>Adjust the Master Schedule</b> – annually to increase the percentage of students enrolled in college preparatory courses by at least 20 percent.</li> <li>▪ <b>Engage the Faculty in Continuous School Improvement</b> – by organizing a school improvement team and school wide leadership teams around curriculum and instruction, professional development, evaluation, guidance and transitions.</li> <li>▪ <b>Expand Student Access to Quality Career/Technical Studies</b> – through partnerships with employers and postsecondary institutions</li> <li>▪ <b>Expand Dual Credit and Advanced Placement Offerings Each Year</b> – by training teachers annually and offering new courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Literacy Across the Curriculum</b> – prepare all teachers to use reading and writing to learn strategies</li> <li>▪ <b>Numeracy Across the Curriculum</b> – Establish plans to increase student use of mathematical skills and processes in all content areas – with special emphasis in science, career/ technical courses, physical education and athletics</li> <li>▪ <b>Integrating Academic and Career Studies</b> – Establish common units of study that link academic content with real world opportunities</li> <li>▪ <b>Project-based Learning</b> – Develop high-level project-based assessments</li> <li>▪ <b>Research-based Instructional Strategies</b> – prepare teachers to use strategies that actively engage students in relevant learning experiences</li> <li>▪ <b>Curriculum Alignment</b> – Align instruction to state standards through development of a curriculum framework, course syllabi, common end-of-course exams and units of study</li> <li>▪ <b>Developing Students as Self-directed Learners</b> – Instruction to develop study skills provided through a support class or integrated into ninth -and 10<sup>th</sup> - grade courses</li> <li>▪ <b>Teacher Assignments and Assessments</b> – Develop a process to provide teachers with frequent feedback on a review of assignments, student work and assessments to determine if they expect students to learn at the proficient level</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Development of a Ninth -grade Support Program</b> - for students entering high school lacking skills for success.</li> <li>▪ <b>Extra Help Program</b> – Program that ensures all students having a grade below “B” have access to and receive help.</li> <li>▪ <b>Guidance Program</b> – Program that ensures every student has an adult advocate at the school who meets with the student to develop and annually review a four-year plan for success. The program also involves frequent monitoring of student progress by the adult advocate who keeps parents involved and informed.</li> <li>▪ <b>Credit Recovery Program</b> – A process to allow students to make up failed courses in a timely manner so they may graduate on-time.</li> <li>▪ <b>Support for Teaching and Learning</b> – A process to develop school leadership teams who support efforts to improve instruction through development of demonstration classrooms, peer coaching, walkthrough observations and strategies to assist teachers in making the various changes outlined here.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Development of a leadership team to:</b> <ul style="list-style-type: none"> <li>▪ involve all faculty in the change process</li> <li>▪ create a culture of high expectations in the school</li> <li>▪ build consensus for a need to change within a school</li> <li>▪ move standards into the classroom to get students to create proficient-level work</li> <li>▪ support efforts to focus on literacy</li> <li>▪ support efforts to focus on numeracy</li> </ul> </li> <li>▪ <b>Prepare master teachers</b> - to become teacher leaders</li> </ul>

**Recommended Plan for *High Schools That Work* Plan for Implementation - Year 1**

<b>Area</b>	<b>Planning</b>	<b>Implementing</b>	<b>Reviewing/Refining</b>
<b>Structural</b>	<ul style="list-style-type: none"> <li>▪ Actions to create a culture of raised expectations within the school</li> <li>▪ Actions to increase the percentages of students completing the <i>HSTW</i>-recommended core and a concentration</li> <li>▪ New master schedule that increases the percentages of students in advantaged curriculum</li> <li>▪ Increase in AP offerings and develop links to expand dual credit offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary <i>HSTW</i> leadership teams within to plan actions for continuous improvement</li> <li>▪ Increase in senior year expectations (multiple formats)</li> <li>▪ Phase out 20 percent of low- level course sections to push students to a higher level</li> </ul>	<ul style="list-style-type: none"> <li>▪ School and Classroom Practices via the <i>HSTW</i> Technical Assistance Visit, <i>HSTW</i> Assessment and <i>HSTW</i> Ninth -grade Survey</li> <li>▪ Master Schedule</li> <li>▪ Current School Improvement Plans</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>▪ Development of a literacy plan using <i>HSTW</i>'s Literacy Goals</li> <li>▪ Development of a numeracy across the curriculum plan that integrates mathematics, science, CT, PE and athletics</li> <li>▪ Process for teachers to analyze teacher assignments, student work and assessments</li> <li>▪ Curriculum mapping in all core areas and career/technical courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literacy instructional strategies across the curriculum</li> <li>▪ Research-based instructional strategies that actively engage students to complete challenging assignments</li> <li>▪ Upgrade mathematics teachers' content knowledge and instructional methods (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instruction via walkthrough observations by school and district leaders aligned to professional development</li> <li>▪ Analyze teacher assignments, student work and classroom assignments against the proficient level.</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>▪ Advisor-advisee program that will involve faculty, students and parents</li> <li>▪ Extra Help Program for all students not meeting standards</li> <li>▪ Prepare teachers for ninth-grade catch-up courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actions to communicate plans to students and parents in a clear manner</li> <li>▪ Provide students with frequent feedback on progress in reaching proficient level work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development or revision of program of study booklet</li> <li>▪ Involvement of parents in the scheduling process</li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>▪ Develop leadership team procedures for overall school</li> </ul>	<ul style="list-style-type: none"> <li>▪ SREB's Leadership Modules:                             <ul style="list-style-type: none"> <li>○ Creating a Culture of High Expectations</li> <li>○ Using Data to Lead Change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Involvement of entire faculty in the improvement process</li> </ul>

**Recommended Plan for *High Schools That Work* Plan for Implementation - Year 2**

Area	Planning	Implementing	Reviewing/Refining
<b>Structural</b>	<ul style="list-style-type: none"> <li>▪ 12<sup>th</sup> grade transition program designed around three dimensions:                             <ul style="list-style-type: none"> <li>○ Getting almost all students ready for college</li> <li>○ Special programs for students planning to go to college but not yet prepared</li> <li>○ Employer certification programs for students not planning to go to college</li> </ul> </li> <li>▪ Continuous efforts to raise expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ninth- grade program including catch-up courses</li> <li>▪ Actions to increase the percentages of students completing <i>HSTW</i> recommended core and a concentration</li> <li>▪ Master schedule that phases out 20 percent of low- level course sections to push students to a higher level</li> <li>▪ Implement new AP course offerings and expand dual credit offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary leadership team effectiveness</li> <li>▪ Senior-year expectations and current graduation requirements</li> <li>▪ Implementation impact of pushing more students into advantaged curriculum</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>▪ Project-based learning focus</li> <li>▪ Improving the quality of CTE instruction through integration of academic, career/technical instruction and improvement of project-based learning opportunities.</li> <li>▪ Curriculum Mapping in two core academic areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement school-wide literacy plan</li> <li>▪ Implement numeracy across the curriculum plan that integrates mathematics, science, CT, PE and athletics</li> <li>▪ Research-based Instructional Strategies</li> <li>▪ Process for teachers to analyze teacher assignments, student work and assessments to determine if they reach proficiency</li> <li>▪ Curriculum mapping for two core content areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher use of literacy strategies to engage students in classrooms</li> <li>▪ Teacher use of research-based instructional strategies that actively engage students</li> <li>▪ Quality of mathematics instruction</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>▪ Preparation of teachers to teach new senior transition courses to prepare students for postsecondary study and careers</li> <li>▪ Develop students as self-directed learners curriculum</li> <li>▪ Prepare teachers to teach new AP course offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adviser-advisee program that involves students, faculty and parents with frequent feedback and communication</li> <li>▪ Extra Help Program for all students not meeting standards</li> <li>▪ Implement new ninth grade catch-up courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication procedures to students and parents</li> <li>▪ Feedback procedures for students on progress toward proficient-level work</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ Develop leadership teams for continuous improvement.</li> <li>▪ Develop school wide school improvement coordinators</li> </ul>	<ul style="list-style-type: none"> <li>▪ SREB’s Leadership Modules:                             <ul style="list-style-type: none"> <li>○ Prioritizing, Mapping and Monitoring the Curriculum</li> <li>○ Literacy Leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectiveness of leadership processes</li> <li>▪ Change in the culture of expectations within school</li> <li>▪ Processes to analyze data, establish goals and actions to meet them.</li> </ul>

**Recommended Plan for *High Schools That Work* Plan for Implementation - Year 3**

Area	Planning	Implementing	Reviewing/Refining
<b>Structural</b>	<ul style="list-style-type: none"> <li>▪ Enhanced collaboration with community/technical colleges and business/industry</li> <li>▪ Expand collaboration with feeder middle grades to improve transition of students</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12<sup>th</sup> grade transition program designed around three dimensions:                             <ul style="list-style-type: none"> <li>○ Getting almost all students ready for college</li> <li>○ Special programs for students planning to go to college but not yet prepared</li> <li>○ Employer certification programs for students not planning to go to college</li> </ul> </li> <li>▪ Efforts to raise expectations for all students</li> <li>▪ Phase out 20 percent of low level course sections to push students to a higher level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ninth-grade transition programs</li> <li>▪ Actions to increase the percentages of students completing <i>HSTW</i> recommended core and a concentration</li> <li>▪ Quality of new AP offerings and effectiveness of dual credit offerings</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>▪ Expansion of real-world learning opportunities                             <ul style="list-style-type: none"> <li>○ Work-based learning</li> <li>○ Senior project development</li> </ul> </li> <li>▪ Curriculum mapping for CTE programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literacy/numeracy and research-based Instructional Strategies</li> <li>▪ Project-based learning focus</li> <li>▪ Improve the quality of CTE Instruction through integration of academic and career/technical instruction and improve quality of project-based learning activities</li> <li>▪ Curriculum mapping for two core content areas</li> <li>▪ Demonstration Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher use of literacy/numeracy strategies to engage students in the classrooms</li> <li>▪ Teacher use of research-based instructional strategies that actively engage students</li> <li>▪ Curriculum mapping process</li> <li>▪ Processes for teachers to analyze assignments, student work and assessments to determine if they reach proficiency</li> <li>▪ Effectiveness of demonstration classrooms and increase in teacher collaboration</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>▪ Expand links with community support programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach new senior transition courses to prepare students for postsecondary study and careers</li> <li>▪ Implement students as self-directed learners curriculum</li> <li>▪ Teach new AP/dual credit course offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adviser-advisee program effectiveness</li> <li>▪ Extra Help program effectiveness</li> <li>▪ Ninth-grade catch-up courses effectiveness</li> <li>▪ School and classroom practices via Technical Review Visit, <i>HSTW</i> Assessment and <i>HSTW</i> Ninth-grade survey</li> <li>▪ Continual review of communication processes</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ Continuous improvement team revisits current plans</li> <li>▪ Process to orient new staff to <i>HSTW</i> design.</li> <li>▪ Literacy and numeracy coaches to support continued growth</li> </ul>	<ul style="list-style-type: none"> <li>▪ SREB’s Leadership Modules:                             <ul style="list-style-type: none"> <li>○ Leading Assessment and Instruction</li> <li>○ Numeracy Leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus team effectiveness for continuous planning</li> <li>▪ Leadership for curriculum, instruction and assessment</li> </ul>

# Coaching from Inside a School

## Protocols for Looking at Student Work/Reviewing Articles/Solving Problems/Keeping all Informed

### Tuning Protocol

**Description:** A format for presenting and receiving *feedback* for the purpose of *improving* work in progress.

**1. Select members to play important roles in the protocol.**

*Facilitator:* Manages the protocol and keeps the group on task

*Timekeeper:* Helps the group adhere to the time schedule

**2. Ask a focus question, depending on school improvement goals or focus for improving instruction.** For example, “How can we continue to raise expectations for students?” or “How can we continue to improve students’ reading and writing skills?” As participants become more at ease with the process, move the questions to more specific to the assignment such as “I gave this assignment looking for \_\_\_\_, but I got this. What could I have done differently?”

**3. Follow a specific procedure for the protocol.**

***Presentation of Work (5-10 minutes)***

The presenters describe the work. Be specific and describe the work in detail. The more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

***Clarifying Questions (2-3 minutes)***

Participants ask questions eliciting more information needed to give feedback.

Questions should be short, and so should answers. This is not the time to start giving feedback.

***Reflection Time (1 minute)***

Participants write down their input.

***Feedback***

**Warm Feedback (5 minutes):** Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters’ request for feedback.

- The supporting perspective
- What are the strengths, features, and highlights of this work?

**Cool Feedback (5 minutes):** Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

- The questioning perspective
- What could be improved, changed, refocused about this work?

***Presenters’ Response (3 minutes)***

Presenters respond to feedback.

***Debrief (3-5 minutes)***

Critique the experience: What was helpful? What wasn’t? What did we learn? What might be done differently or more thoroughly?

## Consultancy

Two teams will pair up for this activity. To ensure that both groups have adequate opportunity to talk, each step of the process will be timed. The group facilitator will time activities and give directions for each step of the process.

### **(a) Step 1: Form Inner & Outer Circles - 8 minutes**

Team 1: Form an inner circle of chairs. Talk with others on your team as Team 2 “listens in” about an assignment or assessment being designed or given by one or more members of your team. **Discuss the ideas and strategies that you believe might improve student work related to the assignment or assessment.**

Team 2: Form an outer circle of chairs around Team 1’s inner circle. Listen carefully as Team 1 talks. Do not interrupt to make comments or ask questions. Take notes on the attached feedback form. Be prepared to give feedback.

### **(b) Step 2: 6 minutes**

Team 2: Switch chairs so that you are now in the inner circle. Talk with others on your team as Team 1 “listens in” to your conversation about (a) **the things you heard that were positive about the assignment or assessment and (b) questions, ideas, and suggestions you have for their consideration.**

Team 1: Switch chairs so that you are now in the outer circle. Listen carefully and take notes as your Team 2 colleagues talk. Do not interrupt to answer their questions, respond to their suggestions, or discuss their ideas.

### **(c) Step 3: 4 minutes**

Team 1: Switch chairs so that you are now in the inner circle. Talk with your team about what you heard—things that you might try, that you might consider, that you would like to think about.

## Reading for Consultancy

*Using a fictional tale to deliver some hard truths about teaming, Pat Lencioni weaves his lessons for building productive teams in his book, The Five Dysfunctions of a Team, around the story of a troubled Silicon Valley firm and its unexpected choice for a new CEO.*

Lencioni believes that teamwork is the ultimate competitive advantage and that it is powerful but rare. He says, "If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time."

His key message is that only by overcoming the five dysfunctions of a team can a team succeed. The dysfunctions are:

- Inattention to results
- Avoidance of Accountability
- Lack of Commitment
- Fear of Conflict
- Absence of Trust

The absence of trust stems from an unwillingness on the part of team members to be vulnerable within the group. A foundation of trust is impossible unless all team members are genuinely open with one another about their mistakes and weaknesses. This failure to build trust is damaging.

When there is absence of trust, teams are incapable of engaging in unfiltered and passionate debate of ideas. Lack of trust breeds a fear of conflict. Guarded comments and veiled discussions result. A sense of artificial harmony develops as team members fearing conflict agree to a consensus that does not truly exist.

Teams afraid of conflict often are unable to commit to decisions or commit to complete buy-in for change. Team members need to realize their opinions have been considered before buy-in is possible. Ambiguity exists.

Team members without commitment or buy-in develop an avoidance of accountability. This leads to low standards.

Failure to hold one another accountable leads to inattention to results. Team members put their own egos, career development or recognition above the collective goals of the team.

**Source:** *Lencioni, Patrick. (2002) The Five Dysfunctions of a Team A Leadership Fable. San Francisco: Jossey-Bass.*

# “Five Whys” Group Process

## 1. DESCRIPTION OF THE PROCESS

### Overview:

Five Whys is a process for uncovering the cause or root of a situation, feeling, or belief. By asking “Why?” at least five times in a row, participants will develop a deeper understanding of a situation or concept. The process allows people to use higher-order thinking skills, cut through bureaucratic layers, and challenge previous beliefs and assumptions. The process can be used throughout the planning and implementation of professional development. It is particularly helpful in establishing future plans and in analyzing a problem. The process is effective when used by an individual, such as a professional development facilitator to reflect on a task or activity, but it is equally effective when used with a group of participants.

The Five Whys process begins by having the facilitator ask a question or provide a statement. The participants then silently reflect on why the situation or concept exists. Each time the participants have answered “Why?” it is asked again. The question is asked a minimum of five times or until the facilitator and participants believe they have gotten to the root of the situation. When using this process with a group, follow the process with a debriefing session so participants can share their new insights.

Generally, participants who are motivated to understand a situation will make a serious effort to answer the question, “Why?” Those who are not motivated may see the process as frivolous and a waste of time. The process is from 15 to 25 minutes in length, depending on whether or not there is controversy surrounding the situation or condition. If that is the case, more debriefing time may be needed before the group is ready to continue.

### Purposes:

Five Whys is being used for the following specific purpose(s):

- Identifying a Problem or Situation.
- Analyzing a Problem or Situation.
- Reflecting on Practice.
- Starting Conversations.
- Structuring Learning.
- Sustaining Thinking.
- Tapping Prior Knowledge and Beliefs.

## The Five Whys Protocol – Example with 9th grader

**Teacher: What is your project about it?**

Luke: The Ocean.

**Teacher: Why the ocean?**

Luke: Because it really interests me.

**Teacher: Why is that?**

Luke: I have always loved the ocean. I am a diver – I love diving.

**Teacher: Why do you like diving?**

Luke: Because I am able to explore things that not many people do not get to see. I visit a world that is so different and unique.

**Teacher: What is it about being under water that intrigues you about the ocean? Why is that?**

Luke: Everything down there is so beautiful and different.

**Teacher: Why is it so different?**

Luke: Different habitat, different world, for the most part untouched by humans, but that's changing.

**Teacher: Why is that changing?**

Luke: People have been careless, are destroying it through pollution, over fishing. It seems mainly humans are helping in the destruction of this habitat. I wonder if we can change what's happening?

**Teacher: There is your essential question – How might we change what is happening to our oceans? or Why change what is happening to our oceans?**

## Praise • Question • Polish\*

Presenting Team: \_\_\_\_\_ Listening Team: \_\_\_\_\_

Date: \_\_\_\_\_ Discussion Topic: \_\_\_\_\_

**Directions:** As you listen to the team’s reflection on an assignment or assessment, record your notes on the form below. Jot down key ideas associated with each category for use in the feedback session to follow.



**Praise:** Ideas we heard that we think are promising; analysis that seems especially on target and insightful.



**Question:** Questions you have; things to be clarified or expanded upon.



**Polish:** Suggestions and ideas for consideration. (May be posed in the form of questions.)

\* Praise, Question, Polish. The “praise, question, polish” format is presented by Gloria A. Neubert in PDK Fastback 277, *Improving Teaching Through Coaching*, 1988. The form presented by Neubert has been adapted by AEL, P.O. Box 1348, Charleston, WV 25325, [www.ael.org](http://www.ael.org), 800-624-9120.

Adapted from: Southern Regional Education Board, Leadership Curriculum Modules, *Creating a High Performance Learning Culture*, November 2003.

## Standards in Practice

Standards in Practice (SIP) is a process for aligning teacher assignments to grade-level standards, including the development of scoring guides or rubrics. The process, developed by Ruth Mitchell of the Education Trust, requires teachers to work a problem or assignment. At the high school level, results have shown this works best in departments.

1. **Present the assignment or problem.**
2. **Complete the assignment.** Each participant completes the problem or assignment alone. Time dependent upon the assignment
3. **Analyze the demands of the assignment.** Each individual lists the skills and knowledge they believe essential to completing the problem or assignment. This usually takes about 5 minutes. Then the team discusses these to agree on a master list.
4. **Identify the standards that apply to the assignment.** This requires the teachers to have access to their standards. Often times this discussion is very positive because it forces teachers to know the standards and have the ability to articulate how a problem addresses that standard.
5. **Generate a rough rubric or scoring guide for the assignment.** Most teams use a four point rubric with three meeting the standard and four exceeding. Although many different workshops give various formats for the rubric development, most agree that the team should start with the level 3 – meets the standards.
6. **Score the student work using the rubric or scoring guide.** If a rubric was provided (i.e. review of state assessment work) that rubric should be used. If not, use the one created by the team.
7. **Analyze the student work and plan a strategy for improving students' performance.** This step requires teachers actually do three steps: compare their rubric one provided (if available) and compare their scoring to the actual score. Finally, they would think about to adjust instruction, assignments or assessments to help students meet this standard.

**Appendix I**  
**Organizing Staff to Look at Student Work and Teacher Assignments/Assessments**  
**Checklist of Considerations**

\_\_\_\_\_ **Forming Teams: What Staff Work Together?**

\_\_\_\_\_ **Kinds of Teams:** Develop a **system of teams** who will look at student work and teacher assignments. Teachers may serve on more than one team. Include administrators on teams.

\_\_\_\_\_ **Teacher Selection of Teams (Surveys, Assignments):** Some teams may be voluntary and some assigned.

\_\_\_\_\_ **Finding Time for Teams to Meet: When and Where?** Establish **meeting time** for teams. Do not intrude on this time, but expect accountability.

\_\_\_\_\_ **Providing Training: What Do Staff Need to Know and Be Able to Do?**

\_\_\_\_\_ **Nature of Teaming/Working Together:** Ask teams to develop a **mission statement** for their team and to set **goals** concerning what they will do. Develop written action plans each school year. A mission statement might read, “To review assignments and student work for the purpose of raising expectations and student achievement.” In terms of group goals, a group may agree to review samples of student work twice per month and report to the entire staff on their findings twice per year. Have each team write a set of **operational guidelines and rules of interaction** (where they will meet, when, who will facilitate, and what members agree to do to be respectful and stay on task).

\_\_\_\_\_ **Processes Teams Will Use: Train the teams** in the processes they will use such as action research/study processes or protocols for looking at student work.

\_\_\_\_\_ **Managing and Sustaining Teacher Teams: How Do We Keep the Momentum and Learning Going?**

\_\_\_\_\_ **Productive Meetings and Facilitation: Challenge teams** to continuously learn—by providing them with school-wide data or essential questions to guide their discussion.

\_\_\_\_\_ **Progress Reports:** Collect summaries of what was reviewed and discussion points. Ask teams to **regularly report** their progress and what they have learned to the site team. This could be as often as monthly.

\_\_\_\_\_ **Sharing Across Teams and with the Whole Staff:** Establish a **site team** made up of representatives from each team. Create communication channels for reporting how teams are doing and disseminating information to teams. Provide opportunities for representatives of the team to **share practices and findings** with the rest of the staff, particularly to draw conclusions and celebrate what was learned at the end of the school year.

## COMPASS POINTS

### WHAT IS YOUR PERSONAL STYLE?

#### **NORTH**

- ACTORS
- “Let’s do it” attitude
- Like to act, try things, plunge right in.
- Need to get work done NOW! (Or as quickly as possible)
- Product-driven
- Success is getting it done

#### **SOUTH**

- CARING GROUP
- Like to know that everyone’s feelings have been taken into consideration, that their voices have been heard, before acting
- Need to have all members share their thoughts and be sure everyone is supported
- Brings snacks
- Success is all feeling good about the work

#### **WEST**

- DETAILERS
- Pay attention to the little things
- Like to know the WHO, WHAT, WHEN, WHERE & WHY before acting
- Need to get their questions answered before proceeding with the work
- Always seeking clarification
- Success is in the details

#### **EAST**

- SPECULATORS
- Like to look at the big picture, the possibilities, before acting
- Need to express their vision of the project
- Always looking for another way
- Big Idea People
- Success is in the vision for how it fits

## COMPASS POINTS

**Personal Style Questions** (*Record the group's answers on this form or on chart paper.*)

**What are the strengths of our style?** (*List four adjectives.*)

**What are the limitations of our style?** (*List four adjectives.*)

**What style do we find the most difficult to work with? Why?**

**What do others need to know about us that will make our work together more successful?**