Figure 7.1: Leading the Right Work

Guiding Coalition	Collaborative Teams

Lead Creation of School Foundations
 	
• Create a mission.
• Create a vision.
• Create collective commitments.
• Create schoolwide SMART goals.
 	
Analyze Data
 	
• Monitor progress toward SMART goals and the accompanying action steps.
• Monitor student learning and behavior data.
• Plan celebrations.
 	
Remove Roadblocks
 	
• Identify roadblocks and brainstorm solutions. Consider possible issues with the following.
  ◦ Master schedule
  ◦ Collaboration time
  ◦ Resource allocation
  ◦ Protected time for Tier 1 core instruction
  ◦ Time and personnel for Tier 2 interventions
  ◦ A plan for Tier 3 remediations
• Identify needed staff professional development.
• Keep focused on the tights, or non-negotiables.
 	
Identify Academic and Behavior Consistencies
 	
• Identify core instructional practices needed across the school.
• Identify schoolwide expected behaviors.
 	
Monitor the Work of Collaborative Teams
 	
• Share artifacts and provide feedback.
• Celebrate student learning resulting from the work of teams.
• Determine what is tight and loose for all teams.
• Identify next steps and any interventions or extensions for teams.
	Create Team Foundations
	
	• Create a vision.
	• Create norms.
	• Create SMART goals with action steps.
	
	Question one: What is it we want our students to know and be able to do?
	
	• Identify essential standards.
	• Unwrap essential standards and plan for the common assessments of each.
	• Create proficiency maps (pacing guides) to include every course or subject state or provincial standard.
	• Create unit plans for instruction and assessment of standards in each unit.
	• Create student learning targets for each unit.
	
	Question two: How will we know if each student has learned it?
	
	• Create common mid-unit and end-of-unit assessments before the unit begins.
	• Determine scoring agreements for common assessments and clarify student proficiency.
	• Calibrate scoring of common assessments.
	• Analyze data from common assessments as a team by standard or learning target.
	
	Questions three and four: How will we respond when some students do not learn it and how will we extend learning for students who have demonstrated proficiency?
	
	• Collectively respond to common assessment data by answering the following.
	  ◦ Which instructional practices worked?
	  ◦ Which students learned or did not learn?
	  ◦ What are the trends in learning as shown in work?
	  ◦ How will students reflect on their learning and set goals?
	• Create a team plan to re-engage students in learning identified targets whether they need intervention or extension.

Source: Adapted from Buffum, A., Mattos, M., & Malone, J. (2018). Taking action: A handbook for RTI at Work. *Bloomington, IN: Solution Tree Press; DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016).* Learning by doing: A handbook for Professional Learning Communities at Work *(3rd ed.). Bloomington, IN: Solution Tree Press; Kramer, S. V. (Ed.). (2021).* Charting the course for leaders: Lessons learned from priority schools in a PLC at Work. *Bloomington, IN: Solution Tree Press; Kramer, S. V., & Schuhl, S. (2017).* School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press.*