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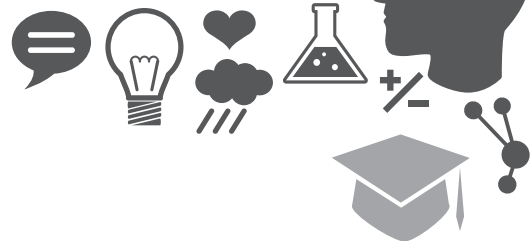
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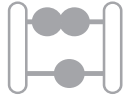


Phil Warrick

Sunday 25 May

**Building High Reliability Schools
Levels 1 & 2**

Session 3



PHIL WARRICK

Dr Phil Warrick, EdD, is associate vice president of Marzano Research Laboratory. He was an award-winning administrator for nearly 12 years, most recently as principal of Round Rock High School, which serves approximately 3000 students. Dr Phil Warrick has been an adjunct professor of Peru State College since 2005. In 2010, Dr Warrick was invited to participate in the Texas Principals' Visioning Institute, where he worked with other principals to develop model practices for Texas schools. He is a past regional president for the Nebraska Council of School Administrators (NCSA). He also served on the NCSA legislative committee and was elected chair.

Dr Warrick was named 2005 Nebraska State High School Principal of the year, 2004 Nebraska Secondary School Principals Region One Principal of the Year, and 1998 Nebraska Outstanding New Principal of the Year and Nebraska Secondary School Principals Region One Assistant Principal of the Year. Dr Warrick is part of the Australian based Marzano Research Laboratory team working exclusively with Hawker Brownlow Professional Learning Solutions.

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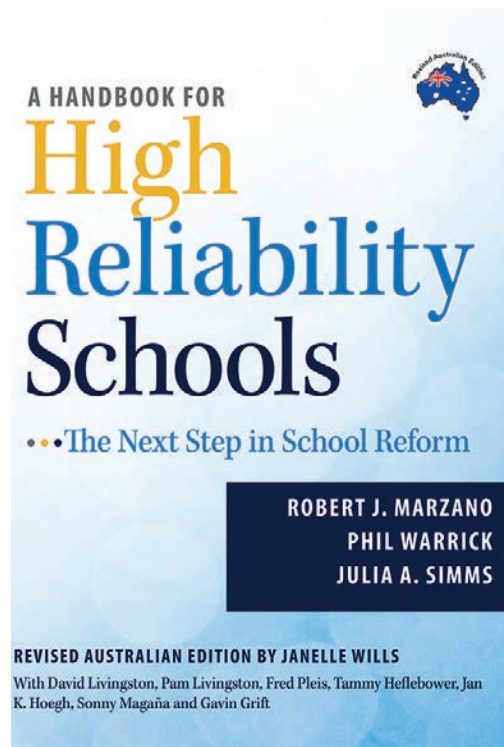
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High Reliability Schools Level 1 and Level 2



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Characteristics of High Reliability Organizations:

- 1. Continually in pursuit of error free performance**
- 2. Implement structures and systems to identify errors in their operation**
- 3. Immediately take action to prevent errors from becoming system wide failures**
- 4. System failures in their operations make headlines**

Marzano High Reliability School Levels

5. A Competency-Based System Ensuring Student Mastery of Content
4. Standards-Referenced Reporting of Student Progress
3. A Guaranteed and Viable Curriculum
2. Effective Teaching In Every Classroom
1. A Safe and Collaborative Culture

Marzano Research Laboratory has developed the HRS model to provide schools with a long-term planning framework for continuous school improvement.

The HRS model can serve as a guide for school leaders as they engage in short and long term school improvement planning. The model is focused clearly on school improvement through research-based practices. Levels 1, 2, and 3 are foundational and must be worked on continually in all schools. Levels 4 and 5 are optional for schools.

Our Focus Today

5. A Competency-Based System
Ensuring Student Mastery of nt

4. Standards-Referenced Reporting of Student
Progress

3. A Guaranteed and Viable Curriculum

2. Effective Teaching In Every Classroom

1. A Safe and Collaborative Culture

**Creating conditions for others to be successful is one of the
highest duties of leadership.**

Leading and Lagging Indicators

In order to know what to work on and to measure their success at each level, school leaders need ways to assess their school's current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

Leading indicators are important conditions that are known to be associated with school improvement. They provide direction for school leaders to work on for a continuous process of improvement.

Lagging indicators are the data and artifacts of practice that leaders should use to continually monitor leading indicators.

Level I Leading Indicators

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Sample Lagging Indicators for Leading Indicator 1.1

Monthly incident reports showing the number of times students were removed from classes for causing a disruption.

Monthly review of parent concerns regarding safety concerns. Tracked by issue and/or frequency

Quick Data Sample:

Student focus group discussion about issues of concern in school safety

***Short form survey of Level I Leading Indicators***

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree	4: Agree	5: Strongly agree	N: N/A or Don't Know
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1.1 The faculty and staff perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	1	2	3	4	5	N
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	1	2	3	4	5	N
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	1	2	3	4	5	N
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	1	2	3	4	5	N

Level 2 Leading Indicators

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 Predominant instructional practices throughout the school are known and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.

Sample Lagging Indicators For Leading Indicator 2.1

A document describing the school's instructional model is available.

Survey data indicate that 100% of teachers are well aware of the school's instructional model and their status within that model.

Quick Data Samples

Recent classroom walk-through data show the extent teachers demonstrated a clear understanding and use of the school's instructional framework?

Teacher requests for professional development connected to the instructional framework (for example, "I want to attend this workshop because it relates to my growth goal of noticing and reacting when students are not engaged")



Short Form Survey For Level 2 Leading Indicators

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree	4: Agree	5: Strongly agree	N: N/A or Don't Know
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2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.	1	2	3	4	5	N
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	1	2	3	4	5	N
2.3 Predominant instructional practices throughout the school are known and monitored.	1	2	3	4	5	N
2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	1	2	3	4	5	N
2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	1	2	3	4	5	N
2.6 Teachers have opportunities to observe and discuss effective teaching.	1	2	3	4	5	N

Level 2 Long Form Survey Sample

2.1 The school leader communicates a clear vision as to how instruction should be	School leaders and teacher leaders have developed a written document articulating our <u>schoolwide</u> model of instruction.	1	2	3	4	5	N
	New teachers have professional development opportunities to learn about our <u>schoolwide</u> model of instruction.	1	2	3	4	5	N
	I can describe the major components of our <u>schoolwide</u> model of instruction.	1	2	3	4	5	N

2.2 Teachers are provided support to continually enhance their pedagogical skills through reflection and professional growth plans.	I have written statements of my instructional growth goals.	1	2	3	4	5	N
	I keep track of my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders meet with me to discuss my instructional growth goals.	1	2	3	4	5	N
	I can describe my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders hire effective teachers.	1	2	3	4	5	N
	School leaders have a system in place to evaluate the hiring/selection process for new teachers.	1	2	3	4	5	N
	Our school has a new teacher induction program.	1	2	3	4	5	N

[illegible]



Handwriting practice lines consisting of 20 horizontal lines.

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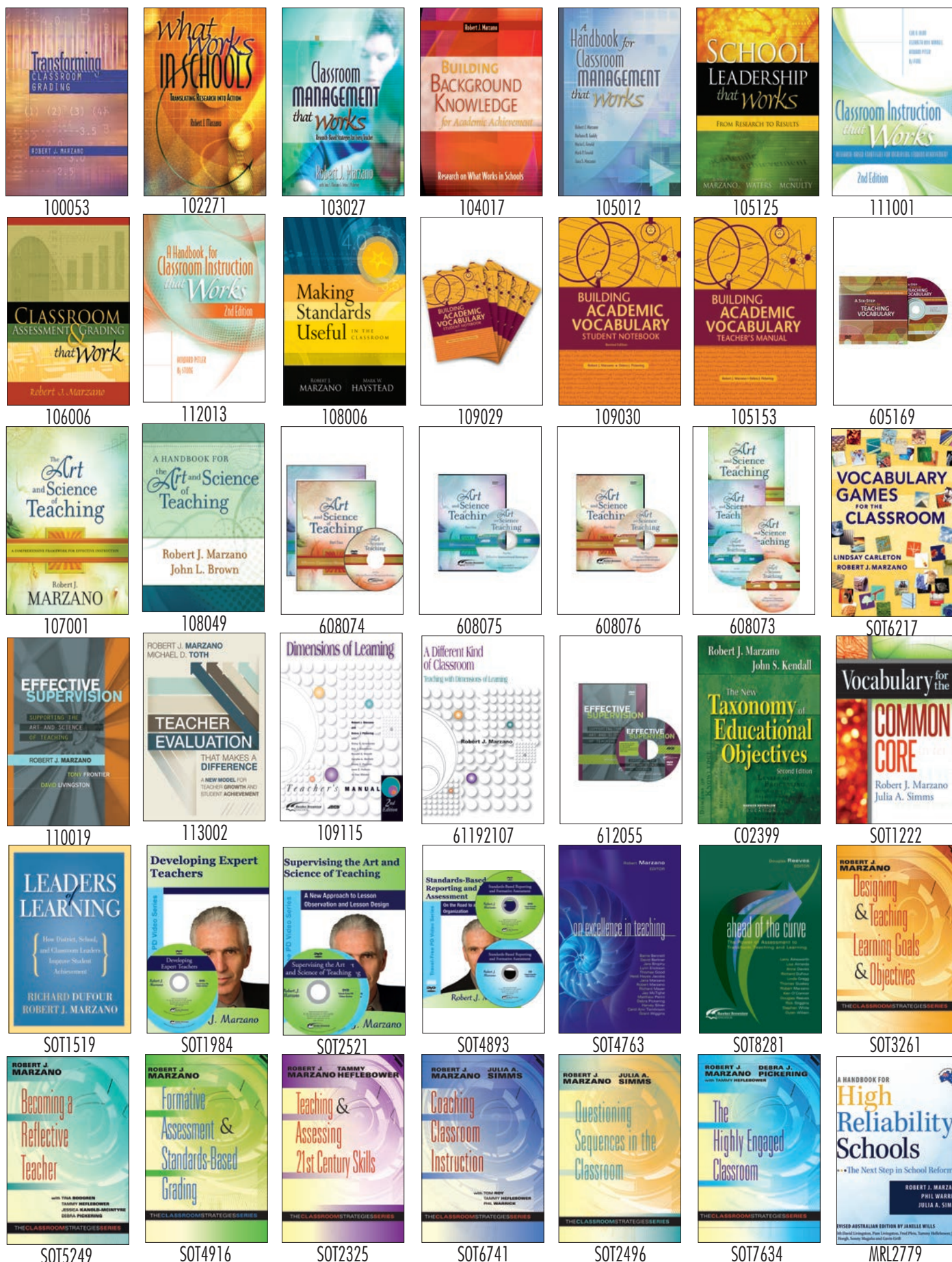


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