

Master Class Presentation: “Moving all Staff Toward a Single School Culture ©”

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Why is it so Hard to Move all Staff in the Same Direction on a Campus?

- Staff don't know where they are going (vision)
- They hear the words but the practices and actions are not aligned
- Often not enough trust between the principal and teacher and teacher-to-teacher
- We don't use formal and informal data enough to drive home our important points (foci areas)
- We have a new view of leadership relational vs. positional
- We succumb to the Jim Collins lament from "Good to Great"

Let's Look Deeper at One Construct - Trust!

Benevolence: Having confidence that another party has your best interests at heart and will protect your interests is a key ingredient of trust.

Reliability: Reliability refers to the extent to which you can depend upon another party to come through for you , to act consistently, and to follow through.

Competence

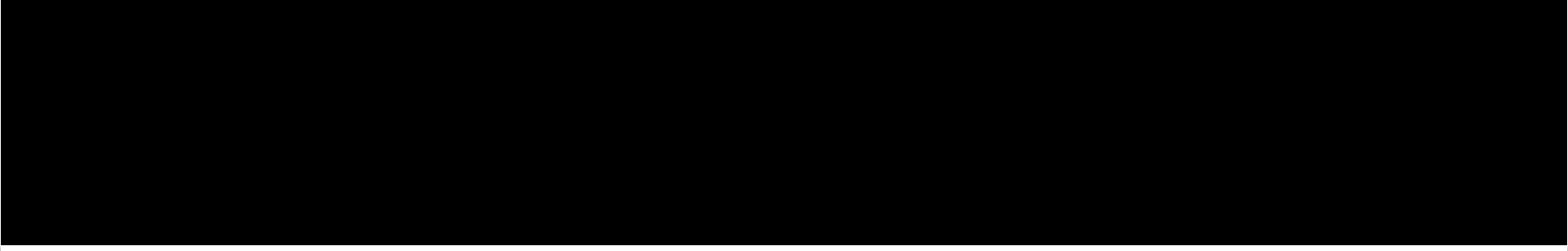
Similar to reliability, competence has to do with belief in another party's ability to perform the tasks required by his or her position. For example, if a principal means well but lacks necessary leadership skills, he or she is not likely to be trusted to do the job.

Honesty

A person's integrity, character, and authenticity are all dimensions of trust. The degree to which person can be counted on to represent situations fairly makes a high difference in whether or not he or she is trusted by others in the school community.

Openness

Judgments about openness have to do with how freely another party shares information with others. Guarded communications, for instance, provokes distrust because people wonder what is being withheld and why. Openness is crucial to the development of trust between supervisors and subordinates, particularly in times of increased vulnerability for staff.



Trust is based upon the other party's actions and their perceptions of one another's intentions, competence, and integrity.

What Hinders Trust Building?

- Top-down decision-making that is perceived as arbitrary, misinformed, or not in the best interests of the school
- Ineffective communication
- Lack of follow-through on or support for school improvement efforts and other projects
- Unstable or inadequate school funding
- Failure to remove teachers or principals who are widely viewed to be ineffective
- Frequent turnover in school leadership

What Must a Principal do?

- Be honest and follow through
(principal must be the # 1 proponent)
- Demonstrate an authentic interest and caring attitude toward ALL staff
- Be available and open
- Involve staff with genuine participation
- Encourage innovation and teachers as learners

What Must a Principal do? (continued)

- Thank people publicly for bringing opposing views forward (teachers who fear reprisals or rejection will not “participate”)
- Use words and actions to let teachers know they are trusted
- Model effective and honest communication protocols

Stop and Reflect



- What would your staff and students say your vision was?
- What are two aligned and two non-aligned practices?
- Sample questions from the CA Climate Survey:
 - Is our school a supportive and inviting place to work?
 - Does our school promote trust and collegiality among staff?
 - Do we clearly communicate to students the consequences of breaking school rules?
 - Do we effectively handle student discipline and behavioral problems?
 - Is our school a safe place for staff?

Why is Moving in One Direction so Important?

- Too little consistency is most often a characteristic of failing schools
- Can't possibly create an ethos of caring, fairness, connectedness if each staff member is doing his or own thing – the environment is not “dependable”
- Distractions keep us from our goals – zap our energy
- We don't get the best from our teachers or our students when there are conflicting goals and processes (angst and distrust are evident)

Let's Look Deeper at Another Construct - "Dependable" Environments

Using the **CaIMHSA Module**, let us look at bullying. How would question W12 be answered in your school to be deemed "dependable?"

W12 – If I tell a teacher that someone is bullying me, the teacher will do something to help.

Would you strongly agree, agree, disagree, strongly disagree or don't know/doesn't apply?

**A Quick Guide to
Addressing Bullying
Harassment and
Intimidation**

**Intensive
Individual
Intervention
Supports
Tier 3
for
"INDIVIDUALS"**

- Provide APs with detailed instruction on investigation and reporting procedures
- Use Case Managers to conduct restorative conversations, conferences, or circles to defuse severe incidents
- Design individual monitoring plans for aggressors offenders and targets
- Enlist parental collaboration
- Employ multi-agency and inter-department collaboration
- Enter data and store documentation

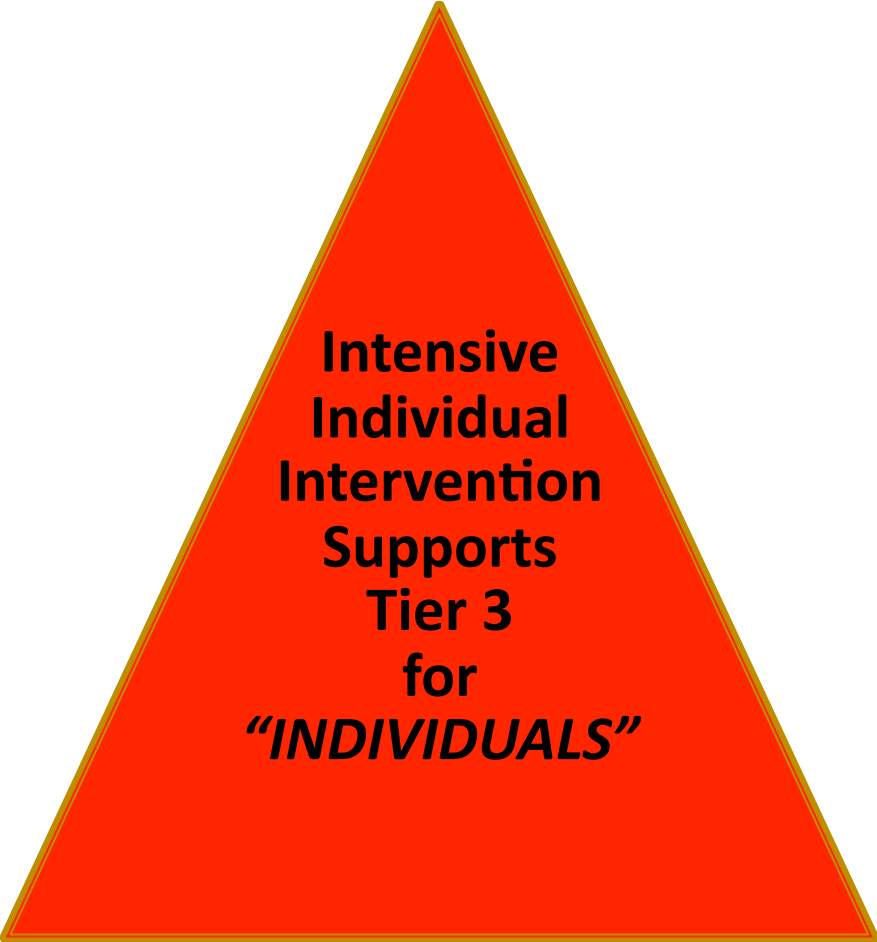
**Supplemental
Intervention
and Supports
Tier 2
for "SOME"**

- Provide APs and School Counselors with appropriate training for managing and monitoring incidents
- Utilize School Based Teams to align interventions and monitor student progress
- Resources education and counseling to aggressors and targets
- Create systems to monitor and support those "at risk" and vulnerable students
- Enlist support of school-based adult mentors and peer mentors / Safe School ambassadors/Safety Patrol
- Utilize alternatives to out-of-school suspension

**Core Universal
Instruction and Supports
Tier 1
for "ALL"**

- Establish anonymous reporting systems
- Post SB Policy 5.002 and Posters
- Designate personnel to monitor reporting systems
- Implement SwPBS with fidelity related to norm setting behavior and climate expectations
- Provide active supervision -assess incident data
- Complete the required compliance actions related to Student Acceptable use of Technology SB Policy 8.123 Cyberbullying and Cyber Civility


Tier 3 - Individuals



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Tier 2 - Some



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Tier 1 - All



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***Let's Look Deeper into
Another Construct -
Relationships!***

How do we know things *are working well or not working out?*

Adult-Adult
relationships

What would
you see?

What would
you hear?

Adult-Student
relationships

What would
you see?

What would
you hear?

Student-Student
relationships

What would
you see?

What would
you hear?

Adult-to-Adult Indicators

■ Working out well

- Greetings
- Humor
- Some knowledge of people's lives outside school
- Collegial sharing
- Volunteering to work together on projects
- Cross-grade, cross-subject communication
- Creative problem-solving
- Mutual recognition
- Encouragement and offers of help when needed

■ Not working out

- Absence of "transitional phrases"
- Unwillingness to serve on committees
- Disengagement
- Gossip, rumors
- Exclusive or adversarial cliques
- Perception of unequal work
- Accusation, blame, and criticism
- People work in silos and are unwilling to share ideas, work, or materials
-

Adult-to-Student Indicators

■ Working out well

- Staff knows interests and activities of students
- Communication tone is polite
- Adults view themselves as valuable allies to students
- Teachers put extra time and effort into helping
- Lots of appropriate humor
- Effort and improvement are recognized and acknowledged
- Teachers are open to student input and ideas

■ Not working out

- Adults are judgmental, critical, and sarcastic when discussing students with colleagues
- Communication is loud and commanding
- Discipline is punitive versus educational
- Adults and students both see school life as “us versus them”
- Many issues are managed only with Disciplinary Referrals
- Teachers favor some students and stop trying with others

Student-to-Student Indicators

■ Working out well

- Atmosphere in hall is friendly; smiles, nods of recognition, greetings
- Students have friendships with a variety of classmates
- Students solve problems non-violently
- Students demonstrate empathy for the experiences of classmates
- Students help each other

■ Not working out

- Exclusive and adversarial cliques
- Silence or hostile looks between groups
- Rumors and gossip
- Disengagement from school activities
- Fights, altercations, name-calling, cruel humor, mistreatment “live” and on social media (i.e., Facebook)
- Unwillingness to work with students outside a small circle of allies
- Students unwilling to assist others

Building Relationships for ALL

■ **Adult-to-Adult Practices**

- Polite and courteous exchanges
- Humor and opportunity for social interaction
- Collaborative problem-solving
- Exchange of best practices and material sharing
- Acknowledgment of contributions
- Appreciation and encouragement
- Use of community-builders to extend personal connection

■ **Adult-to-Student Practices**

- Deliberate welcome routines
- Emotional check-ins
- Community-building exercises
- Adult expressions of pleasure at teaching
- Use of goodwill/balanced data technique in redirection
- Appreciation and encouragement
- Moments of fun and humor in learning context
- Adult coaching in social problem-solving

When Things Aren't Going Well – Intervention for SOME

- **Adult-to-Adult Situations**
 - Identify problems and solutions using non-judgment and goodwill; generate options for mutual satisfaction
 - Staff development in communication and conflict resolution strategies
 - Coaching, mentorship and assistance plans
- **Adult-to-Student Situations**
 - Conduct staff development in classroom management to develop Single School Culture © for Behavior and to establish a positive basis of adult-student interaction
 - Offer in-service training on persuasion and de-escalation to build staff skills for early intervention
 - Build in discipline alternatives to enhance social and emotional learning

When Things Aren't Going Well – Intensive for FEW

- Begin with adults
- Get help from outside facilitators (your equivalent to our Safe Schools)
- Facilitators will help faculty members identify issues and organize committees to recommend interventions to address each issue
- Committees will present their recommendations to colleagues
- New practices will be tried, reviewed, and reported on

Stop and Reflect



- What aspects of your school would your staff and students say were “dependable”?
- What would they say are not “dependable”?
- What would it look like in your school if staff was on the same page for believing:
 - all students can develop;
 - that their strategies determine outcomes;
 - they can model what they want to see in return;
 - the positive relationships they make on campus truly benefits the student; and
 - their job is to create connectedness to school life.

How Does Single School Culture © Help Leaders Sustain and Enhance the Gains They Made in Their S3 Initiatives?

- We realize that everything we do is really based on what we do for ALL, SOME, FEW – it makes sense when you want to reach and teach ALL!
- We use all of our data to continue, amend, or begin new practices.
- Single School Culture © is an inclusive process in all three domains academics, behavior, and climate.

Single School Culture © - ACADEMICS

- Beliefs around efficacy and that all students can develop
- An understanding that if students aren't learning they need new strategies
- Teacher practice
- Formal Learning Team Meetings
- Students know their academic targets and can explain their data

Single School Culture © - BEHAVIOR

- Rules are pro-socially normed with student input
- We use rules for three reasons and let students know that we:
 - Protect academic learning time
 - Protect students' physical and psychological safety
 - Move many students in a short amount of time in small spaces
- We model, teach, and coach our expectations consistently and fairly

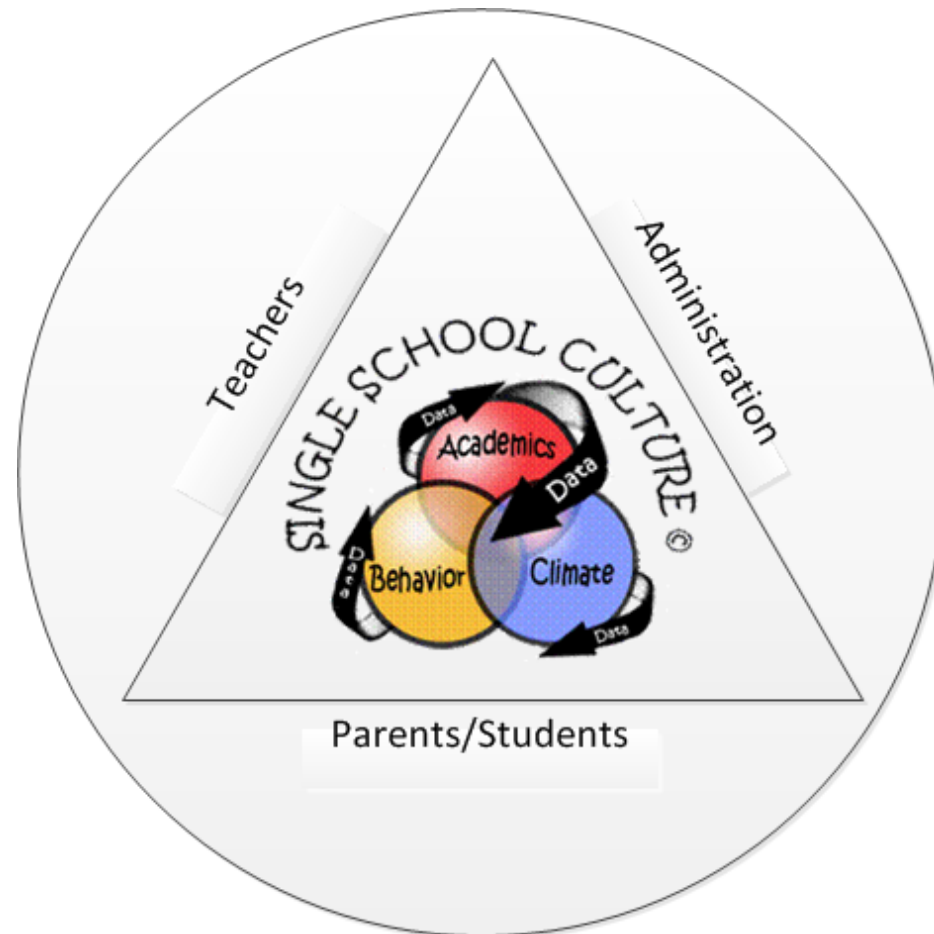
Single School Culture © - CLIMATE

- Services are provided for all social development areas (substance abuse, mistreatment, ethics) in addition to academics and behavior in the All, Some, and Few levels
- Builds trusting relationships by its nature
- Connects students to school and its mission/vision

Single School Culture ©

- Your school culture and what happens to students and adults is intentional not left to happenstance.
- Single School Culture © creates a “we are in this together” mantra. It is built everyday when all staff meet their obligations to others – trust ensures – then collective efficacy. It is the collective efficacy of the whole school that will be needed for us to meet the challenges of school reform.

Dependable Environments That Lead to Positive Outcomes in All Three Domains



Palm Beach County Schools

A greater increase in the percentage of Black students participating in **college readiness exams** than in other urban districts nationwide

Between 2008 and 2011, participation rates on Advanced Placement exams by Black students in Palm Beach County increased 8 percentage points.

Palm Beach County Schools

A greater percentage of Hispanic students reached advanced academic levels in Palm Beach County - more than in other Florida urban districts - and at faster rates

In 2011, the percentage of Hispanic students performing at Levels 4 and 5 ranked in the top 30 percent statewide compared to Hispanic students in other Florida districts.

Palm Beach County Schools

Higher graduation rate than other urban districts nationwide and bigger increases over time for Black and Hispanic students

- Palm Beach County's 2009 graduation rate ranked in the top 20% of all 75 Broad-Prize eligible districts.
- Between 2006 and 2009, the Black student graduation rate increased 21 percentage points, the Hispanic student graduation rate increased 13 percentage points, and the District's overall graduation rate increased 18 percentage points.