

Leading the Right Work

Guiding Coalition	Collaborative Teams
<p>Lead Creation of School Foundations</p> <ul style="list-style-type: none"> • Create a mission. • Create a vision. • Create collective commitments. • Create schoolwide SMART goals. <p>Analyze Data</p> <ul style="list-style-type: none"> • Monitor progress toward SMART goals and the accompanying action steps. • Monitor student learning and behavior data. • Plan celebrations. <p>Remove Roadblocks</p> <ul style="list-style-type: none"> • Identify roadblocks and brainstorm solutions. Consider possible issues with the following. <ul style="list-style-type: none"> ➤ Master schedule ➤ Collaboration time ➤ Resource allocation ➤ Protected time for Tier 1 core instruction ➤ Time and personnel for Tier 2 interventions ➤ Plan for Tier 3 remediations • Identify needed staff professional development. • Keep focused on the tights, or non-negotiables. <p>Identify Academic and Behavior Consistencies</p> <ul style="list-style-type: none"> • Identify core instructional practices needed across the school. • Identify schoolwide expected behaviors. <p>Monitor the Work of Collaborative Teams</p> <ul style="list-style-type: none"> • 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 needed professional development. 	<p>Create Team Foundations</p> <ul style="list-style-type: none"> • Create a vision. • Create norms. • Create SMART goals with action steps. <p>Question one: What is it we want our students to know and be able to do?</p> <ul style="list-style-type: none"> • 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. <p>Question two: How will we know if each student has learned it?</p> <ul style="list-style-type: none"> • 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. <p>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?</p> <ul style="list-style-type: none"> • Collectively respond to common assessment data by answering the following. <ul style="list-style-type: none"> ➤ 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., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. Bloomington, IN: Solution Tree Press.