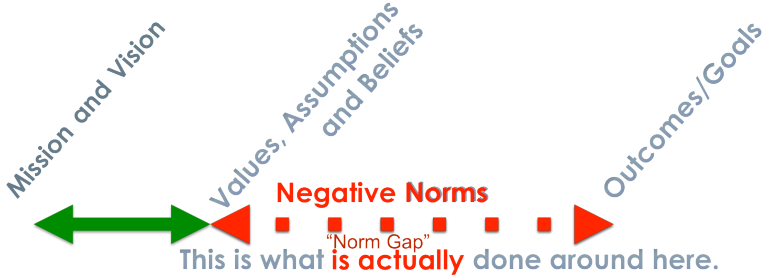
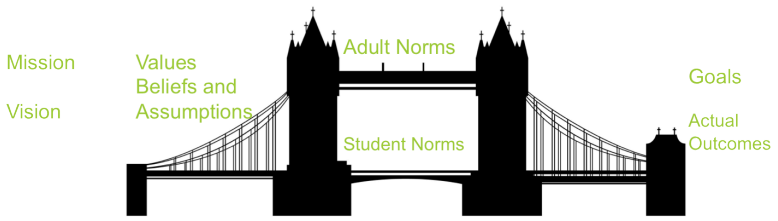
Mental Frames for Building and Maintaining a Healthy School Culture





Dictionary Definition:	In your own words:
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"	
Norm (n)	
What it is:	What it isn't:

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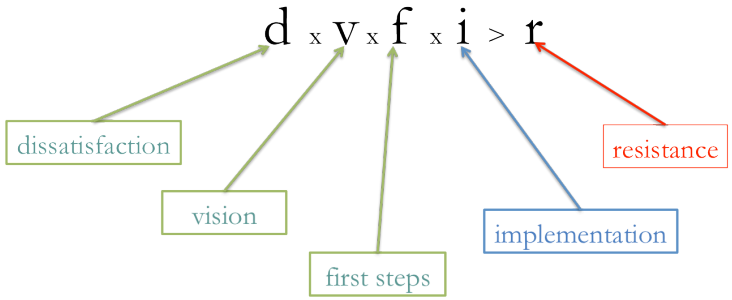
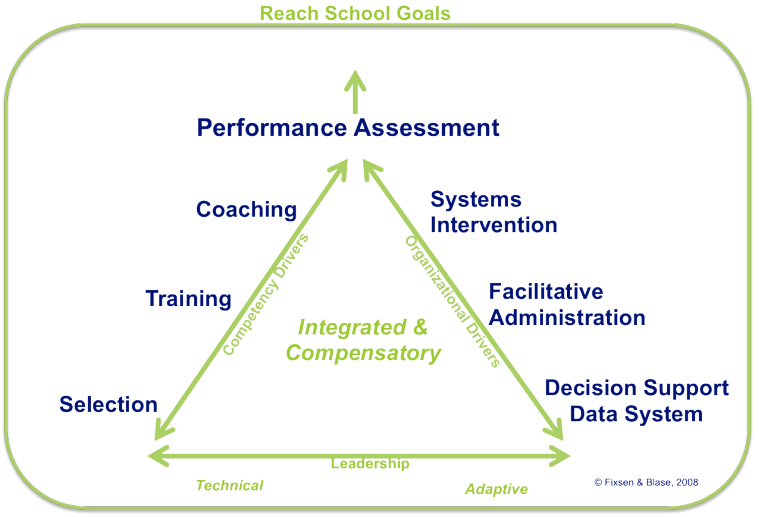
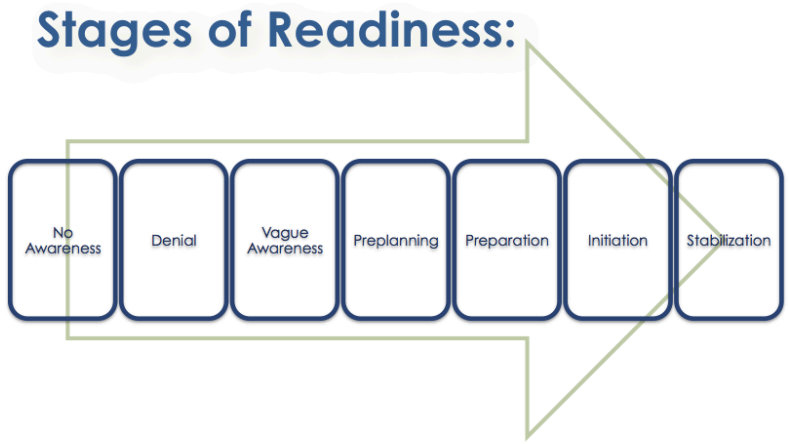
Gleicher Formula

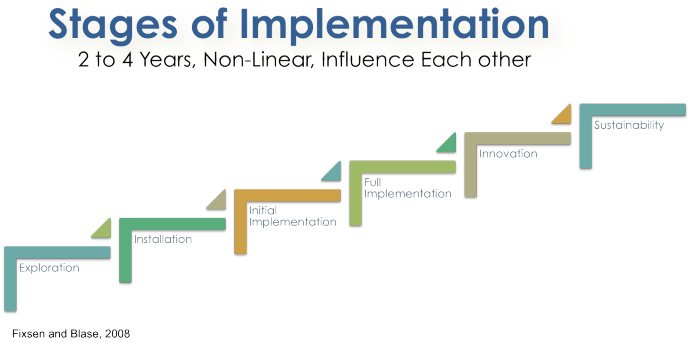




Implementation Science



Edwards, Jumper-Thurman, Plested, Oetting, & Swanson (2000)



Fixsen and Blase, 2008

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.

Norms created by Ian Guidera. Adapted from (Andrew J. Elliot, Dweck, & Covington, 2005)

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Mental Frames for Building and Maintaining a Healthy School Culture

Positive Norm	Negative Norm
Treat people with respect.	(Don't disagree with the principal.) (Treat women as inferior.) (Treat colleagues poorly.) (Laugh at criticize those who are innovative.) (Distrust colleagues.)
See everyone as a potential source of valuable insights and expertise.	(Reward or recognize others on the basis of politics.) (Distrust colleagues.)
Be willing to take on responsibilities.	(Look busy and innovative when you're not.)
Try to initiate changes to improve performance.	(Don't make waves.) (Laugh at criticize those who are innovative.)
Encourage those who suggest new ideas.	(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.)
Be conscious of costs.	
Speak with pride about the school and your unit.	(Put your school down.)
Allocate time according to the importance of the tasks.	(Ignore areas of curriculum, instruction, and learning that are problematic; rationalize why they can't get better.)
Don't criticize the school in front of students or community.	(Complain and criticizes your school to the outside.) (Complain constantly about everything.)
Enjoy and be enthusiastic in your work.	(Hate your work.) (Look busy and innovative when you're not.)
Be helpful and supportive of the others in the school.	(Complain constantly about everything.) (Share information only when it benefits your own unit.)
Share information to make the organization better.	(Reward or recognize others on the basis of politics.) (Share information only when it benefits your own unit.)
Do what will serve the needs of students rather than what will serve personal needs only.	(Look busy and innovative when you're not.) (Distrust colleagues.) (Do what will serve personal needs first and the needs of the students later.)

Deal, T. E., & Peterson, K. D. (1990). The principal's role in shaping school culture. Washington, DC: Office of Educational Research and Improvement.

Mission

DIS Community will empower all students by developing the academic skills, character and problem solving abilities to achieve their potential and be college and career ready.

Vision

Students will be lifelong learners, motivated to achieve success, and lead by example to improve our community.

LCPS- District Leaders

Reciprocal Accountability Agreement

As a LCPS administrator, I agree to uphold a commitment to doing the following so that Dayton Intermediate School can reach its full mission and vision:

- ✓ Provide external, high quality coaching for the administration and the SIP team throughout the year using the services of WestEd.
- ✓ Conduct ongoing, regular site visits throughout the school year.
- ✓ Provide the support for the creation of formative CCSS assessments to be developed 1st semester and implemented 2nd semester.
- ✓ Provide a literacy implementation coach who is trained in providing teachers with support in the use of assessment data to inform instructional practice and increase positive student outcomes.
- ✓ Provide teachers with appropriate feedback in effective instructional practices through the implementation of the Marzano evaluation model.

_____ _____

Signature Signature

Mental Frames for Building and Maintaining a Healthy School Culture

Principal and Assistant Principal
Reciprocal Accountability Agreement

As the principal or vice principal of DIS, 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 review and update DIS' discipline system with a committee that will develop a multi-level rollout 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 progress, performance, teaching conditions and professional development (PD).
- ✓ Hold monthly, lunchtime, 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 yearlong PD plan that all teachers support.
- ✓ Provide the needed in-school professional development time, collaboration 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, staff, 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 any 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 Do-Overs 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)

_____ _____

Name Signature

Teachers

Reciprocal Accountability Agreement

As a teacher at DIS, 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 sharing 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 follow 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 conference in a proactive manner.

_____ _____

Name Signature

Classified Staff

Reciprocal Accountability Agreement

As a teacher at DIS, 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 sharing their expertise and sharing what they have been trained on.
- ✓ 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 the behavior plan and use effective engagement strategies to support student decision-making, and follow through with the logical DIS consequences, being consistent with teachers.
- ✓ Uphold clear and timely communication between all parties, including open communication with administration.
- ✓ Monitor the hallways and bathrooms, when possible.
- ✓ When able to collaborate, make it meaningful and productive.
- ✓ Make a commitment to the best possible service, within job description parameters, to staff, students and parents.

_____ _____

Name Signature

Mental Frames for Building and Maintaining a Healthy School Culture

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/Tasks
Staff Selection	Have the strongest facilitators in the school of adult learning form the *Implementation Team* (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.
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.

Mental Frames for Building and Maintaining a Healthy School Culture

Drivers	Actions/Tasks
Selection (How will you select the right people to lead the implementation: trainers, coaches, implementation leadership team etc.?)	
Training (and Practice) (When will training happen? What will it entail? How much training? How often? How will you ensure it has ample practice? Evaluation of PD?)	
Coaching (Who will coach? How often? What type of coaching is expected? When will coaches be trained and coached themselves?)	
Performance Assessment (How will performance of the implemented initiative be assessed formatively? How often? Who will collect the data? Reliability? Will there be a summative assessment? If so, when?)	
Decision Supporting Data System (What system will be in place to collect the formative data regularly to inform the implementation leadership team? How will data be analyzed and used to make decisions? When?)	
Facilitative Administration (Who is the implementation leadership team? When do they meet? What are their norms to ensure the team is removing barriers and not functioning top-down? Communication plan?)	
Systems Intervention (How will the implementation leadership team nimbly make decisions to either intervene or celebrate when the formative data is collected and analyzed regularly, such that bad habits are not fully habituated (imp. gaps) and implementation successes are recognized?)	

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