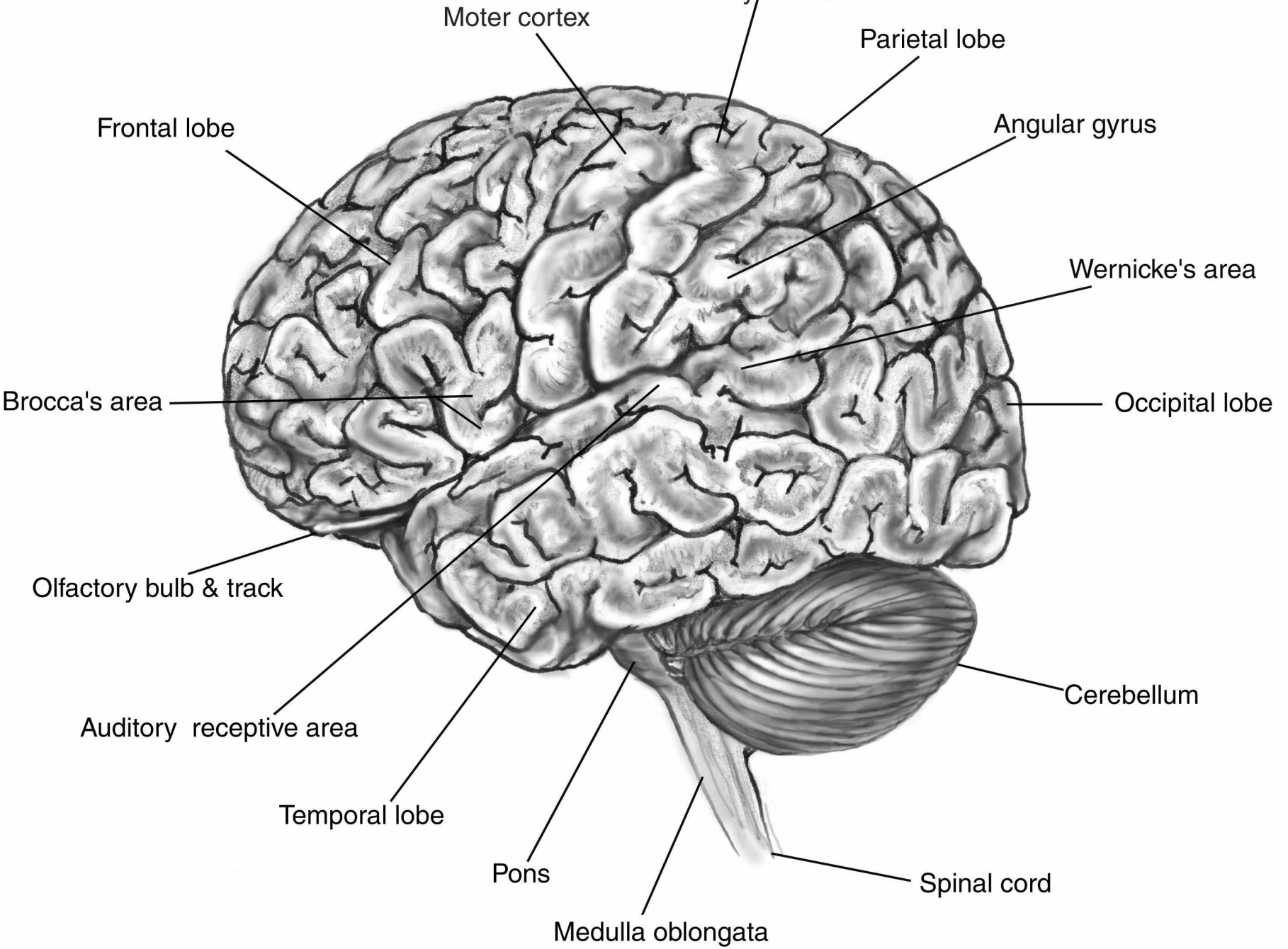


Mental Frames for Building and Maintaining a Healthy School Culture

Do now: Write your First and Last Name
legibly on your index card.

Ian Guidera, WestEd
DistrictsMovingUp and School Turnaround Center

November 20, 2013
S3 Symposium, Sacramento



*Teaching Style Matrix

		High Function/Intentional Internal Locus of Control			
Student Centered	900	<p>Style #1</p> <p>Functional/Student-Centered</p> <p>Facilitator/Leader</p> <p>Self-Directed Students</p> <p><u>"Our Class"</u></p>	700	<p>Style #2</p> <p>Functional/Teacher-Centered</p> <p>Conductor /Manager</p> <p>Well Trained Students</p> <p>"My Class"</p>	Teacher Centered
	400	<p>Style #3</p> <p>Dysfunctional/Student-Centered</p> <p>Enabler/Passive</p> <p>Self-Centered/Chaos</p> <p><u>"The Students"</u></p>	600	<p>Style #4</p> <p>Dysfunctional/Teacher-Centered</p> <p>Authoritarian/Hostile</p> <p>Dominance/Obedience or Rebellion</p> <p><u>"Those Students"</u></p>	
		Low Function/Accidental External Locus of Control			

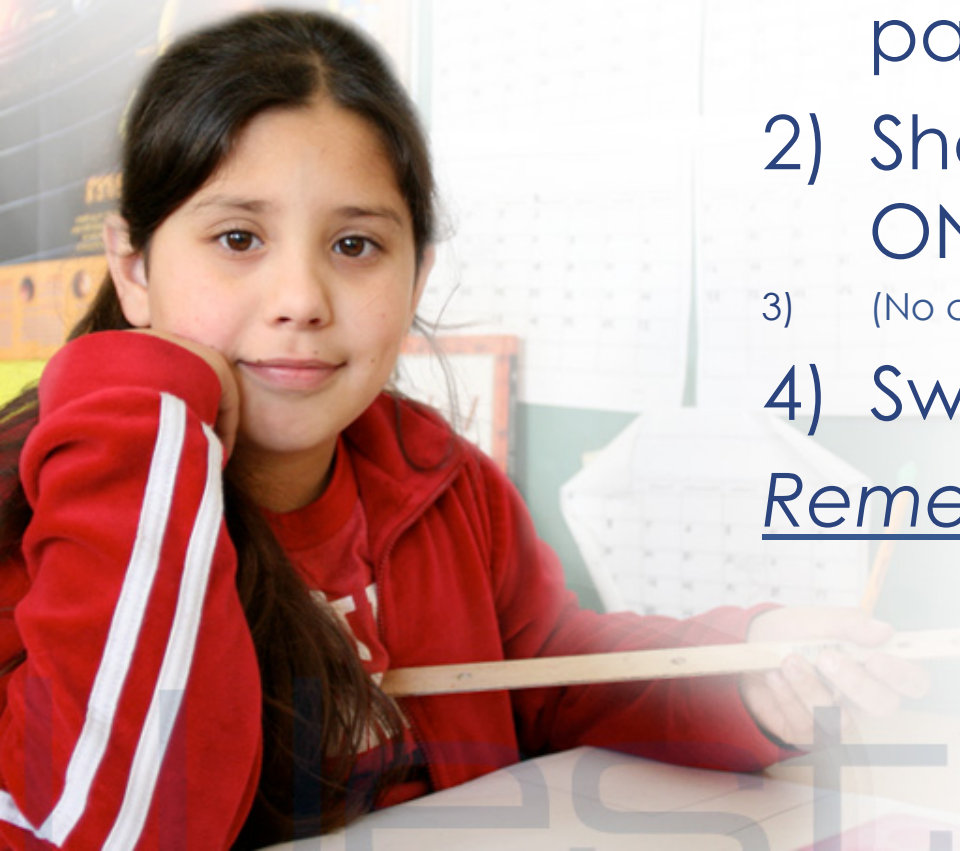
(Adapted from Shindler, 2009; Shindler, Jones, Williams, Taylor, & Cadenas, 2009) Also, [Transformative Classroom Management](#)



What are the excuses we typically hear on why students and schools perform below expectations?

- 1) TTAP: Turn to your partner(s).
- 2) Share for 2 mins. Partner **ONLY** listens.
- 3) (No comments. No questions).
- 4) Switch.

Remember, just the excuses.

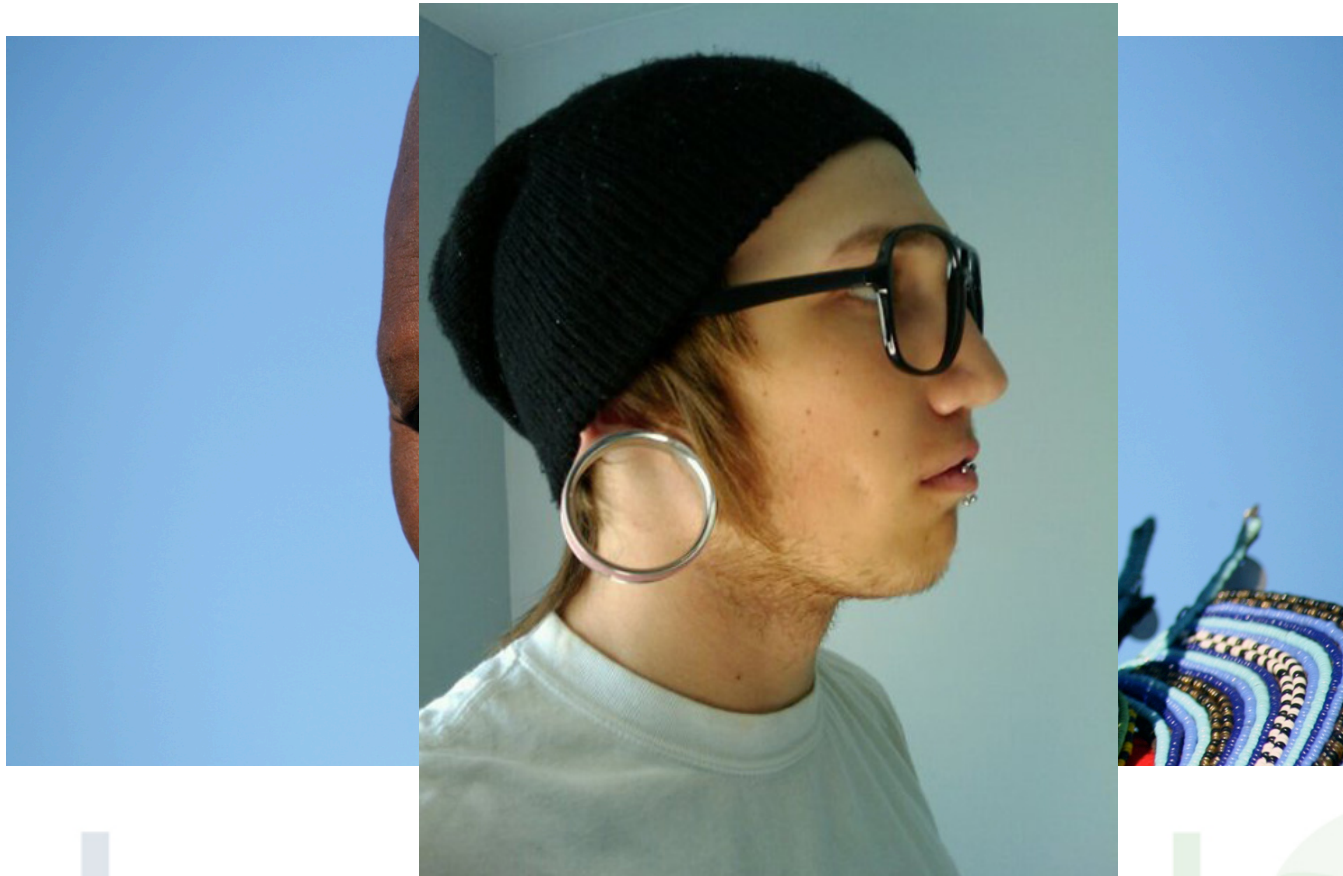


* How does this resonate with you?

Enjoyed Daily by 2,500,000,000



Beauty and Respect



Beauty and Respect



Definition of Culture

The commonly held **beliefs** of teachers, students, and principals.

-Heckman, (1993)

Definition of Culture

School cultures are *complex webs* of **traditions** and **rituals** that have been **built up over time** as teachers, students, parents, and administrators work together and deal with crises and **accomplishments**.

-Peterson and Deal, (1999)

Definition of Culture

Historically *transmitted patterns* of meaning that include the **norms, values, beliefs, ceremonies, rituals, traditions, and myths**, understood, maybe in *varying degrees*, by members of the school community.

-Stolp and Smith, (1994)

Definition of Culture

How **we** do
things around
here. - Bower, (1966)

norms



A word cloud of educational terms. The words are arranged in a roughly circular shape, with 'norms' being the largest and most prominent at the top right. Other large words include 'assumptions', 'beliefs', 'instructional', 'leadership', and 'learning'. Smaller words include 'myths', 'procedures', 'routines', 'code', 'folkways', 'structures', 'love', 'Learning', 'rules', 'repertoires', 'values', 'reinforcement', 'moral', 'leaders', 'vision', 'systems', 'curricula', 'rituals', 'practices', 'caring', 'supports', 'goals', 'expectations', 'excellence', 'shared', 'stories', 'events', and 'mission'. The colors range from dark red to light grey.

myths procedures routines code
learning instructional love Learning rules
values reinforcement repertoires moral leaders vision
systems leadership curricula goals rituals practices caring supports beliefs shared
expectations excellence stories assumptions events mission

Frayer-ing Norms

Dictionary Definition:

1. Something that is usual, typical, or standard.
2. A standard or pattern, esp. of social behavior, that is typical or expected of a group: "the norms of good behavior in the civil service"

In your own words:

Norm (n)

What it is:

- Can evolve over time, intentionally and unintentionally.
- Can be confronted and changed with staff commitment.
- Can be controlled by whoever tries to control them, with a good plan.
- Something you should never give up on controlling for the sake of students.

What it isn't:

- Rules on walls we kinda/sorta of follow.
- Norms we state on agendas or in staff meetings we kinda/sort follow.
- Statements we are annoyed with hearing about all the time.

School Culture

Mission

Vision

Goals

Beliefs

Values
(Stated)

Positive
Assumptions

Norms

Positive



School Culture

Mission

Vision

Goals

Beliefs

Values
(Stated or
Unstated)

Assumptions
(Positive and
Negative)

Norms

Positive

Negative

School Culture

Mission

Vision

Goals

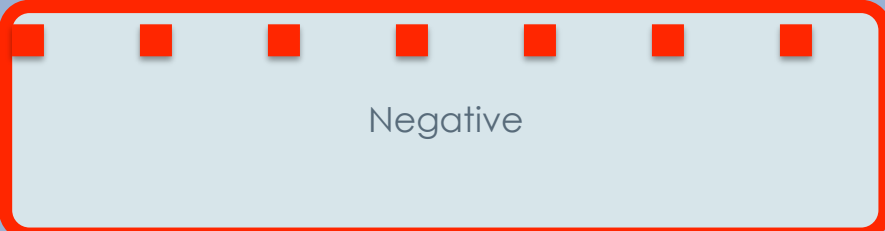
Beliefs

Unstated Values

Negative Assumptions

Norms

Negative



Positive Norm

Negative Norm

Treat people with respect.

See everyone as a potential source of valuable insights and expertise.

Be willing to take on responsibilities.

Try to initiate changes to improve performance.

Encourage those who suggest new ideas.

Conscious of costs.

Speak with pride about the school and your unit.

Allocate time according to the importance of the tasks.

Don't criticize the school in front of students or community.

Enjoy and be enthusiastic in your work.

Be helpful and supportive of the others in the school.

Share information to make the organization better.

Do what will serve the needs of students rather than what will serve personal needs only.

(Don't disagree with the principal.)

(Treat women as inferior.)

(Treat colleagues poorly.)

(Laugh at and criticize those who are innovative.)

(Distrust colleagues.)

(Reward or recognize others on the basis of politics.)

(Distrust colleagues.)

(Look busy and innovative when you're not.)

(Don't make waves.)

(Laugh at criticize those who are innovative.)

(Don't make waves.)

(Hide new ideas and information from others.)

(Laugh at criticize those who are innovative.)

(Reward or recognize others on the basis of politics.)

(Share information only when it benefits your own unit.)

(Put your school down.)

(Ignore areas of curriculum, instruction, and learning that are problematic; rationalize why they can't get better.)

(Complain and criticizes your school to the outside.)

(Complain constantly about everything.)

(Hate your work.)

(Look busy and innovative when you're not.)

(Complain constantly about everything.)

(Share information only when it benefits your own unit.)

(Reward or recognize others on the basis of politics.)

(Share information only when it benefits your own unit.)

(Look busy and innovative when you're not.)

(Distrust colleagues.)

(Do what will serve personal needs first and the needs of the students later.)

The School Culture Gap

Planned = Lived

Mission and Vision

Values, Assumptions
and Beliefs

Norms

Outcomes/Goals

This is what **we** do around here.

*The School Culture Gap Planned vs. Lived

Mission and Vision

Values, Assumptions
and Beliefs

Outcomes/Goals



Negative Norms

"Norm Gap"

This is what **is actually** done around here.

Mission
and
Vision

Values
Beliefs and
Assumptions

Adult Norms

Student Norms

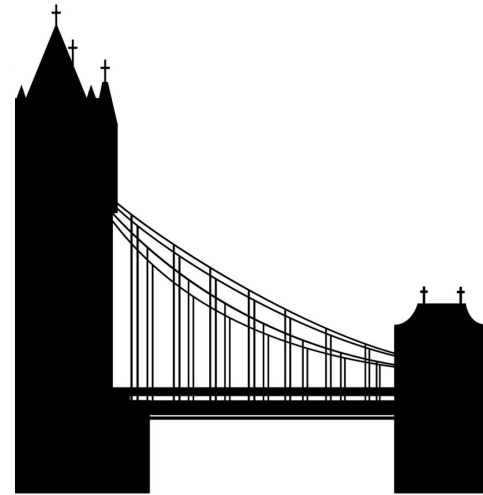
Goals

Desired
Outcomes



Mission
and
Vision

Values
Beliefs and
Assumptions



Goals

Unintentional Norms =
Different Outcomes than Planned

Mission
Vision

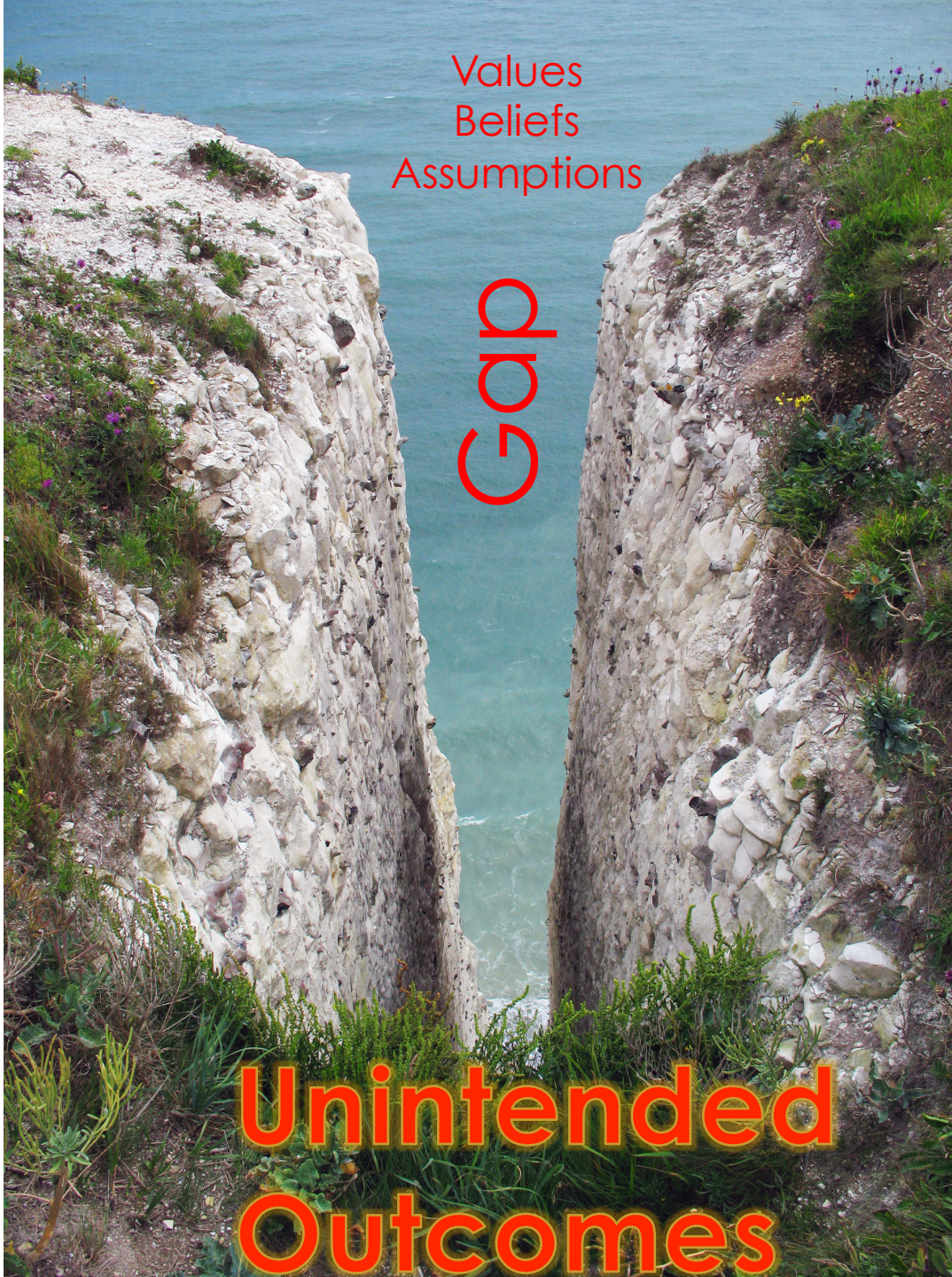
Values
Beliefs
Assumptions

Goals

Desired Outcomes

Gap

Unintended
Outcomes



A word on missions and visions...

They can be tells...

Our School mission is to provide students with a safe and supportive place to succeed.

A Big District of Schools (BDS) educates all students for success in higher education, careers, and responsible citizenship so that BDS is the first choice for families.

What this tells us, is that this school struggles with....

A word on missions and visions...

They can be very hard to remember and then not really able to drive our work...

Generic Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

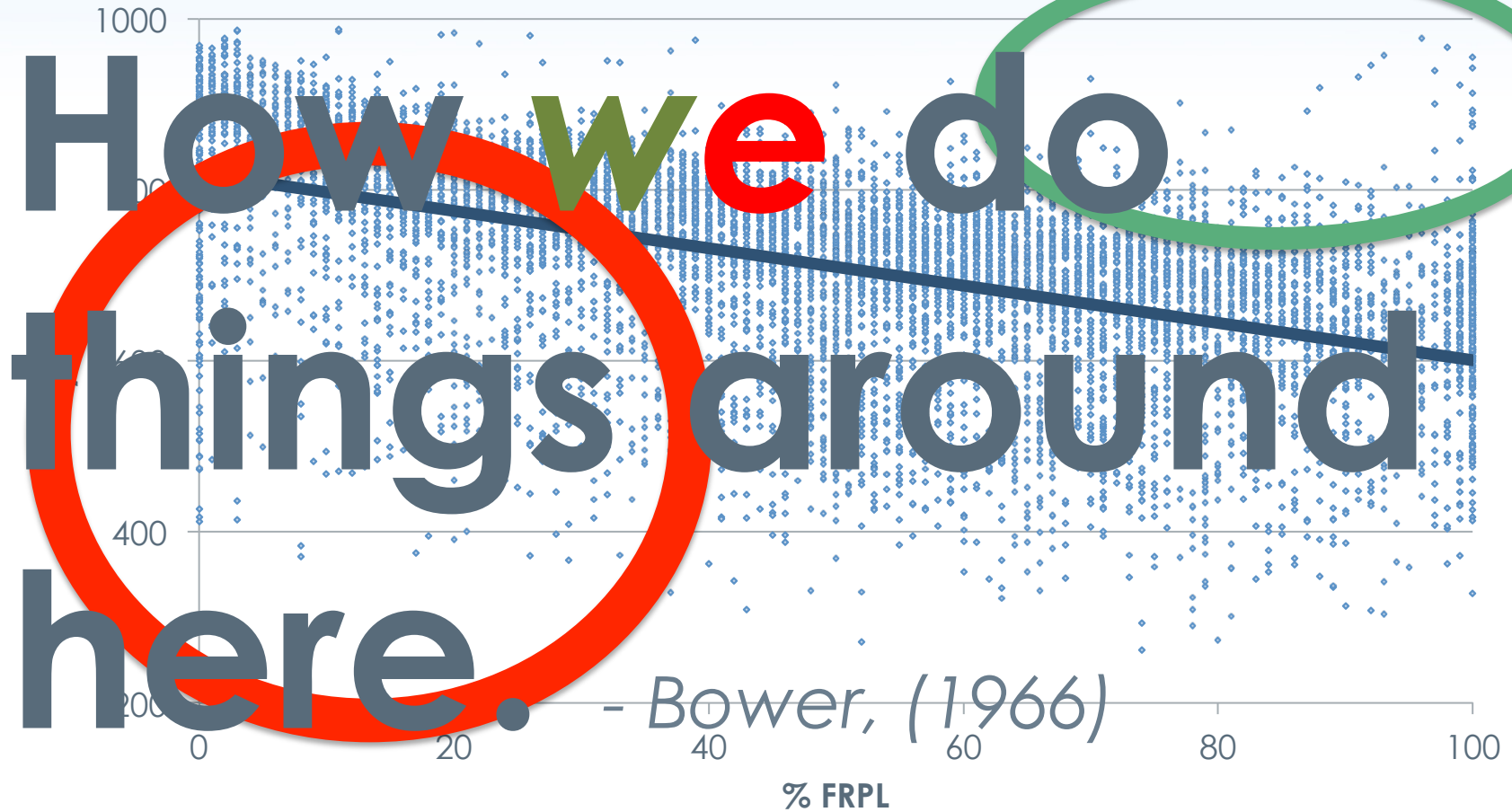
A word on missions and visions...

They can be elegant and clearly drive our work:

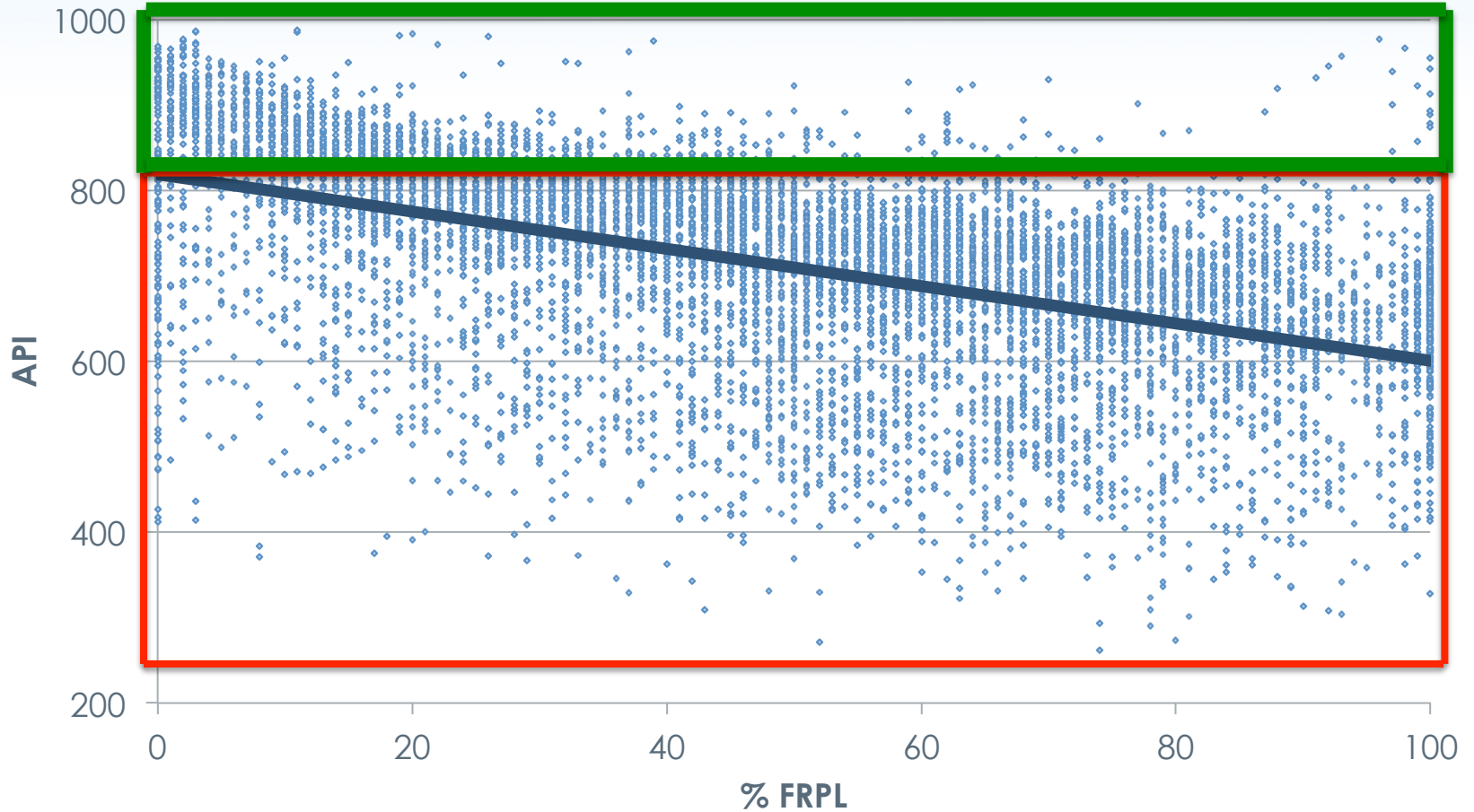
Highly Focused Example School ensures that students develop the academic skills, character, and intellectual habits necessary to succeed in college and the world beyond.

Highly Strategic District ensures every school meets the need of every student, such that all student are successful in graduating college, at minimum, on their path to the career of their choosing.

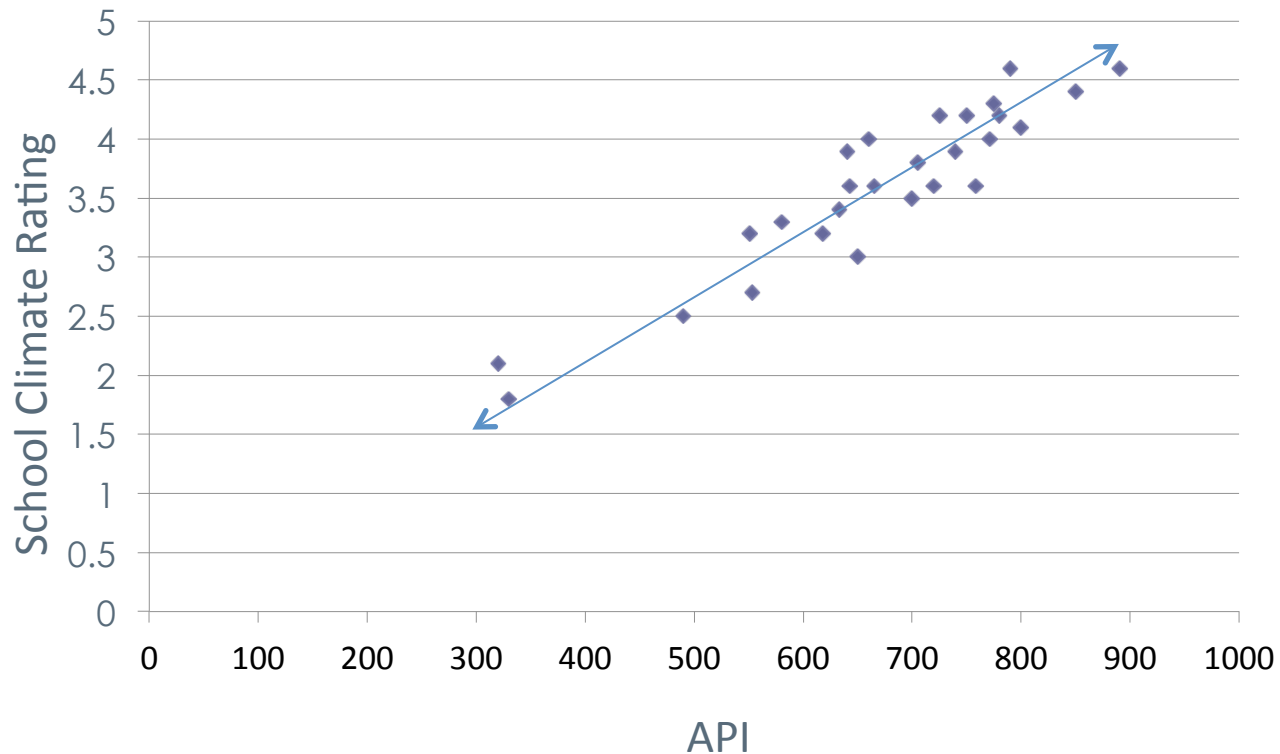
What explains this???



What explains this???



School Climate Score (SCAI) by Student Achievement (CA API)



Visible Learning, Hattie (2009)

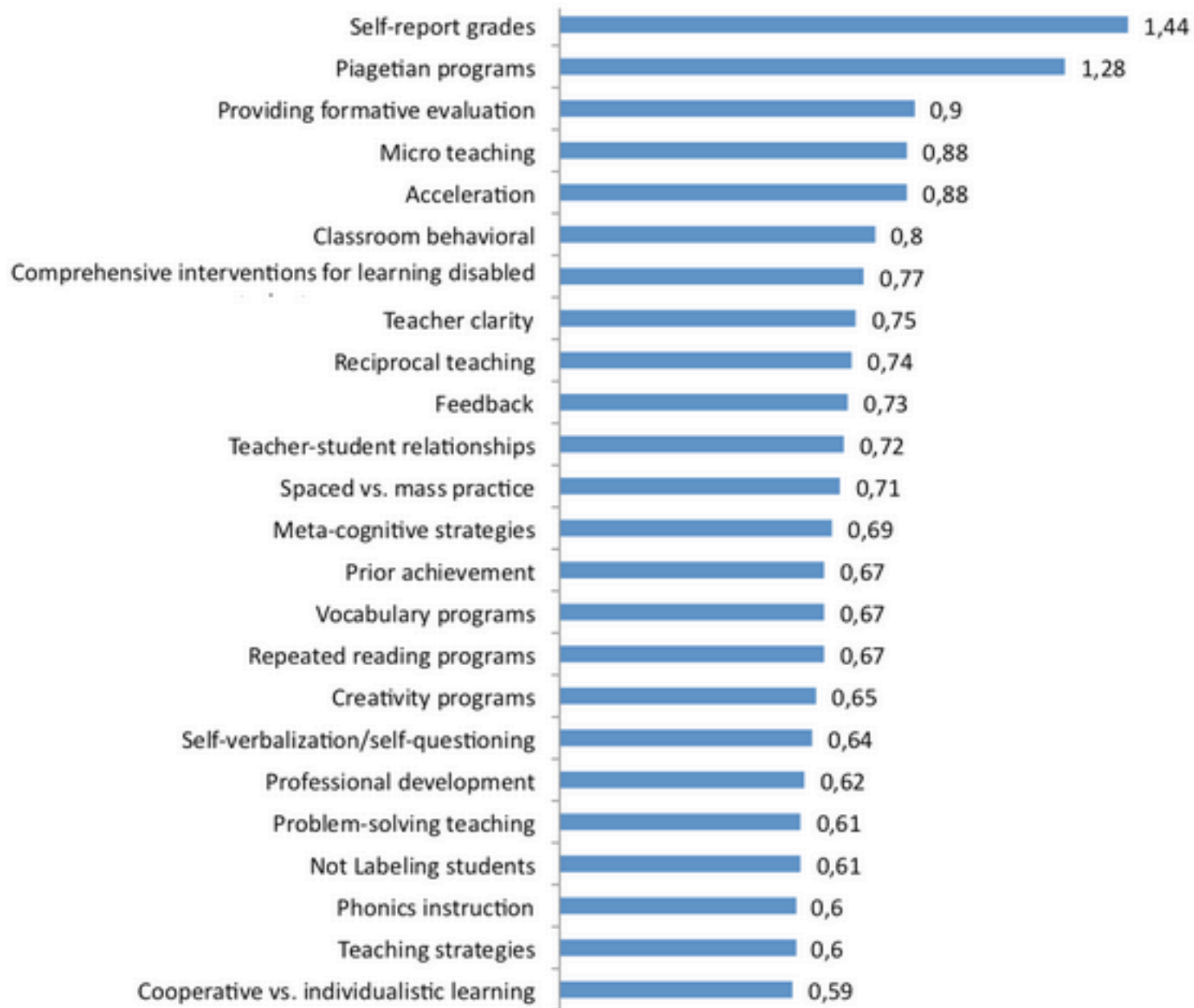
Contribution	# of Studies
Student	11,101
Home	2,211
Schools	4,150
Teacher	2,225
Curricula	7,102
Teaching	25,860
TOTAL	52,649

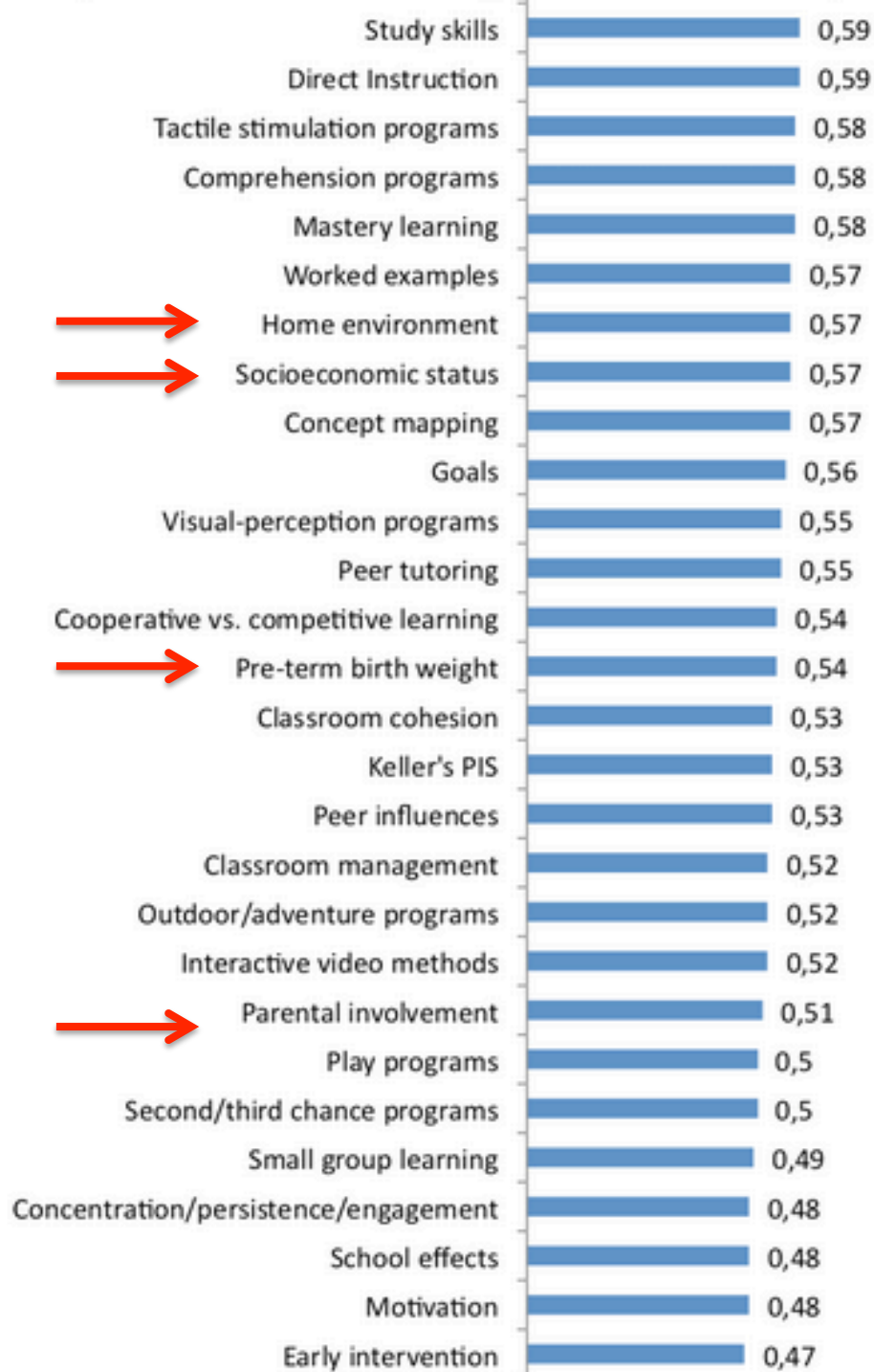
What has the greatest influence on student learning?

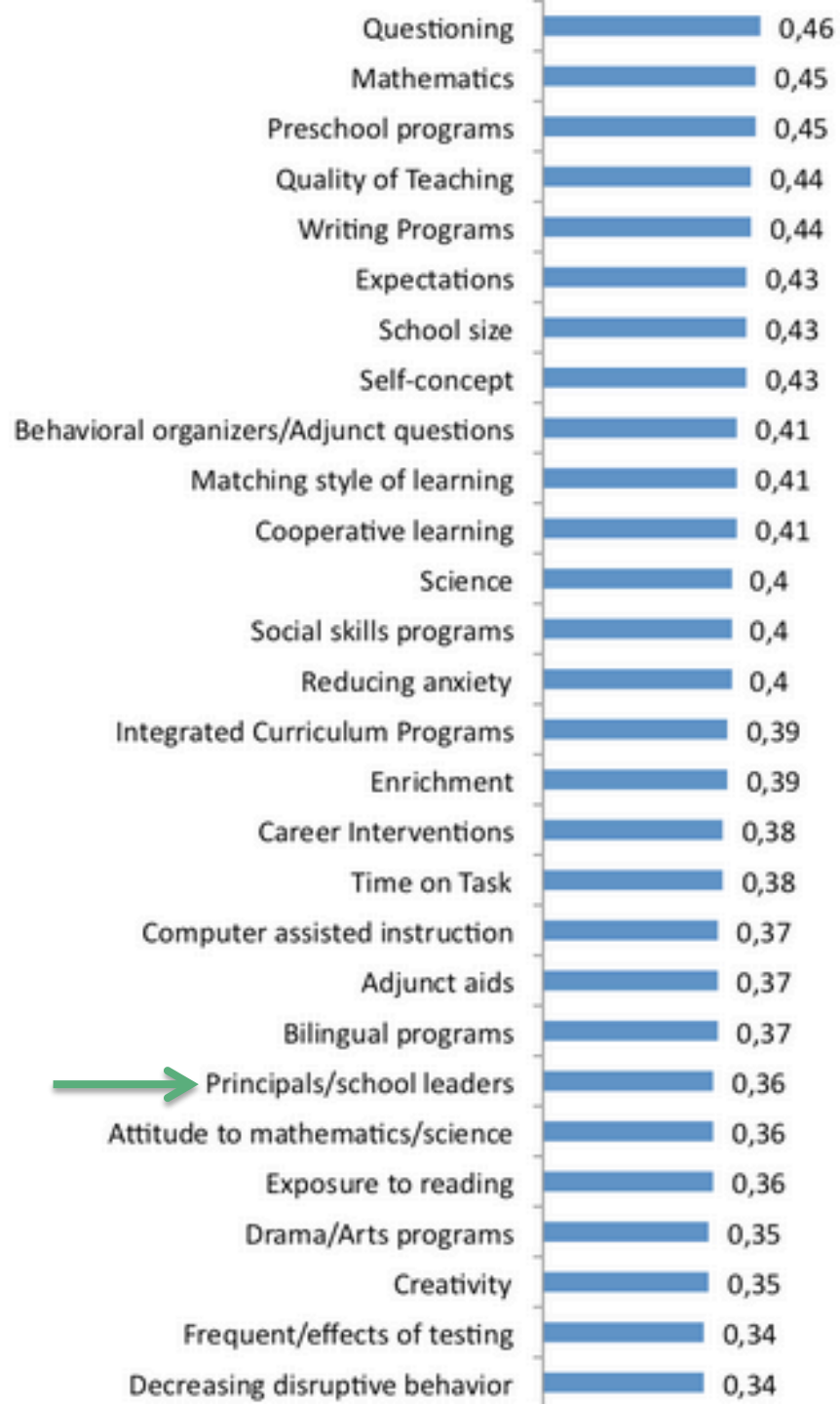
Hattie, J. (2009)
Visible Learning

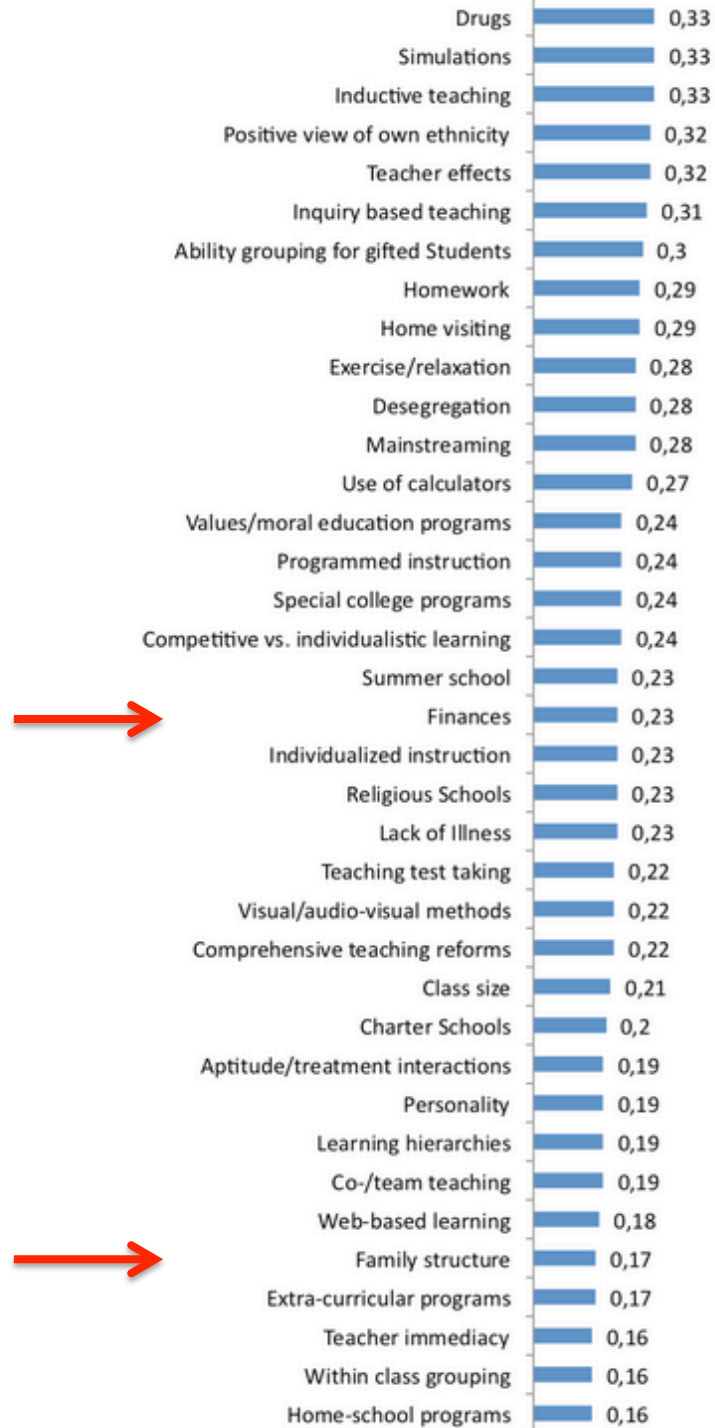
Influence	No. of effects	Effect-Size
Feedback	139	1.13
Students' prior cognitive ability	896	1.04
Instructional quality	22	1.00
Instructional quantity	80	.84
Direct instruction	253	.82
Acceleration	162	.72
Home factors	728	.67
Remediation/feedback	146	.65
Students disposition to learn	93	.61
Class environment	921	.56
Challenge of Goals	2703	.52
Bilingual programs	285	.51
Peer tutoring	125	.50
Mastery learning	104	.50
Teacher in-service education	3912	.49
Parent involvement	339	.46
Homework	110	.43
Questioning	134	.41
Peers	122	.38
Advance organizers	387	.37
Simulation & games	111	.34
Computer-assisted instruction	566	.31
Instructional media	4421	.30
Testing	1817	.30
Aims & policy of the school	542	.24
Affective attributes of students	355	.24
Calculators	231	.24
Physical attributes of students	905	.21
Learning hierarchies	24	.19
Programmed instruction	220	.18
Audio-visual aids	6060	.16
Individualisation	630	.14
Finances/money	658	.12
Behavioural objectives	111	.12
Team teaching	41	.06
Ability grouping/Streaming	3385	.05
Physical attributes of the school	1850	-.05
Mass media	274	-.12
Retention	861	-.15

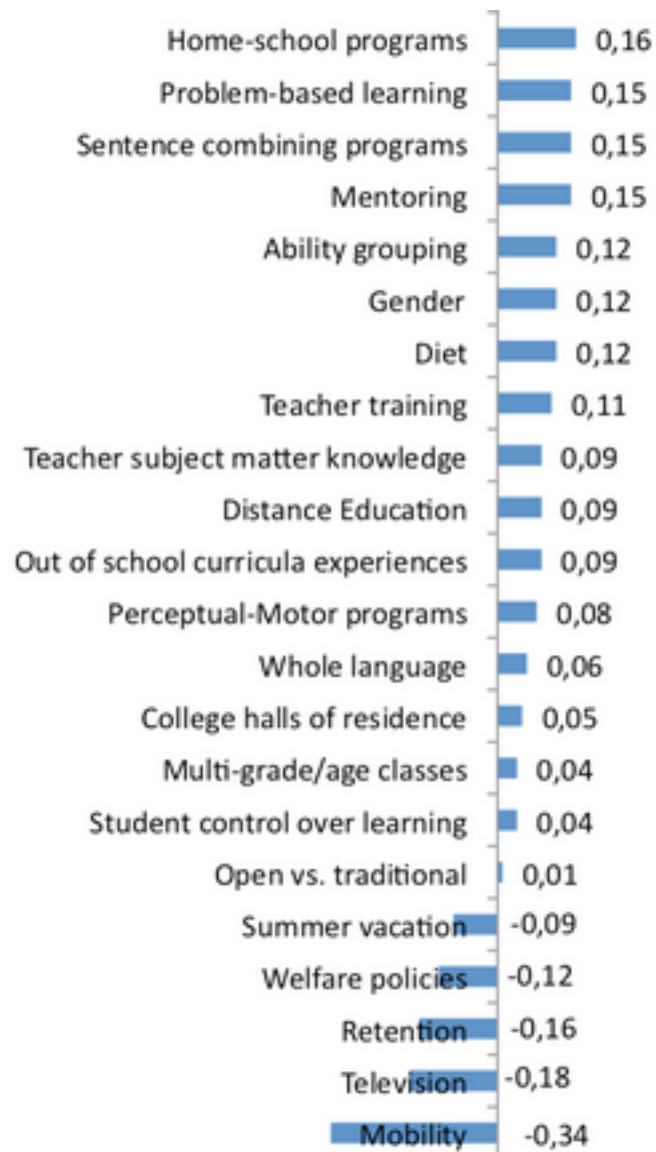
1.0 ~ 2 grade levels
0.5 ~ one grade level











A Student



A Student

Classroom Mission/Vision School

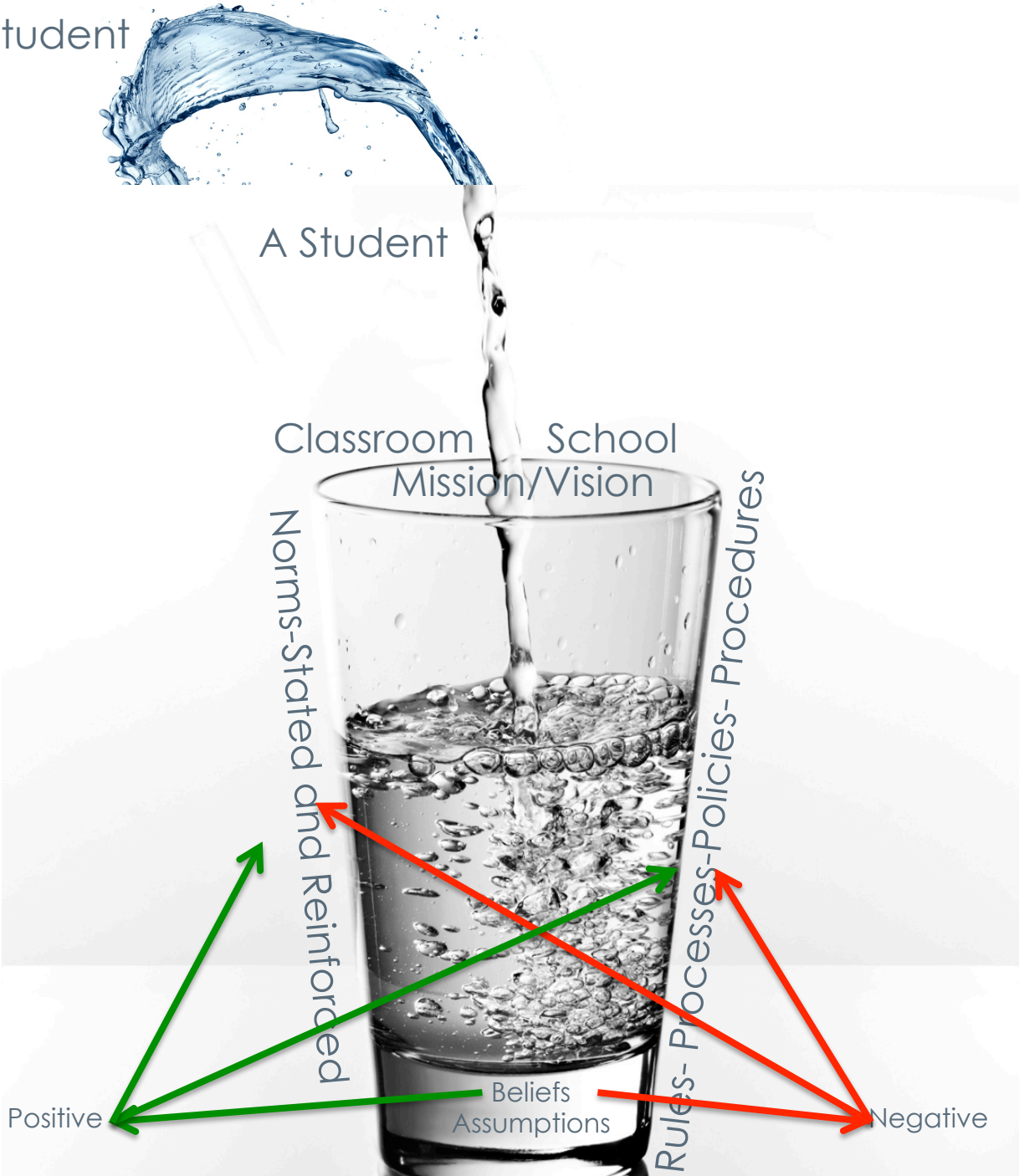
Norms- Stated and Reinforced

Rules- Processes- Policies- Procedures

Positive

Beliefs Assumptions

Negative





Do you have a *norm gap*?

Mission:

Vision:

Core Beliefs/Values:
Assumptions:

Norms:

School Goals:

Actual Outcomes:



or






A scenic view of a narrow cliff path overlooking the ocean. The path is a thin strip of ground between two steep, white limestone cliffs. The ocean is a deep blue-green color, and the sky is a pale blue. The cliffs are covered in sparse green vegetation and small purple flowers. The text is overlaid on the center of the image.

*Staff to Staff
*Instruction

*Staff to Students
*Staff to Parents
*Staff to Building

*Student to Self
*Student to Student
*Student to Teacher
*Student to Building
*Child to Parent

*Student to Community
*Student to World



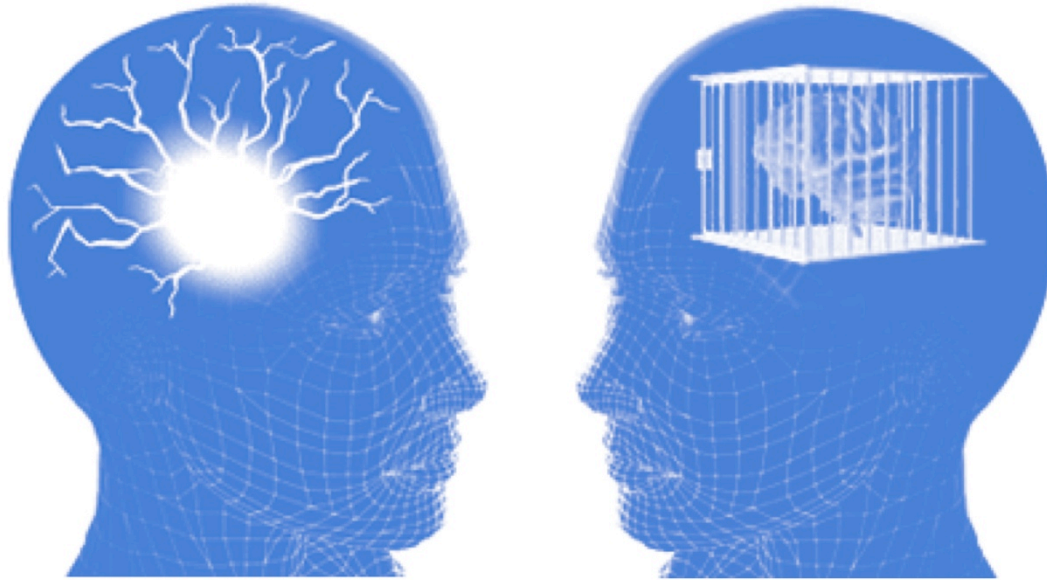
Mental Frames for Building and Maintaining YOUR Healthy School Culture

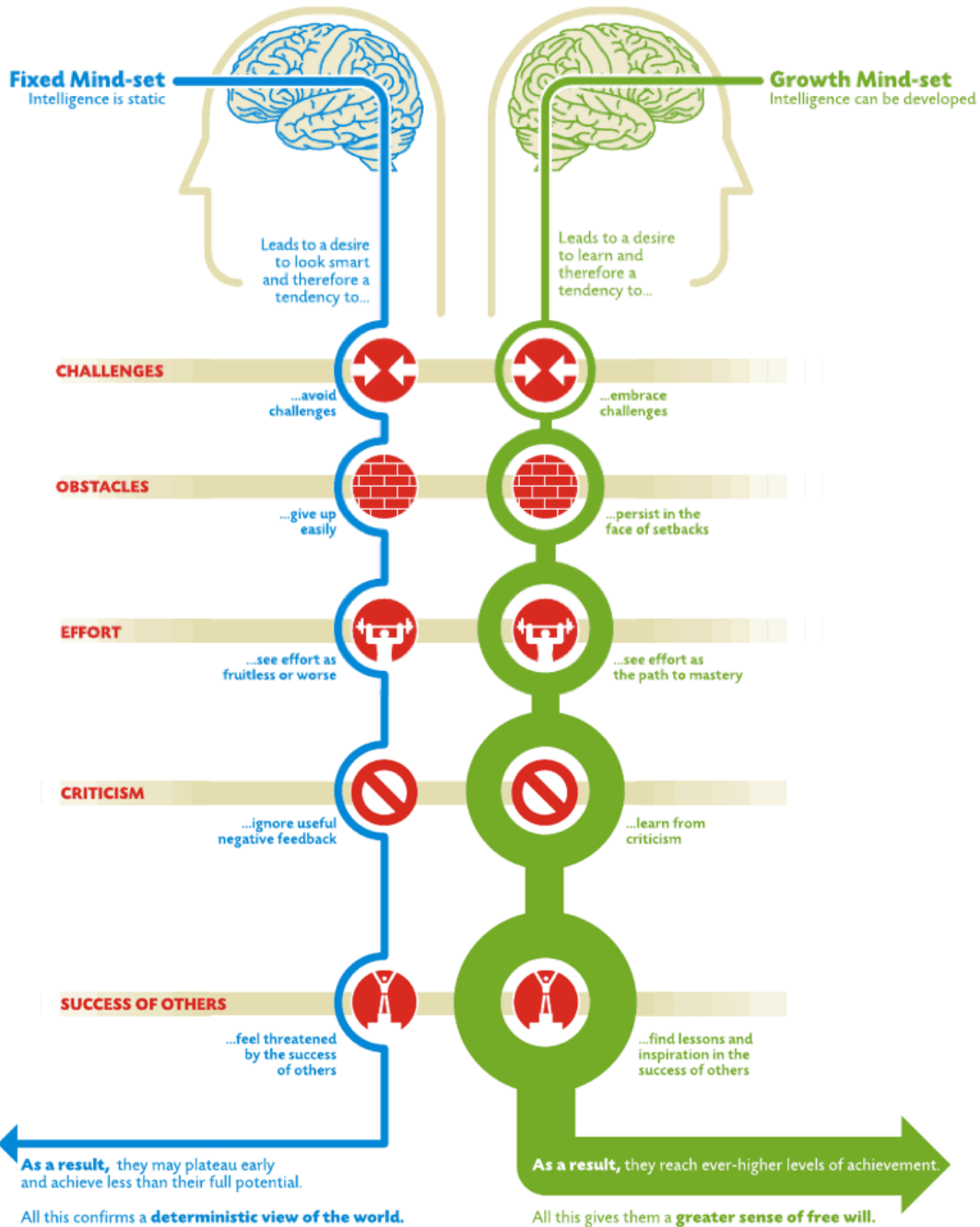
Do now: Begin close reading “Core Implementation Components.”

Ian Guidera, WestEd
DistrictsMovingUp and School Turnaround Center

November 20, 2013
S3 Symposium, Sacramento

Growth Mindset vs. Fixed Mindset





Growth and Fixed Mindset Norms (G/FMN) Framework

	Growth Mindset Norms*	Fixed Mindset Norms*
1	Teachers provide academic challenges for all Students taught to embrace/seek challenges and persist in the face of setbacks	Teachers do not provide academic challenges for all Students permitted to avoid challenges and give up easily
2	Teachers and students state, “Oh! I like a challenge!” or something similar	Teachers and/or students state, “This is too hard. I give up.” or something similar and is unaddressed
3	Teachers and students see/communicate that effort and practice are the path to mastery Teachers and students acknowledges getting smart/intelligent from effort	Teachers and students see/communicate that effort is fruitless due to ability and talent being innate Teachers and students state, “I’m just not a math person.” or something similar
4	Teachers give incremental clues and cues when students are not there yet and during questioning Students in cooperative settings help, but don’t tell/do for others Teachers never do something for a child that the child can do for themselves in a learning situation	Teachers dispense information to students Teachers give answers when students don’t have them Students in cooperative settings tell answers, allow copying or do the work for others Teachers bail out students who struggle by telling and doing the potential learning situation for the student
5	Teacher models and teaches persistence Teachers use wait time and encourage all to be patient during thinking opportunities Students persist in thinking exercises until complete Students are allowed to have ample think and do time during activities Students seek help only after giving true effort	Teacher models giving up No or not enough thinking and/or doing time given Teachers go with first student to come up with an answer or allows calling out (not unison calls) Students give up during thinking exercises Students ask for help without true effort applied repeatedly to an activity
6	Teachers and students praise and give feedback on effort and strategy Teachers give incremental and specific feedback during lessons and on student products Teachers and students communicate that they learn from criticism/feedback and are accepting of it	Teachers and students praise and give feedback on intelligence/smartness, correctness and/or behavioral compliance Teachers give right and wrong feedback mostly Teachers and students ignore/avoid giving and receiving useful criticism and feedback
7	Teachers models being wrong as being a big learning opportunity Students are taught to embrace mistakes and the learning that comes from them Students are made to feel comfortable being wrong in public	Teachers shows a dislike for mistakes Teachers promote a feeling of wrong being bad and/or to avoid being wrong in public Students communicate that being wrong is bad (ridicule) Teachers and students hide being wrong (helpless techniques)
8	Teachers and students show when others succeed they find learning and inspiration in their success	Teachers and students show when others succeed they are threatened by their success
9	Teachers and students see/communicate that assignments and assessments are about learning and personal growth	Teachers and students see/communicate that assignments and assessments are about comparison/ranking and grades
10	Teachers provide performance tasks and constructed response type activities	Teachers give activities and measures designed to compare, rank and grade students
11	Teachers and students recognize and/or celebrate personal growth The school has systems to celebrate personal growth at least as much as celebrations of top achievers	Teachers and students recognize and celebrate top achievers/achievement only The school primarily has systems to reward top achievers

*All norms can be viewed also as messages written on assignments, texts, novels, videos, posters, walls, bulletin boards, announcements, flyers, newsletters, websites, phone calls, staff development materials, etc.

**Increase of Growth Mindset Norms and
Decrease of Fixed Mindset Norms**

School	Growth Mindset Norms		Fixed Mindset Norms	
	# Δ to H ^a	# Δ to M ^b	# Δ to M ^c	# Δ to N ^d
A	0	0	0	0
B	0	4	2	0
C	6	2	1	2
D	0	+2	1	0
E	0	1	1	3
F	2	3	0	0
G	0	0	0	2

^a Number of norms that increased to a *Highly Prevalent* norm. Those that appear in 67% to 100% of observed cases.

^b Number of norms that increased to *Moderately Prevalent Norm*. Those that appear in 33% to 66% of observed cases.

^c Number of norms that decreased to a *Moderately Prevalent Norm*. Those that appear in 33% to 66% of observed cases.

^d Number of norms that decreased to a *Not Prevalent Norm*. Those that appear in 0% to 32% of observed cases.

**Number of Growth and Fixed Mindset Norms
Before and After Study Period**

School	Growth Mindset Norms						Fixed Mindset Norms					
	B-H	A-H	B-M	A-M	B-N	A-N	B-H	A-H	B-M	A-M	B-N	A-N
A	0	0	3	0	8	11	1	2	2	1	8	8
B	0	0	3	7	8	4	2	0	0	4	9	7
C	1	7	4	3	6	1	2	0	2	2	7	9
D	0	0	0	2	11	9	1	2	2	5	8	4
E	1	2	2	1	8	10	2	1	3	1	6	9
F	0	2	1	3	10	6	1	1	1	7	9	5
G	0	0	3	0	8	11	3	1	1	2	7	7

B-H: Baseline Walks noted a Highly Prevalent Norm (observed in 66 to 100 percent of cases)

A-H: After Study Period Walks noted a Highly Prevalent Norm (observed in 66 to 100 percent of cases)

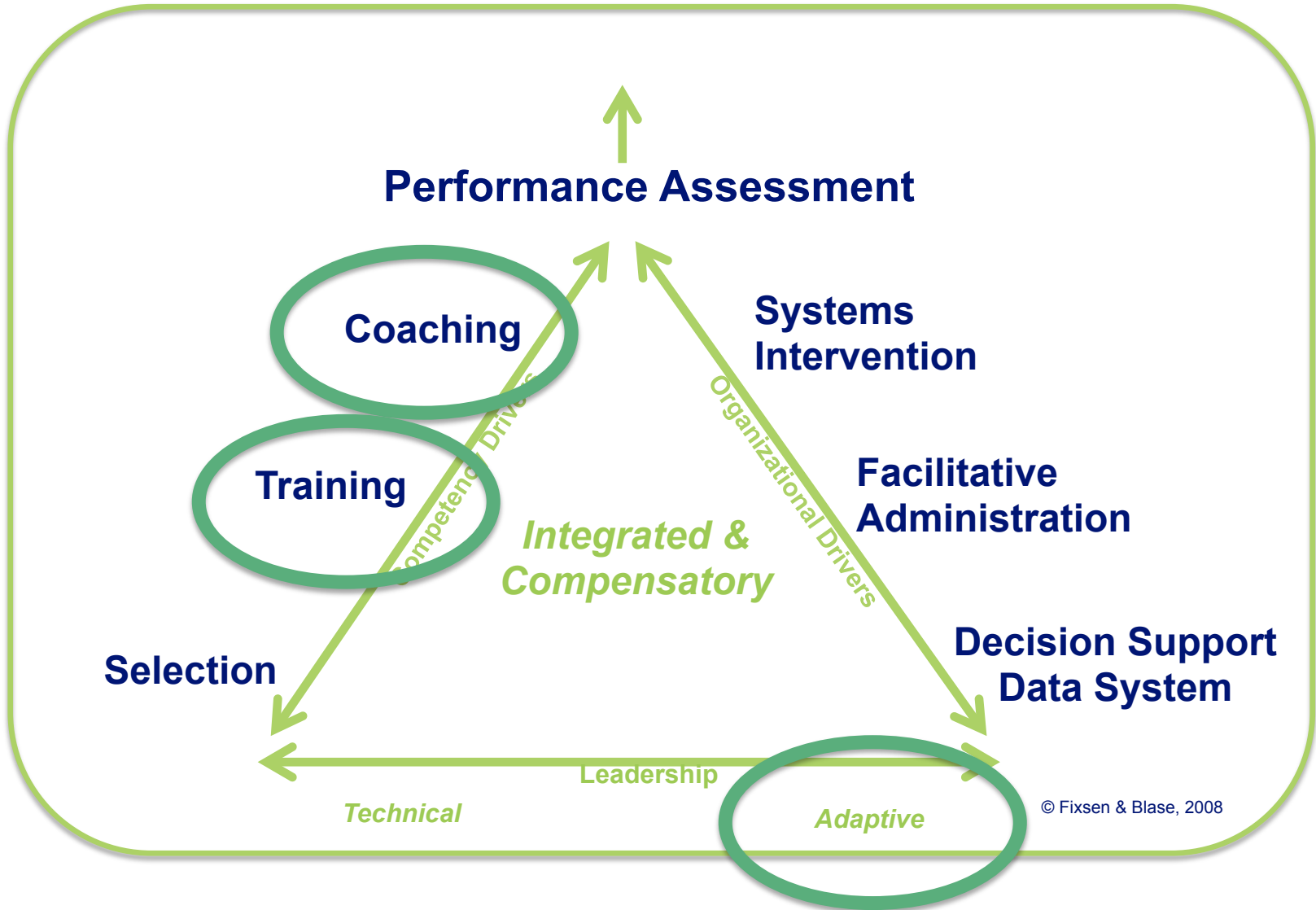
B-M: Baseline Walks noted a Moderately Prevalent Norm (Observed in 33 to 65 percent of cases)

A-M: After Study Period Walks noted a Moderately Prevalent Norm (Observed in 33 to 65 percent of cases)

B-N: Baseline Walks noted a Not Prevalent Norm (Observed in 0 to 32 percent of cases)

A-N: After Study Period Walks noted a Not Prevalent Norm (Observed in 0 to 32 percent of cases)

Reach School Goals

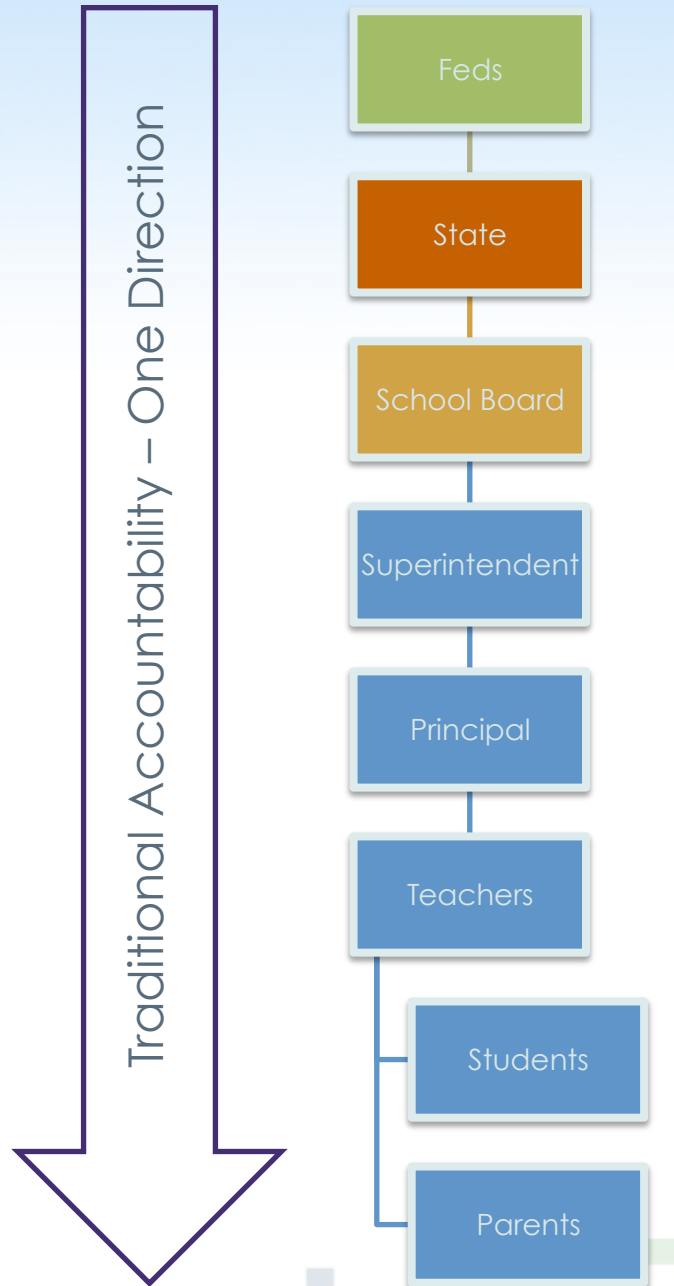


Reciprocal Accountability

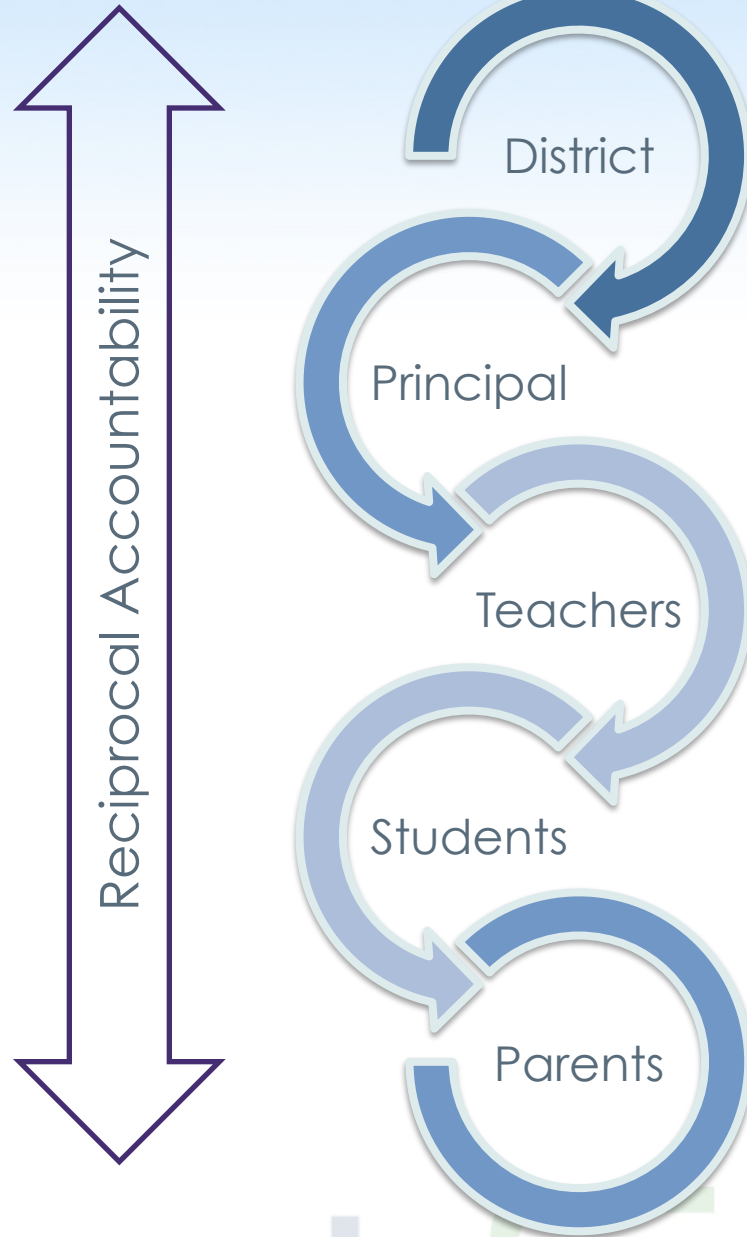
Simply stated, if I have an expectation of you, then I have an obligation to provide you with whatever you need to be successful in meeting that expectation.

- Michael Fullan

One Way Accountability



Reciprocal Accountability



Reciprocal Accountability





Dayton Intermediate School

2012-2013

Principal and Assistant Principal Reciprocal Accountability Agreement

As the principal or vice principal of Dayton Intermediate School, I agree to uphold a commitment to doing the following so that we can fully reach our mission and vision:

- ✓ In collaboration with the staff, we will develop a unifying mission to guide us in all that we do, across the entire DIS campus. We will start with defining what graduating DIS students should be able to do, and where we want them to go in life and then work backwards to write our mission, vision and values.
- ✓ In collaboration with the staff, we will revise and update DIS' discipline system, with a committee that will develop a multi-level rubric plan that includes training for teachers, students and parents. The re-design of the system will be focused on supporting better student decision-making.
- ✓ Work with staff to develop an agreed upon list of "non-negotiables" for students at DIS, including tools and best practices for DIS staff to ensure we support and model for students how to live up to the "non-negotiables" by doing our part to improve the learning environment.
- ✓ In collaboration with the leadership team and SIP, we will systematically seek feedback from all staff on our program performance, teaching conditions and professional development (PD).
- ✓ Hold monthly, functional, random student focus groups to gain feedback on the student perspective regarding the school culture, school pride and teaching and learning.
- ✓ Create and maintain a PD Committee of teachers to write a year-long PD plan that all teachers support.
- ✓ Promote the needed in-school professional development time, collaborative time, and individual coaching to fully implement the district initiatives of instructional design, lesson cycle format, and delivery of lessons aligned with Common Core.
- ✓ Collaboratively develop a culture of admin, teachers, students and parents focusing on personal SMART goals and Reciprocal Accountability Agreements.
- ✓ Develop an administrative and school-wide culture of using positive messages to staff and students, and incentives, focused on growth and improvement.
- ✓ Ensure all group emails are sent to both classified and certified staff. Staff will hereby be known as all who work at DIS. (The definition of Staff at DIS, is anyone who gets a paycheck for working at DIS, in any position).
- ✓ Invite all staff to voluntarily attend all meetings including every SIP meeting.
- ✓ The school budget will be completed with the full SIP Team, where all staff is voluntarily invited.
- ✓ Work with the Parent Faculty Club to invite parents and community members to be guest speakers and to develop a highly detailed parent handbook (Based on DIS' new discipline system described above and college and career planning). Also, the Club can explore a Parent Resource Center with parent-run events.
- ✓ Invite all parents to try and all student presentations and celebrations.
- ✓ Hold a monthly "Coffee with the Principal" for parents and community members.
- ✓ Support data teams in developing an agreed upon, schoolwide system for regularly collecting and analyzing common formative assessment data. This will include developing a culture of celebrating classroom, grade level and individual growth by teachers and students. (Work with DIS staff to build a culture of De-Over's and Error-analysis, with students learning from mistakes on formative assessments, proving their learning on a retake, or common error-analysis format in subject areas)

Linda M. Flaherty
Name

Linda M. Flaherty
Signature

University of Nevada - Reno
BS - Developmental Biology

University of Nevada - Reno
med - Special Education

University of Nevada - Reno
Educational Specialist - Ed. Adm.

Dayton Intermediate School
2012-2013

Teachers
Reciprocal Accountability Agreement

As a teacher at Dayton Intermediate School, I agree to uphold a commitment to doing the following so that we can fully reach our mission and vision:

- ✓ Lead by example by following all school rules acting as a role model who models the appropriate behaviors we want to see from the kids.
- ✓ Be a productive/positive part of solving problems.
- ✓ Use each other as resources and accept other staff as trainers when learning their expertise and sharing what they have been trained on.
- ✓ Use effective engagement strategies such that all students are engaged during instruction.
- ✓ Create and use Common Core (State Standards) assessments that are common.
- ✓ Implement Professional Development initiatives in classrooms, as appropriate.
- ✓ Be open-minded by being willing to commit to group decisions (don't be the 10%).
- ✓ Show mutual respect among all DIS community members.
- ✓ Follow behavior plan and use engagement strategies to minimize lost time due to behavior, and resolve through with logical DIS consequences.
- ✓ Uphold clear communication between all parties, including open communication with administration.
- ✓ Teach bell to bell (and/or have students engaged bell to bell).
- ✓ Monitor hallways and bathrooms during transitions and when walking the hallways on my prep time.
- ✓ Do my part to make collaboration time meaningful act on what we have learned (implement it).
- ✓ Respond to parent communication within 48 working hours.
- ✓ Keep in communication, whether for celebrating progress or to get parent support on improvement, and in particular with parents of at-risk (academic and behavior) students via email, phone and/or in-person in a proactive manner.

Ms. Becky Sue
Name

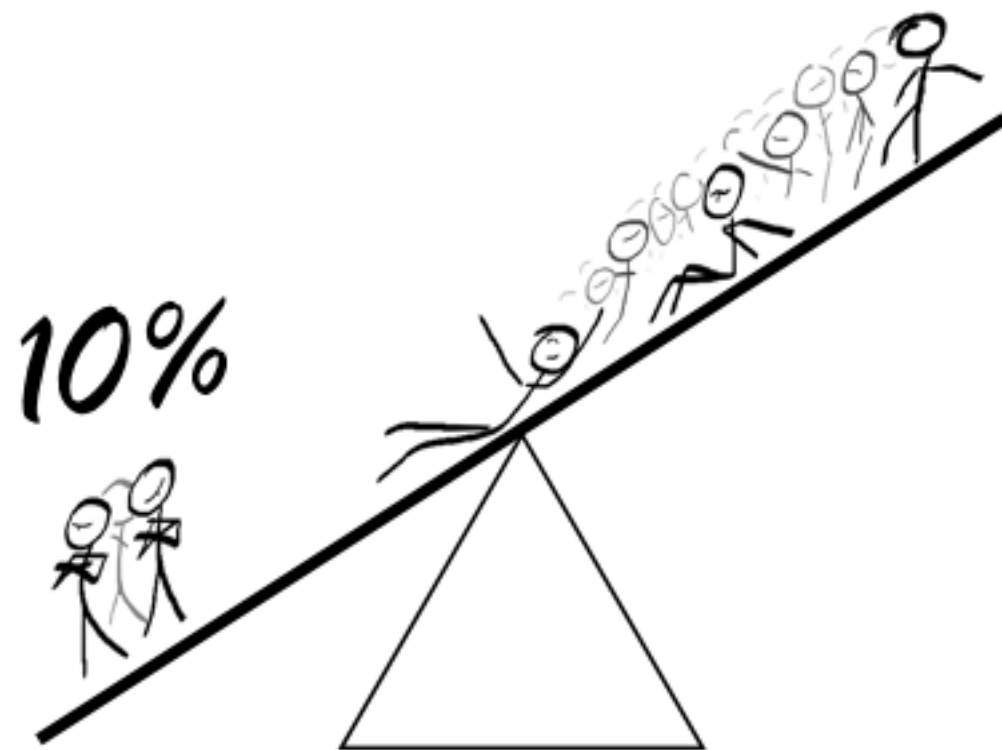
Becky Green
Signature

Utah State University
BS-Special Education
Sierra Nevada College
Teaching Credential

Grand Canyon University
MEd - Reading Remediation

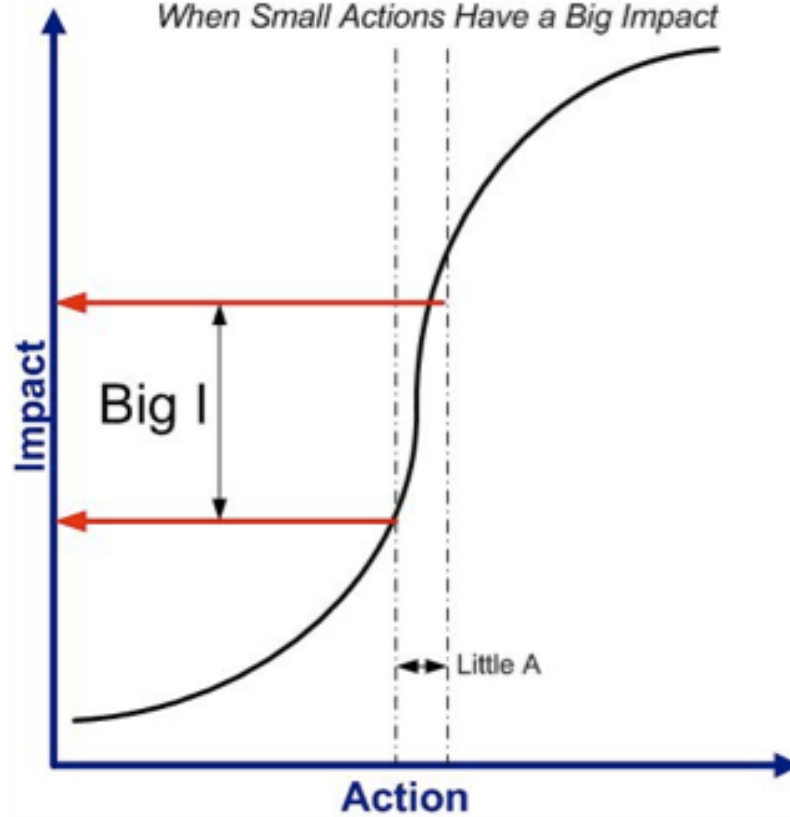
* How do we overcome
resistance...



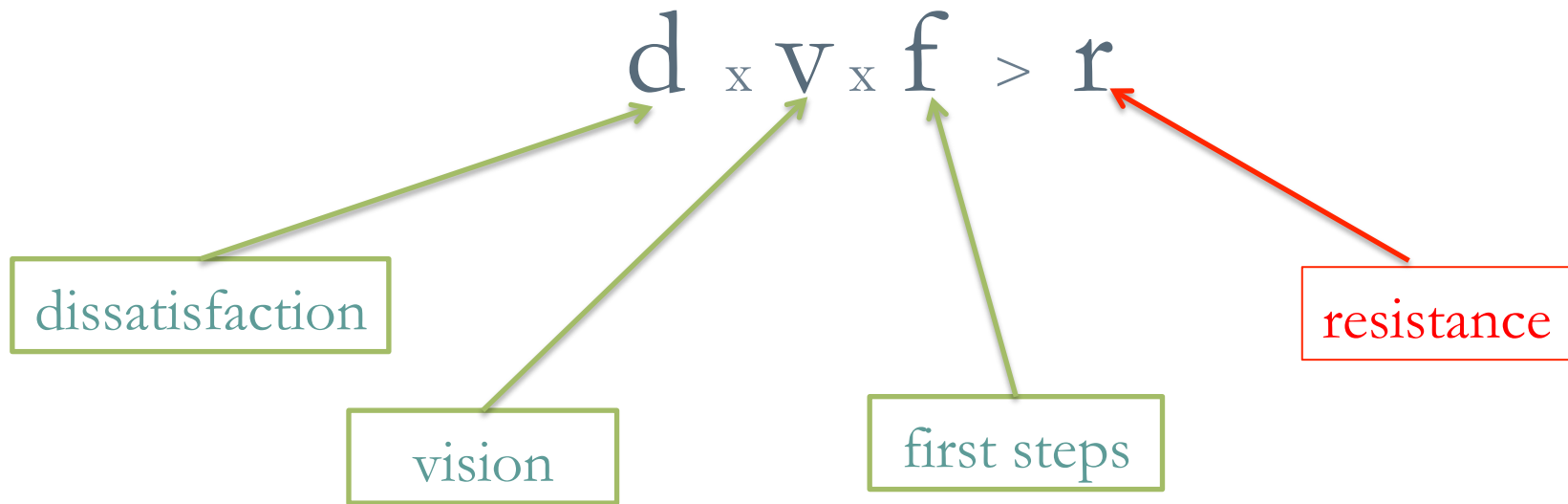


The Tipping Point

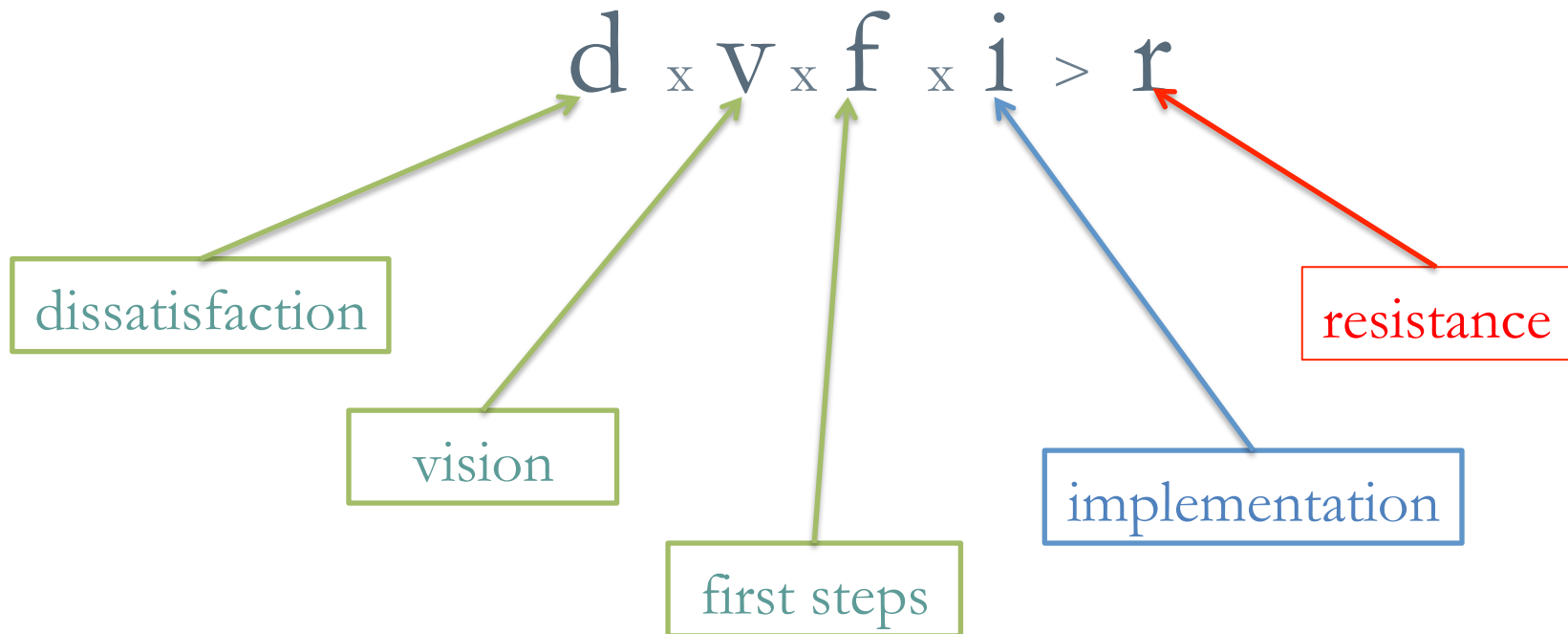
When Small Actions Have a Big Impact



Gleicher Formula

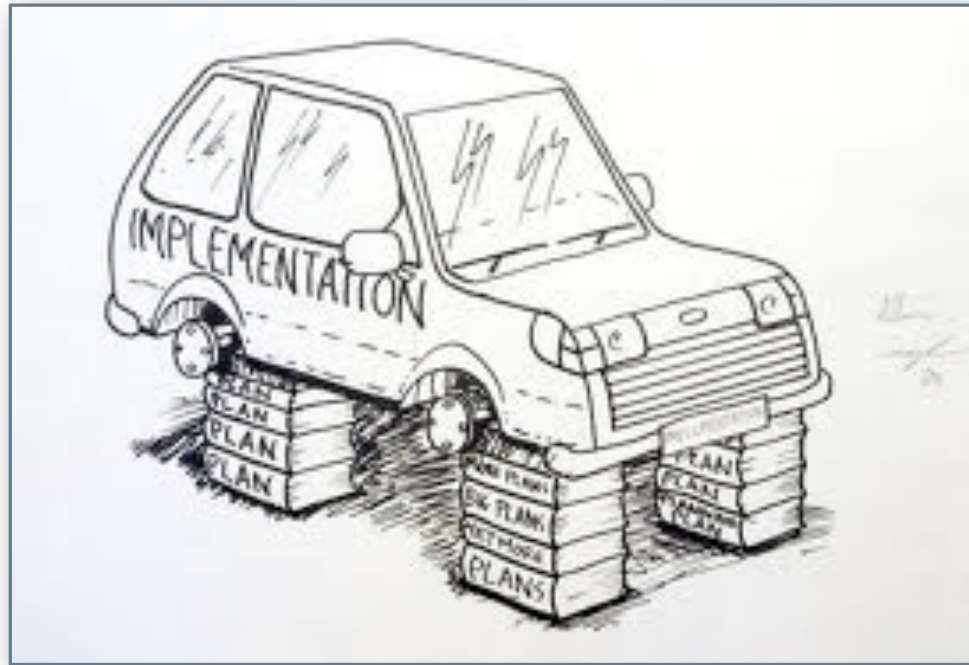


Gleicher Formula



Implementation

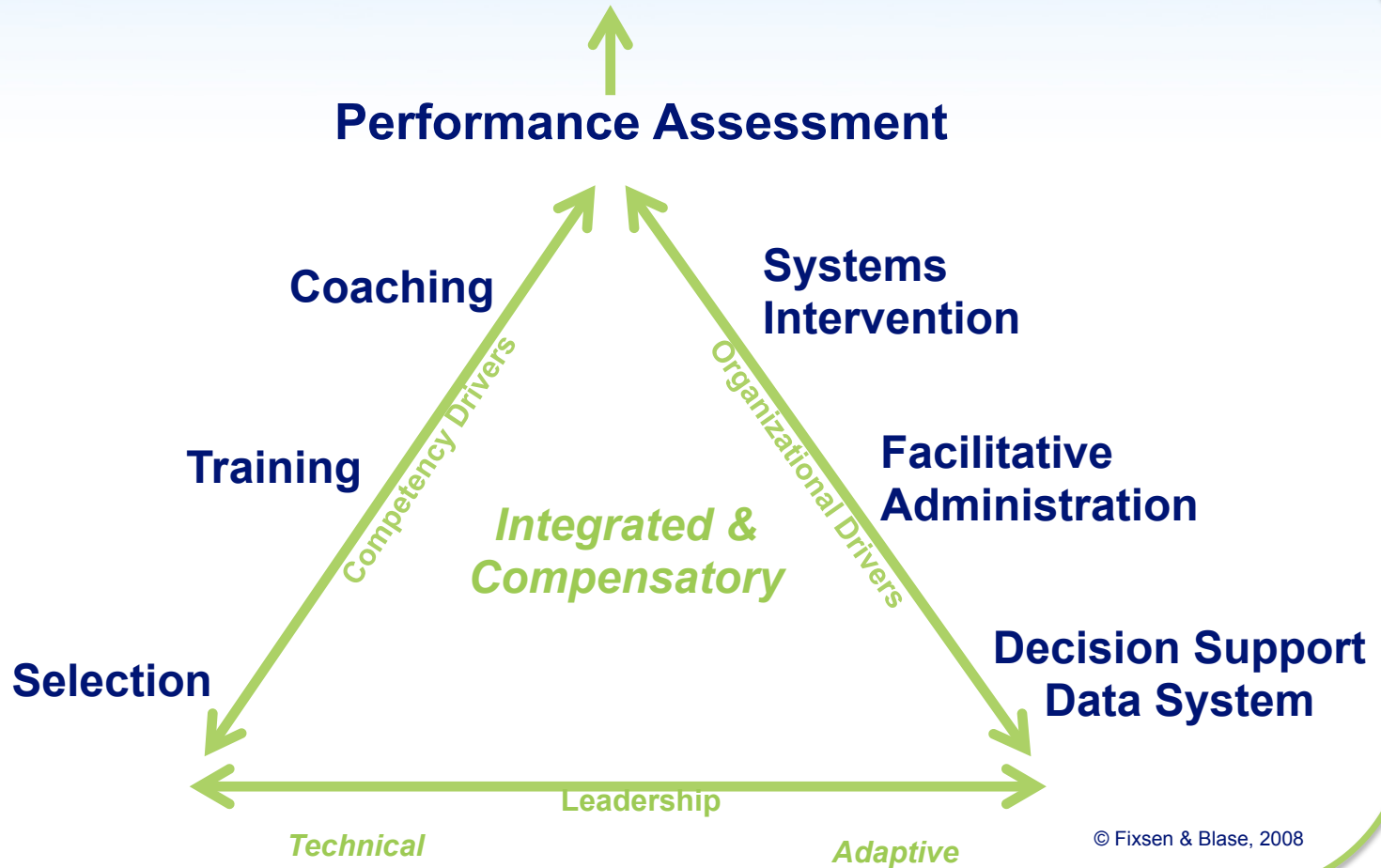
“w__t__r___h__t__r___.”



Implementation: Stop Talking. Start Doing

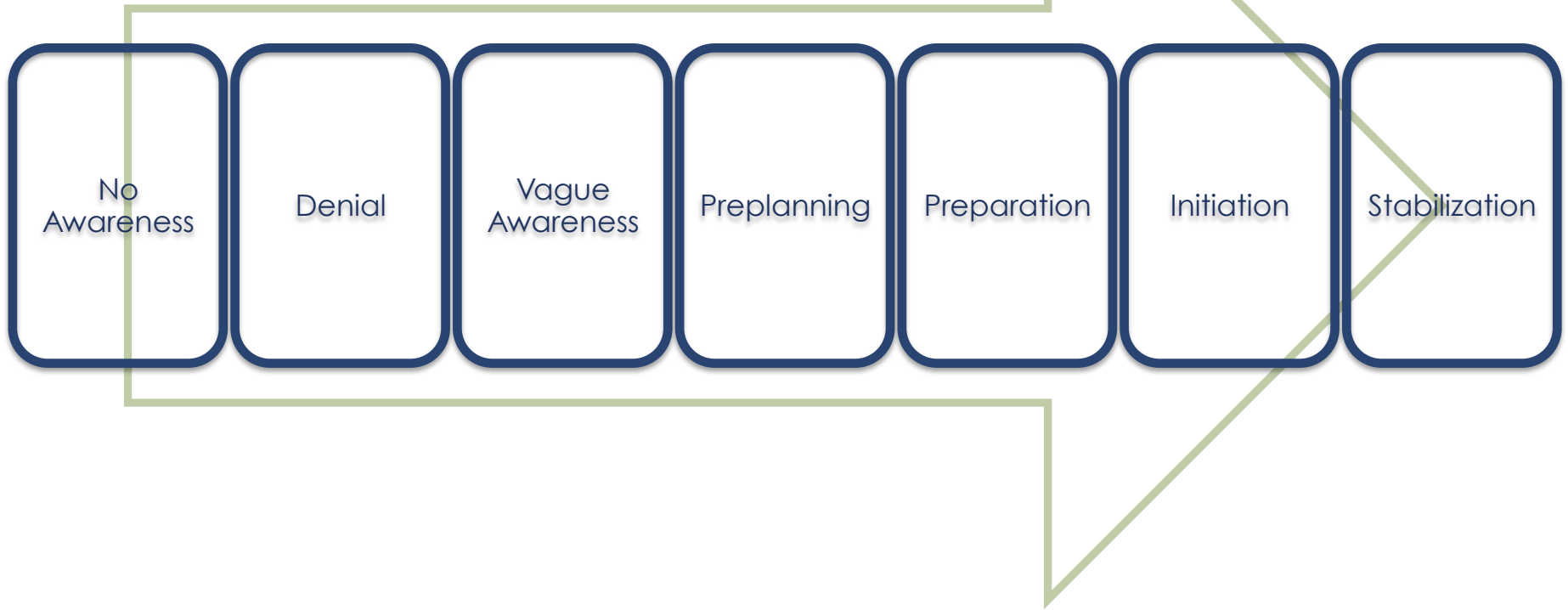


Reach School Goals



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Stages of Readiness:



Stages of Implementation:

(2 to 4 Years, Non-Linear, Influence Each other)

- Exploration and Adoption
- Installation
- Initial Implementation
- Full Operation
- Innovation
- Sustainability

Stages of Implementation

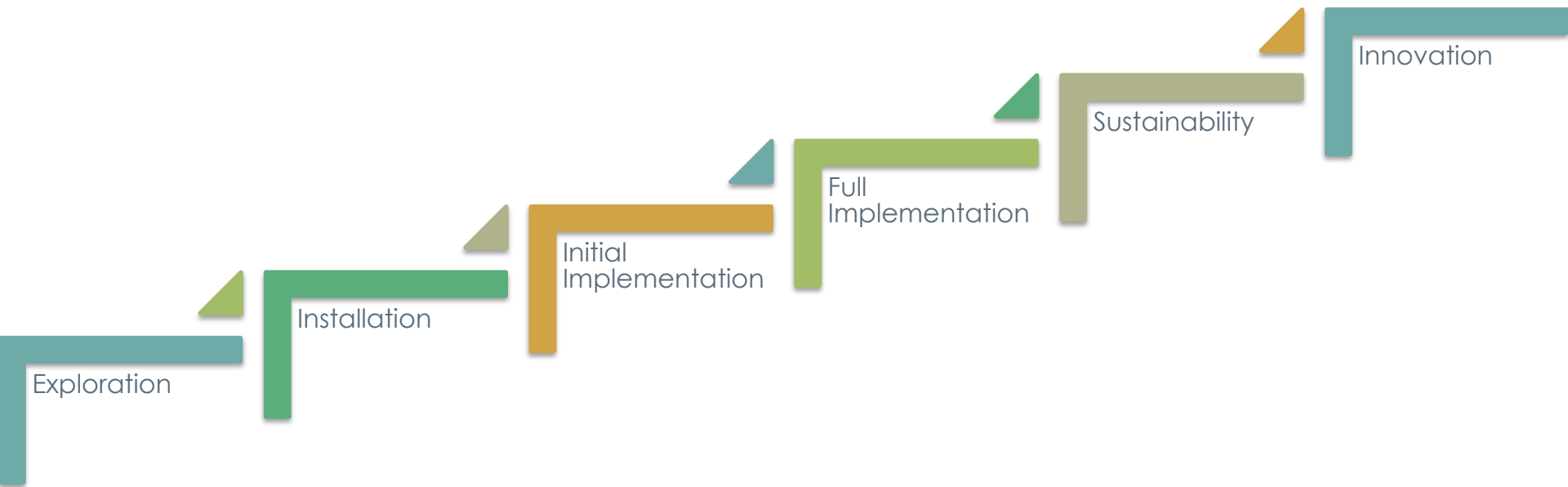
2 to 4 Years, Non-Linear, Influence Each other



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Stages of Implementation

2 to 4 Years, Non-Linear, Influence Each other



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Jigsaw

Count off by 7.

1= Staff Selection

3= Coaching and Consultation

5= Data Systems

7= System Intervention

2= Pre-service/In-service Training

4= Performance Assessment

6= Facilitative Administration

- 1) All silently read: 531 to 536 (2nd Paragraph) (10 mins)
- 2) Based on your number above, you speak as the expert on your *Driver* to the group. Each gets 2 mins max to discuss (stay on topic). (14 mins)
- 3) After all seven present, discuss *Stages of Implementation* (533) and *Integrated and Compensatory* (535). (4 mins)

ImpleMap

Drivers	Actions/Tasks
Selection	
Training (and Practice)	
Coaching	
<u>Performance Assessment</u>	
<i>Decision Supporting Data System</i>	
<i>Facilitative Administration</i>	
<i>Systems Intervention</i>	



Establish and enforce a non-negotiable list of inappropriate staff management methods, such as yelling not being tolerated, or allowing students to talk over a staff member or student speaker.

Implementation Driver	Actions
Staff Selection	Have the strongest facilitators in the school of adult learning form the <i>Implementation Team</i> (IT) of staff non-negotiables. Select based on past ratings of staff as strong developers and are well trusted by staff and those who have proven skills in reflective coaching.
Training	The IT will lead the staff through listing out what staff have done in the past that should not be done any longer that allows the school culture to be anything but fulfilling of the [newly formed] mission (November). Facilitate staff agreement on the list and to remove them from practice. They have staff create a list of suggest replacement behaviors (constructive norms: Instructional and student behavior management related). Based on data collected, conduct follow-up training for all staff and for small groups of struggling staff.
Coaching	Provide all teachers coaching at least twice in the first month. Staff who admit to needing more help can request more coaching. Coaching should be based on a full observation and debrief. If requested, a planning session can occur. Conduct intervention coaching for those who are struggling and are not admitting to the need for support. (Non-evaluative)
Formative Performance Assessment	Collect concrete data on how often the non-negotiables are seen from teachers, students, parents, and in observations bi-weekly using custom observation form created by IT. Start with check list and anecdotal notes, evolve to a rubric observation form as created by IT in year 2.

Establish and enforce a non-negotiable list of inappropriate staff management methods, such as yelling not being tolerated, or allowing students to talk over a staff member or student speaker.

Implementation Driver	Actions
Facilitative Administration	The IT will include teacher leaders and school leaders who will meet bi-weekly to plan PD/Coaching and to review data. The team's charter is to work to remove any and all barriers for teachers (and other staff) struggling to live up to the teacher created list of do and don't behaviors.
Decision Data Systems	Use the formative walkthrough data collected bi-weekly to make decisions in the IT meetings about celebrations and/or interventions needed. Take action immediately!
Systems Interventions	Use the bi-weekly formative data to enact interventions needed (and celebrations) to make sure the non-negotiables are adopted and have a positive impact on the staff and student culture.

Work Time!

- Work with a partner or team of staff from your school to create at least one ImpleMap. (10 Mins)
- You can use anything reviewed in these two sessions to consider for implementation. You can use something you saw elsewhere so far in this conference. Or, you can take a current implementation at your school and put it into the ImpleMap to see if you have addressed all the *Drivers* (perhaps you may need to intervene when you get back).
- *Be prepared to share your work publically, as your exit ticket.*



* A challenge to you...