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# Thinking & Learning Conference

**DR JANELLE WILLS**

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**Becoming a High Reliability School:  
5 Levels for School Improvement**

**Session 1**

**MELBOURNE**



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# DR JANELLE WILLS

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# Introduction

## Ushering in the New Era of School Reform



In industries where mistakes and errors lead to significant and far-reaching consequences – such as those that deal with nuclear power plants, air traffic control towers and electrical power grids – organisations must adjust their operations to proactively prevent failure. G. Thomas Bellamy, Lindy Crawford, Laura Marshall and Gail Coulter (2005) reviewed the literature on these high reliability organisations (HROs) and explained that “what distinguishes HROs is not the absence of errors but the ability to contain their effects so they do not escalate into significant failures” (p. 385). Bellamy and his colleagues further commented,

The literature on HROs describes how organizations operate when accidents or failures are simply too significant to be tolerated, where failures make headlines ... The study of HROs has evolved through empirical investigation of catastrophic accidents, near misses, and organizations that succeed despite very trying and dangerous circumstances. Launched by Perrow's analysis of the nuclear accident at Three Mile Island, the literature evolved through discussions of whether such accidents are inevitable, as Perrow suggested, or might be avoided through strategies used by organizations that operate successfully in high-risk conditions. (p. 385)

Karl Weick, Kathleen Sutcliffe and David Obstfeld (1999) described HROs as organisations that “take a variety of extraordinary steps in pursuit of error-free performance” (p. 84). More recently, Weick and Sutcliffe (2007) observed that “HROs work hard to anticipate and specify significant mistakes that they don't want to make. Ongoing attention to these potentially significant failures is built into their practices” (p. 53). These organisations have instituted systems, procedures and processes that allow them to minimise failures and quickly address or remedy them if they do occur. In other words, the public can rely on these organisations not to make mistakes and to resolve them quickly when they do occur.

Schools are not typically thought of as high reliability organisations. However, nothing prevents a school from becoming an organisation that takes proactive steps to prevent failure and ensure success.

### Creating High Reliability Schools

A high reliability school, by definition, monitors the effectiveness of critical factors within the system and immediately takes action to contain the negative effects of any errors that occur. As early as 1995, Sam Stringfield called for the development of high reliability schools. He and his colleagues later described schools that operate as high reliability organisations (Stringfield, Reynolds & Schaffer, 2008, 2012). These schools

have several things in common, including high, clear, shared goals; real-time, understandable, comprehensive data systems; collaborative environments; flexibility; formalised operating procedures; a focus on best practices and expertise over seniority; rigorous teacher performance systems; and clean, well-functioning campuses.

To implement this type of a high reliability perspective in schools, two elements are necessary: (1) a hierarchy of school factors and (2) leading and lagging indicators.

### A Hierarchy of School Factors

From the 1950s to the 1980s, education experienced a wave of pessimism regarding its potential to positively impact student achievement (Coleman et al., 1966; Jencks et al., 1972; National Commission on Excellence in Education, 1983; Rickover, 1959). Many condemned schools, saying they “bring little influence to bear on a child’s achievement that is independent of his background and general social context” (Coleman et al., 1966, p. 325). Although this criticism shed light on areas of weakness in education systems generally, the conclusion that schools have no effect on student achievement is not valid for at least three reasons.

First, much of the research used to support the perspective that schools fail to impact students positively can be interpreted in alternative ways, some of which indicate that schools *can* cultivate high levels of student achievement. Second, there are many examples of highly effective schools that have successfully overcome the effects of students’ backgrounds. Third, and perhaps most importantly, school effectiveness research paints an optimistic picture of schools’ ability to impact student achievement. In fact, the aggregated research (including the following studies) indicates that there are clear, specific and concrete actions that schools can take to dramatically increase their effectiveness.

Bosker, 1992	Levine & Lezotte, 1990	Rutter, Maughan, Mortimore, Ouston & Smith, 1979
Bosker & Witziers, 1995, 1996	Luyten, 1994	Sammons, 1999
Brookover, Beady, Flood, Schweitzer & Wisenbaker, 1979	Madaus, Kellaghan, Rakow & King, 1979	Sammons, Hillman & Mortimore, 1995
Brookover et al., 1978	Mortimore, Sammons, Stoll, Lewis & Ecob, 1988	Scheerens, 1992
Bryk & Raudenbush, 1992	Purkey & Smith, 1983	Scheerens & Bosker, 1997
Bryk, Sebring, Allensworth, Luppescu & Easton, 2010	Raudenbush & Bryk, 1988	Stringfield & Teddlie, 1989
Creemers, 1994	Raudenbush & Willms, 1995	Townsend, 2007a, 2007b
Eberts & Stone, 1988	Reynolds & Teddlie, 2000a, 2000b	van der Werf, 1997
Edmonds, 1979a, 1979b, 1979c, 1981a, 1981b	Rowe & Hill, 1994	Walberg, 1984
Goldstein, 1997	Rowe, Hill & Holmes-Smith, 1995	Wang, Haertel & Walberg, 1993
Good & Brophy, 1986		Wright, Horn & Sanders, 1997

To identify and describe specific factors that affect students’ achievement in school, researcher John Hattie (2009, 2012) synthesised close to 60 000 studies and found that 150 factors correlated significantly with student achievement. Although a few of these factors are outside of a school’s control, the vast majority represent activities and initiatives that schools can implement and cultivate to increase their effectiveness. Hattie’s top 50 factors are listed in table I.1. Those that a school *can* control are shaded.

Table I.1: Top 50 Factors Influencing Student Achievement

1	Self-reported grades and student expectations	26	Comprehension programs
2	Piagetian programs	27	Concept mapping
3	Response to intervention	28	Cooperative versus individualistic learning
4	Teacher credibility	29	Direct instruction
5	Providing formative evaluation	30	Tactile stimulation programs
6	Microteaching	31	Mastery learning
7	Classroom discussion	32	Worked examples
8	Comprehensive interventions for learning-disabled students	33	Visual-perception programs
9	Teacher clarity	34	Peer tutoring
10	Feedback	35	Cooperative versus competitive learning
11	Reciprocal teaching	36	Phonics instruction
12	Teacher-student relationships	37	Student-centered teaching
13	Spaced versus mass practice	38	Classroom cohesion
14	Metacognitive strategies	39	Pre-term birth weight
15	Acceleration	40	Keller Personalized System of Instruction (PSI)
16	Classroom behavior	41	Peer influences
17	Vocabulary programs	42	Classroom management
18	Repeated reading programs	43	Outdoor and adventure programs
19	Creativity programs on achievement	44	Home environment
20	Prior achievement	45	Socioeconomic status
21	Self-verbalization and self-questioning	46	Interactive video methods
22	Study skills	47	Professional learning
23	Teaching strategies	48	Goals
24	Problem-solving strategies	49	Play programs
25	Not labeling students	50	Second- and third-chance programs

Source: Data from Hattie (2009, 2012)

As indicated in table I.1, 46 of the top 50 factors (92 per cent) are within a school's control.

For decades, schools have used educational research like Hattie's to select individual factors to implement in their schools. For example, many schools have implemented response to intervention (RTI), the third factor in Hattie's list. Other schools have implemented formative evaluation systems, the fifth factor on Hattie's list. In some cases, schools have worked to improve their effectiveness relative to one, two or several factors. While those efforts are laudable, they represent too narrow a focus. All of Hattie's factors need to be arranged in a hierarchy that will allow schools to focus on sets of related factors, progressively addressing and achieving increasingly more sophisticated levels of effectiveness.

Table I.2: Levels of Operation for a High Reliability School

<b>Level 5</b>	Competency-Based Education
<b>Level 4</b>	Standards-Referenced Reporting
<b>Level 3</b>	Guaranteed and Viable Curriculum
<b>Level 2</b>	Effective Teaching in Every Classroom
<b>Level 1</b>	Safe and Collaborative Culture

The hierarchical relationship of the levels depicted in table I.2 has some intuitive appeal. Level 1 can be considered fundamental to all other levels. If students and staff do not have a safe and collaborative culture in which to work, little if any substantive work can be accomplished. In essence, level 1 addresses the day-to-day operation of a school: What are the rules? How do we follow them? What will happen when the rules are not followed? How do we work together to make the school run optimally?

Level 2 addresses the most commonly cited characteristic of effective schools: high-quality instruction in every classroom. Stated differently, school leaders must make sure classroom teachers are using instructional strategies in a way that reaches all students and are taking appropriate steps to improve teacher competence when this goal is not being met.

High-quality instruction is a prerequisite for level 3, a guaranteed and viable curriculum. *Guaranteed* means that the same curriculum is taught by all teachers so that all students have an equal opportunity to learn it. *Viable* means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it (Marzano, 2004b; DuFour & Marzano, 2011). Levels 1 to 3 are common fare among current efforts to make schools more effective.

Level 4 moves into a more rarefied level of school reform, because it involves reporting individual students' progress on specific standards. At any point in time, the leaders of a level 4 school can identify individual students' strengths and weaknesses relative to specific topics in each subject area.

Level 5 schools exist in the most rarefied group of all – one in which students move to the next level of content as soon as they demonstrate competence at the previous level. Matriculation, then, is not based on the amount of time a student spends in a given course, but rather on their demonstrated mastery of content.

### 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. The distinction between leading and lagging indicators is this: leading indicators show what a school should work on to achieve a high reliability level (they provide direction), and lagging indicators are the evidence a school gives to validate its achievement of a high reliability level (they provide proof), particularly in areas where there is general agreement that the school is not doing well.

Leading indicators are “important conditions that are known to be associated with improvement” (Foley et al., n.d., p. 2). That is, they help school leaders decide what to work on to achieve high reliability status at a specific level. For example, at level 1, one leading indicator is “Staff perceive the school environment as safe and orderly.” School leaders can use a survey to measure the extent to which staff perceive the school

environment as safe and orderly. If perceptions of safety and orderliness are very high, school leaders may not need to focus on that area. If perceptions of safety and orderliness are low, school leaders might decide to implement initiatives or programs designed to improve the safety and orderliness of the school environment. Alternatively, low average scores on particular items might indicate that an area is not important in the school. For example, at level 1, school community meetings and business luncheons may or may not be important considerations for a school. Essentially, leading indicators help school leaders identify areas that are important to the school in which the school is already doing well, areas that are important to the school and need to be addressed, and areas that are not important to the school. For areas that are important to the school (both those that need to be addressed and those in which the school is already doing well), lagging indicators can be designed.

Lagging indicators provide concrete evidence that a school has achieved a specific high level of performance, particularly in an area initially flagged for low performance. For example, at level 1, a school where the staff do not perceive the school environment as safe and orderly (a leading indicator) might formulate the following lagging indicator to measure their progress towards a safe and orderly environment: “Few, if any, incidents occur in which rules and procedures are not followed.” To meet this lagging indicator, school leaders would have to determine how many incidents constitute a “few”. This number is called a *criterion score*; it is the score a school is aiming to achieve for the lagging indicator. School leaders then track the actual number of incidents occurring in the school and compare the number of incidents to the criterion score. If the results meet the criterion score, the school considers itself to have met that lagging indicator and the evidence can be used to validate the school’s achievement of a specific high reliability level. If the results do not meet the criterion score, the school continues or adjusts its efforts until it does meet the score.

To design lagging indicators and criterion scores, school leaders can use several different approaches. The first is a percentage approach wherein school leaders create a lagging indicator that states a certain percentage of responses or data collected will meet a specific criterion. For example, a percentage lagging indicator for level 1 might be “90 per cent of survey responses will indicate agreement that the school is safe and orderly.” School leaders can use a sentence stem such as “\_\_\_\_\_ per cent of responses or data will \_\_\_\_\_” to formulate percentage lagging indicators.

A second approach involves setting a cutoff score, below which no responses or data will fall. The following is a possible cutoff lagging indicator for level 2: “No teachers will improve less than two levels on the scale for each of their growth goals each year.” School leaders could use a sentence stem such as “No responses or data will fall below \_\_\_\_\_” to compose cutoff lagging indicators.

In cases where a school has received fairly high initial survey responses but still wants to improve, school leaders can choose to set lagging indicators for specific amounts of growth. A growth lagging indicator for level 3 might say, “Survey responses regarding all students having adequate opportunity to learn will improve 10 per cent.” An appropriate sentence stem for growth lagging indicators would be “Responses or data will be \_\_\_\_\_ per cent higher than original responses or data.”

Finally, lagging indicators can be designed around the creation of a concrete product as evidence of high levels of performance. A concrete product lagging indicator for level 4 might say, “Written goals are available for each student in terms of their performance on common assessments.” School leaders could use a sentence stem such as “A document or report stating \_\_\_\_\_ exists” to design concrete product lagging indicators.

The following chapters list leading indicators for each level. Lagging indicators, however, must be formulated for each specific school by its leaders. Schools should identify lagging indicators and set criterion scores

that are appropriate to their unique situation and needs. In each chapter, we provide a template leaders can use to formulate lagging indicators and set criterion scores for each level.

### Implementing Critical Commitments

After creating lagging indicators for a level, school leaders implement specific activities or initiatives that help them meet the goals inherent in the lagging indicators. For example, if a school's lagging indicator states that they will average no more than one incident per month in which rules or procedures are not followed, and they currently average five such incidents per month, they must implement activities or initiatives that change the current state of the school.

We refer to the suggested activities or initiatives that school leaders implement to meet their lagging indicators as critical commitments. It is important to note that these commitments are based on the cumulative experience of practitioners and researchers at Marzano Research and the research and development work of Robert J. Marzano. Therefore, the critical commitments identified in this book should be considered as strong suggestions. Certainly a school can reach high reliability status for a given level without implementing these suggestions; however, years of experience have established these activities as very useful to achieving high reliability status for a given level. Critical commitments within each level are shown in table I.3.

**Table I.3: HRS Critical Commitments**

<b>Level 5</b>	Get rid of time requirements. Adjust reporting systems accordingly.
<b>Level 4</b>	Develop proficiency scales for the essential content. Report status and growth on the student report using proficiency scales.
<b>Level 3</b>	Continually monitor the viability of the curriculum. Create a comprehensive vocabulary program. Use direct instruction for knowledge application and metacognitive skills.
<b>Level 2</b>	Create an evaluation system whose primary purpose is teacher development: <ul style="list-style-type: none"> <li>• The system is comprehensive and specific.</li> <li>• The system includes a developmental scale.</li> <li>• The system acknowledges and supports growth.</li> </ul>
<b>Level 1</b>	Implement the professional learning community (PLC) process.

The critical commitments for each level are described in depth in the following chapters. We believe they are essential to achieving high reliability status.



## Reproducible 1.2: Level 1 Long-Form Leading Indicator Survey for School Leaders

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>1.1 The staff perceive the school environment as safe and orderly.</b>	Our school is a safe place.	1	2	3	4	5	N
	Our school is an orderly place.	1	2	3	4	5	N
	Our school has clear and specific rules and procedures in place.	1	2	3	4	5	N
	Teachers and staff know the emergency management procedures for our school.	1	2	3	4	5	N
	Teachers and staff know how to implement the emergency management procedures for our school.	1	2	3	4	5	N
	Teachers, staff and students regularly practise implementing emergency management procedures for specific incidents.	1	2	3	4	5	N
	Our school's emergency management procedures are updated on a regular basis.	1	2	3	4	5	N
<b>1.2 Students, parents and the school community perceive the school environment as safe and orderly.</b>	Students and their parents describe our school as a safe place.	1	2	3	4	5	N
	Students and their parents describe our school as an orderly place.	1	2	3	4	5	N
	Students and their parents are aware of the rules and procedures in place at our school.	1	2	3	4	5	N
	Our school uses social media to allow anonymous reporting of potential incidents.	1	2	3	4	5	N
	Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	1	2	3	4	5	N
	I coordinate with local emergency services agencies regarding school safety issues.	1	2	3	4	5	N
	I engage parents and the school community regarding school safety issues.	1	2	3	4	5	N
<b>1.3 Teachers have formal roles in the decision-making process regarding school initiatives.</b>	It is clear which types of decisions will be made with direct teacher input.	1	2	3	4	5	N
	Techniques and systems are in place to collect data and information from teachers on a regular basis.	1	2	3	4	5	N
	Notes and reports exist documenting how teacher input was used to make specific decisions.	1	2	3	4	5	N
	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	1	2	3	4	5	N
	Groups of teachers are targeted to provide input regarding specific decisions.	1	2	3	4	5	N

REPRODUCIBLE RESOURCE

<b>1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students.</b>	A professional learning community (PLC) process is in place in our school.	1	2	3	4	5	N
	Our school's PLC collaborative teams have written goals.	1	2	3	4	5	N
	I regularly examine PLC collaborative teams' progress towards their goals.	1	2	3	4	5	N
	Our school's PLC collaborative teams create common assessments.	1	2	3	4	5	N
	Our school's PLC collaborative teams analyse student achievement and growth.	1	2	3	4	5	N
	Data teams are in place in our school.	1	2	3	4	5	N
	Our school's data teams have written goals.	1	2	3	4	5	N
	I regularly examine data teams' progress towards their goals.	1	2	3	4	5	N
<b>1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.</b>	I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	1	2	3	4	5	N
	Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from teachers and staff are archived.	1	2	3	4	5	N
	Reports of opinion data from teachers and staff are regularly generated.	1	2	3	4	5	N
	The manner in which opinion data from teachers and staff are used is transparent.	1	2	3	4	5	N
<b>1.6 Students, parents and the school community have formal ways to provide input regarding the optimal functioning of the school.</b>	Our school improvement team regularly provides input and feedback about our school's improvement plan.	1	2	3	4	5	N
	Data collection systems are in place to collect opinion data from students, parents and the school community regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from students, parents and the school community are archived.	1	2	3	4	5	N
	Reports of opinion data from students, parents and the school community are regularly generated.	1	2	3	4	5	N
	The manner in which opinion data from students, parents and the school community are used is transparent.	1	2	3	4	5	N
	Our school hosts an interactive website for students, parents and the school community.	1	2	3	4	5	N
	I use social networking technologies (such as Twitter and Facebook) to involve students, parents and the school community.	1	2	3	4	5	N
	I host virtual school community meetings.	1	2	3	4	5	N
	I conduct focus group meetings with students, parents and the school community.	1	2	3	4	5	N
I host or speak at school community/business luncheons.	1	2	3	4	5	N	

REPRODUCIBLE RESOURCE

<b>1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.</b>	Our school's accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	Individual teachers' accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments and whole-school accomplishments in a variety of ways (for example, through staff celebrations, newsletters to parents, announcements, the school website or social media).	1	2	3	4	5	N
	I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	1	2	3	4	5	N
<b>1.8 The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers.</b>	Teachers have adequate resources to teach effectively.	1	2	3	4	5	N
	Teachers have adequate time to teach effectively.	1	2	3	4	5	N
	I develop, submit and implement detailed budgets.	1	2	3	4	5	N
	I successfully access and leverage a variety of fiscal resources (such as grants).	1	2	3	4	5	N
	I manage time to maximise a focus on instruction.	1	2	3	4	5	N
	I direct the use of technology to improve teaching and learning.	1	2	3	4	5	N
	I provide adequate training for the instructional technology teachers are expected to use.	1	2	3	4	5	N

## Reproducible 1.1: Level 1 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>1.1 The staff perceive the school environment as safe and orderly.</b>	Our school is a safe place.	1	2	3	4	5	N
	Our school is an orderly place.	1	2	3	4	5	N
	Our school has clear and specific rules and procedures in place.	1	2	3	4	5	N
	I know the emergency management procedures for our school.	1	2	3	4	5	N
	I know how to implement the emergency management procedures for our school.	1	2	3	4	5	N
	My students and I practise implementing emergency management procedures for specific incidents.	1	2	3	4	5	N
	Our school's emergency management procedures are updated on a regular basis.	1	2	3	4	5	N
<b>1.2 Students, parents and the school community perceive the school environment as safe and orderly.</b>	Students and their parents describe our school as a safe place.	1	2	3	4	5	N
	Students and their parents describe our school as an orderly place.	1	2	3	4	5	N
	Students and their parents are aware of the rules and procedures in place at our school.	1	2	3	4	5	N
	Our school uses social media to allow anonymous reporting of potential incidents.	1	2	3	4	5	N
	Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	1	2	3	4	5	N
	School leaders coordinate with emergency services agencies regarding school safety issues.	1	2	3	4	5	N
	School leaders engage parents and the school community regarding school safety issues.	1	2	3	4	5	N
<b>1.3 Teachers have formal roles in the decision-making process regarding school initiatives.</b>	It is clear which types of decisions will be made with direct teacher input.	1	2	3	4	5	N
	Techniques and systems are in place to collect data and information from teachers on a regular basis.	1	2	3	4	5	N
	Notes and reports exist documenting how teacher input was used to make specific decisions.	1	2	3	4	5	N
	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	1	2	3	4	5	N
	Groups of teachers are targeted to provide input regarding specific decisions.	1	2	3	4	5	N

REPRODUCIBLE RESOURCE

<b>1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students.</b>	A professional learning community (PLC) process is in place in our school.	1	2	3	4	5	N
	Our school's PLC collaborative teams have written goals.	1	2	3	4	5	N
	School leaders regularly examine PLC collaborative teams' progress towards their goals.	1	2	3	4	5	N
	Our school's PLC collaborative teams create common assessments.	1	2	3	4	5	N
	Our school's PLC collaborative teams analyse student achievement and growth.	1	2	3	4	5	N
	Data teams are in place in our school.	1	2	3	4	5	N
	Our school's data teams have written goals.	1	2	3	4	5	N
	School leaders regularly examine data teams' progress towards their goals.	1	2	3	4	5	N
	School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	1	2	3	4	5	N
<b>1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.</b>	Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from teachers and staff are archived.	1	2	3	4	5	N
	Reports of opinion data from teachers and staff are regularly generated.	1	2	3	4	5	N
	The manner in which opinion data from teachers and staff are used is transparent.	1	2	3	4	5	N
	Our school improvement team regularly provides input and feedback about our school's improvement plan.	1	2	3	4	5	N
<b>1.6 Students, parents and the school community have formal ways to provide input regarding the optimal functioning of the school.</b>	Data collection systems are in place to collect opinion data from students, parents and the school community regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from students, parents and the school community are archived.	1	2	3	4	5	N
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	Our school hosts an interactive website for students, parents and the school community.	1	2	3	4	5	N
	I use social networking technologies (such as Twitter and Facebook) to involve students, parents and the school community.	1	2	3	4	5	N
	School leaders host virtual school community meetings.	1	2	3	4	5	N
	School leaders conduct focus group meetings with students, parents and the school community.	1	2	3	4	5	N
	School leaders host or speak at school community/business luncheons.	1	2	3	4	5	N

REPRODUCIBLE RESOURCE

<b>1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.</b>	Our school's accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My team's or department's accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My individual accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments and whole-school accomplishments in a variety of ways (for example, through staff celebrations, newsletters to parents, announcements, the school website or social media).	1	2	3	4	5	N
	School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	1	2	3	4	5	N
<b>1.8 The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers.</b>	I have adequate resources to teach effectively.	1	2	3	4	5	N
	I have adequate time to teach effectively.	1	2	3	4	5	N
	School leaders develop, submit and implement detailed budgets.	1	2	3	4	5	N
	School leaders successfully access and leverage a variety of fiscal resources (such as grants).	1	2	3	4	5	N
	School leaders manage time to maximise a focus on instruction.	1	2	3	4	5	N
	School leaders direct the use of technology to improve teaching and learning.	1	2	3	4	5	N
	School leaders provide adequate training for the instructional technology teachers are expected to use.	1	2	3	4	5	N

**Table 1.3: Characteristics of Effective PLCs**

Characteristic	Supporting Studies
Mutual support and trust among teachers	Bolam, McMahon, Stoll, Thomas, & Wallace, 2005 Fulton & Britton, 2011 Hord, 2009
Shared vision and values	Bolam et al., 2005 Fulton & Britton, 2011 Hord, 2009 Timperley, Wilson, Barrar, & Fung, 2007
Focus on improving student learning	Bolam et al., 2005 Fulton & Britton, 2011 Hord, 2009 Timperley et al., 2007
Focus on teacher growth and professional development	Annenberg Institute for School Reform (AISR), 2004 Bolam et al., 2005 Hord, 2009 Louis et al., 1995
Intentional and systematic support of the collaborative model	Bolam et al., 2005 Fulton & Britton, 2011 Hord, 2009 Louis et al., 1995 Morrissey, 2000 National Center for Literacy Education (NCLE), 2013
Inquiry-based approach and use of evidence	AISR, 2004 Fulton & Britton, 2011 NCLE, 2013 Timperley et al., 2007

From *Collaborative Teams at Transform Schools: The Next Steps in PLCs* (2016)

## Reproducible 2.2: Level 2 Long-Form Leading Indicator Survey for School Leaders

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.</b>	Teacher leaders and I have developed a written document articulating our schoolwide framework for instruction.	1	2	3	4	5	N
	New teachers have professional learning opportunities to learn about our schoolwide framework for instruction.	1	2	3	4	5	N
	I can describe the major components of our schoolwide framework for instruction.	1	2	3	4	5	N
	I limit the number of new initiatives, prioritising those related to our schoolwide framework for instruction.	1	2	3	4	5	N
	Our school has a common language for talking about teaching and instruction.	1	2	3	4	5	N
	I use our schoolwide language of instruction in staff and department meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction during PLC meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction in informal conversations.	1	2	3	4	5	N
<b>2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</b>	Teachers have written statements of their instructional growth goals.	1	2	3	4	5	N
	Teachers keep track of their progress on their instructional growth goals.	1	2	3	4	5	N
	I meet with teachers to discuss their instructional growth goals.	1	2	3	4	5	N
	Teachers can describe their progress on their instructional growth goals.	1	2	3	4	5	N
	Our school has a new-teacher induction program.	1	2	3	4	5	N
	There is a system in place to evaluate and revise our new-teacher induction program.	1	2	3	4	5	N
	I can provide feedback, growth plans and evidence of support for any struggling teachers.	1	2	3	4	5	N
<b>2.3 Predominant instructional practices throughout the school are known and monitored.</b>	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	1	2	3	4	5	N
	I can describe our school's predominant instructional practices.	1	2	3	4	5	N
	Teachers can describe our school's predominant instructional practices.	1	2	3	4	5	N
	I give teachers forthright feedback about their instructional practices.	1	2	3	4	5	N
	I can describe effective practices and problems of practice in our school.	1	2	3	4	5	N



REPRODUCIBLE RESOURCE

<b>2.4 Teachers are provided with clear, ongoing feedback on their pedagogical strengths and weaknesses that is based on multiple sources of data and is consistent with student achievement data.</b>	I use highly specific rubrics to give teachers accurate feedback about their pedagogical strengths and weaknesses.	1	2	3	4	5	N
	I use multiple sources of information to give teachers feedback, including direct observation, teacher self-reflections, video analysis, student reports and peer feedback from other teachers.	1	2	3	4	5	N
	I regularly talk to teachers about the data I have collected for them.	1	2	3	4	5	N
	I observe teachers frequently.	1	2	3	4	5	N
	I give teachers feedback frequently.	1	2	3	4	5	N
	Teachers can explain which of their instructional strategies have the strongest and weakest relationships to student achievement.	1	2	3	4	5	N
<b>2.5 Teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.</b>	Online professional learning courses and resources that are relevant to teachers' instructional growth goals are available to them.	1	2	3	4	5	N
	Teacher-led professional learning relevant to teachers' instructional growth goals is available to them.	1	2	3	4	5	N
	Instructional coaching relevant to teachers' instructional growth goals is available to them.	1	2	3	4	5	N
	I collect data about how effective professional learning is in improving teacher practices.	1	2	3	4	5	N
	Teachers can describe how the available professional learning supports achievement of their instructional growth goals.	1	2	3	4	5	N
<b>2.6 Teachers have opportunities to observe and discuss effective teaching.</b>	Teachers have opportunities to engage in instructional rounds.	1	2	3	4	5	N
	Teachers have opportunities to view and discuss video examples of effective teaching.	1	2	3	4	5	N
	Teachers have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	1	2	3	4	5	N
	Teachers have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).	1	2	3	4	5	N
	We regularly discuss instructional practices at staff and department meetings.	1	2	3	4	5	N
	We regularly view and discuss video examples of effective teaching at staff and department meetings.	1	2	3	4	5	N
	I make information available about teachers' participation in opportunities to observe and discuss effective teaching.	1	2	3	4	5	N
	I make information available about teachers' participation in virtual discussions about effective teaching.	1	2	3	4	5	N

## Reproducible 2.1: Level 2 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.</b>	School leaders and teacher leaders have developed a written document articulating our schoolwide framework for instruction.	1	2	3	4	5	N
	New teachers have professional learning opportunities to learn about our schoolwide framework for instruction.	1	2	3	4	5	N
	I can describe the major components of our schoolwide framework for instruction.	1	2	3	4	5	N
	School leaders limit the number of new initiatives, prioritising those related to our schoolwide framework for instruction.	1	2	3	4	5	N
	Our school has a common language for talking about teaching and instruction.	1	2	3	4	5	N
	I use our schoolwide language of instruction in staff and department meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction during PLC meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction in informal conversations.	1	2	3	4	5	N
<b>2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</b>	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
	Our school has a new-teacher induction program.	1	2	3	4	5	N
	School leaders have a system in place to evaluate and revise our new-teacher induction program.	1	2	3	4	5	N
	School leaders retain effective teachers.	1	2	3	4	5	N
	School leaders can provide feedback, growth plans and evidence of support for any struggling teachers.	1	2	3	4	5	N
<b>2.3 Predominant instructional practices throughout the school are known and monitored.</b>	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders can describe our school's predominant instructional practices.	1	2	3	4	5	N
	I can describe our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders give me forthright feedback about my instructional practices.	1	2	3	4	5	N
	School leaders can describe effective practices and problems of practice in our school.	1	2	3	4	5	N

REPRODUCIBLE RESOURCE

<b>2.4 Teachers are provided with clear, ongoing feedback on their pedagogical strengths and weaknesses that is based on multiple sources of data and is consistent with student achievement data.</b>	School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.	1	2	3	4	5	N
	School leaders use multiple sources of information to give me feedback, including direct observation, teacher self-reflections, video analysis, student reports and peer feedback from other teachers.	1	2	3	4	5	N
	School leaders regularly talk to me about the evaluation data they have collected for me.	1	2	3	4	5	N
	School leaders observe me frequently.	1	2	3	4	5	N
	School leaders give me feedback frequently.	1	2	3	4	5	N
	I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement.	1	2	3	4	5	N
<b>2.5 Teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.</b>	Online professional learning courses and resources that are relevant to my instructional growth goals are available to me.	1	2	3	4	5	N
	Teacher-led professional learning that is relevant to my instructional growth goals is available to me.	1	2	3	4	5	N
	Instructional coaching relevant to my instructional growth goals is available to me.	1	2	3	4	5	N
	School leaders collect data about how effective professional learning is in improving teacher practices.	1	2	3	4	5	N
	I can describe how the available professional learning supports achievement of my instructional growth goals.	1	2	3	4	5	N
<b>2.6 Teachers have opportunities to observe and discuss effective teaching.</b>	I have opportunities to engage in instructional rounds.	1	2	3	4	5	N
	I have opportunities to view and discuss video examples of effective teaching.	1	2	3	4	5	N
	I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	1	2	3	4	5	N
	I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).	1	2	3	4	5	N
	We regularly discuss instructional practices at staff and department meetings.	1	2	3	4	5	N
	We regularly view and discuss video examples of effective teaching at staff and department meetings.	1	2	3	4	5	N
	School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching.	1	2	3	4	5	N
	School leaders have information available about teachers' participation in virtual discussions on effective teaching.	1	2	3	4	5	N

## THE SYSTEM IS COMPREHENSIVE AND SPECIFIC

Comprehensive means the system includes all those elements that research has identified as associated with student achievement. Specific means the system identifies classroom strategies and behaviours at a granular level. Here, we present an example framework.

The model was first articulated in the book *The Art and Science of Teaching* (Marzano, 2007) and later expanded in the book *Effective Supervision* (Marzano et al., 2011). Other books have described the model's implications for teachers' self-analysis and reflection (*Becoming a Reflective Teacher*, Marzano, 2012a) as well as the implications of the model for coaching teachers (*Coaching Classroom Instruction*, Marzano & Simms, 2013a). In its entirety, the model addresses the domains of classroom instruction, planning and preparing, teacher self-reflection, and collegiality and professionalism.

The forty-one elements in the framework are categorised according to the type of lesson segment in which they normally occur—those involving routine events, those addressing content, and those enacted on the spot. Such a comprehensive and detailed listing of instructional strategies makes perfect sense in the context of a teacher performance system focused on development.

A teacher performance system designed primarily for measurement would not need to be as robust. In fact, many of the elements in table 2.2 are unnecessary if the sole purpose is measurement. This is because some of the strategy areas correlate with student achievement but are not required to be effective in the classroom. For example, consider element 25, using academic games, which is certainly a useful tool in enhancing student achievement (Hattie, 2009; Walberg, 1999). However, every teacher does not have to use academic games. Indeed, a teacher can produce dramatic gains in student learning without using games at all. A teacher performance system focused on measurement alone would only involve those elements that cut across all grade levels, all subjects, and all types of students. In *The Art and Science of Teaching* model, there are fifteen such elements, which are bolded in table 2.2. It is important to note that these elements would not address the fine-tuned granular levels of behaviour that distinguish true experts in the classroom from everyone else.

As Nalini Ambady and Robert Rosenthal (1992) noted, expertise occurs in “thin slices of behaviour” (p. 257). To develop those thin slices of behaviour characteristic of experts, teachers need feedback on all forty-one elements. Using that feedback, teachers can identify areas of strength and weakness and then systematically begin improving their areas of weakness.

**Table 2.2: The Art and Science of Teaching Framework**

### **I. Lesson Segments Involving Routine Events**

#### **A. What will I do to establish and communicate learning goals, track student progress, and celebrate success?**

1. Providing clear learning goals and scales (rubrics)
2. Tracking student progress
3. Celebrating success

#### **B. What will I do to establish and maintain classroom rules and procedures?**

4. Establishing and maintaining classroom rules and procedures
5. Organising the physical layout of the classroom

**II. Lesson Segments Addressing Content****C. What will I do to help students effectively interact with new knowledge?**

6. Identifying critical information
7. Organising students to interact with new knowledge
8. Previewing new content
9. Chunking content into “digestible bites”
10. Helping students process new information
11. Helping students elaborate on new information
12. Helping students record and represent knowledge
13. Helping students reflect on their learning

**D. What will I do to help students practice and deepen their understanding of new knowledge?**

14. Reviewing content
15. Organising students to practice and deepen knowledge
16. Using homework
17. Helping students examine similarities and differences
18. Helping students examine errors in reasoning
19. Helping students practice skills, strategies, and processes
20. Helping students revise knowledge

**E. What will I do to help students generate and test hypotheses about new knowledge?**

21. Organising students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing
23. Providing resources and guidance

**III. Lesson Segments Enacted on the Spot****F. What will I do to engage students?**

24. Noticing and reacting when students are not engaged
25. Using academic games
26. Managing response rates during questioning
27. Using physical movement
28. Maintaining a lively pace
29. Demonstrating intensity and enthusiasm
30. Using friendly controversy
31. Providing opportunities for students to talk about themselves
32. Presenting unusual or intriguing information

**G. What will I do to recognise and acknowledge adherence or lack of adherence to rules and procedures?**

33. Demonstrating “withitness”
34. Applying consequences for lack of adherence to rules and procedures
35. Acknowledging adherence to rules and procedures

**H. What will I do to establish and maintain effective relationships with students?**

36. Understanding students’ interests and backgrounds
37. Using verbal and nonverbal behaviours that indicate affection for students
38. Displaying objectivity and control

**I. What will I do to communicate high expectations for all students?**

39. Demonstrating value and respect for low-expectancy students
40. Asking questions of low-expectancy students
41. Probing incorrect answers with low-expectancy students

Source: Adapted from Marzano & Simms, 2013a, pp. 19–21.

## Reproducible 3.2: Level 3 Long-Form Leading Indicator Survey for School Leaders

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>3.1 The school curriculum and accompanying assessments adhere to state and nationally agreed standards.</b>	Our school's intended curriculum has been analysed to ensure that it correlates with state and nationally agreed standards (for example, Australian Curriculum achievement standards).	1	2	3	4	5	N
	Our school's curriculum adequately addresses important 21st century skills (for example, Australian Curriculum general capabilities such as critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding).	1	2	3	4	5	N
	Our school's taught curriculum (that is, what is taught in classrooms) has been analysed to ensure that it correlates with the intended curriculum.	1	2	3	4	5	N
	Our school's assessments have been analysed to ensure that they accurately measure the intended and taught curricula.	1	2	3	4	5	N
	School teams meet regularly to analyse the relationship between our school's intended curriculum, our school's taught curriculum and our school's assessments.	1	2	3	4	5	N
	Teachers can describe the essential content and standards for the subject areas and year levels that they teach.	1	2	3	4	5	N
<b>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</b>	The essential elements of the content taught in our school have been identified.	1	2	3	4	5	N
	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	1	2	3	4	5	N
	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	1	2	3	4	5	N
	Essential vocabulary has been identified for Tiers 1, 2 and 3.	1	2	3	4	5	N

REPRODUCIBLE RESOURCE

<b>3.3 All students have the opportunity to learn the critical content of the curriculum.</b>	Tracking systems at our school are used to examine each student’s access to the essential elements of the curriculum.	1	2	3	4	5	N
	Parents at our school are aware of their child’s current access to the essential elements of the curriculum.	1	2	3	4	5	N
	All students at our school have access to extension courses.	1	2	3	4	5	N
	The extent to which all students have access to necessary courses has been analysed.	1	2	3	4	5	N
	I ensure that teachers have completed appropriate content training in their subject area courses.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of instruction.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	1	2	3	4	5	N
<b>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</b>	Our school has set goals regarding the percentage of students who will score above the National Minimum Standard for their year level on NAPLAN assessments.	1	2	3	4	5	N
	Our school has set goals to eliminate the achievement gap for all students.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Our school’s goals for student achievement are posted where teachers see them regularly.	1	2	3	4	5	N
	Our school’s goals for student achievement are discussed regularly at staff meetings.	1	2	3	4	5	N
	I can explain how our school’s goals eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	I can explain how our school’s goals eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	I can explain how our school’s goals eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	I can explain how our school’s goals eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Various departments and staff members are responsible for specific improvement goals.	1	2	3	4	5	N
	Our school’s goals address our school’s most critical and severe deficiencies.	1	2	3	4	5	N

<b>3.5 Data are analysed, interpreted and used to regularly monitor progress toward school achievement goals.</b>	Overall student achievement is analysed regularly at our school.	1	2	3	4	5	N
	Student achievement data are regularly examined from a value-added results perspective.	1	2	3	4	5	N
	Teachers at our school regularly report and use results from multiple types of assessments (for example, benchmark assessments and common assessments).	1	2	3	4	5	N
	Teachers at our school can describe the different types of student data reports available to them.	1	2	3	4	5	N
	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	1	2	3	4	5	N
	Our school's leadership team regularly analyses student growth data.	1	2	3	4	5	N
	Data briefings are conducted regularly at staff meetings.	1	2	3	4	5	N
<b>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.</b>	Our school has after-school programs in place.	1	2	3	4	5	N
	Our school has tutorial programs in place.	1	2	3	4	5	N
	Our school schedule is designed to allow students to receive academic help while in school.	1	2	3	4	5	N
	Students' completion of programs designed to improve their academic achievement (such as gifted education, extension courses and STEM workshops) is monitored.	1	2	3	4	5	N
	Our school has response to intervention measures and programs in place.	1	2	3	4	5	N
	Our school has enrichment programs in place.	1	2	3	4	5	N



## Reproducible 3.1: Level 3 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>3.1 The school curriculum and accompanying assessments adhere to state and nationally agreed standards.</b>	Our school's intended curriculum has been analysed to ensure that it correlates with state and nationally agreed standards (for example, Australian Curriculum achievement standards).	1	2	3	4	5	N
	Our school's curriculum adequately addresses important 21st century skills (for example, Australian Curriculum general capabilities such as critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding).	1	2	3	4	5	N
	Our school's taught curriculum (that is, what is taught in classrooms) has been analysed to ensure that it correlates with the intended curriculum.	1	2	3	4	5	N
	Our school's assessments have been analysed to ensure that they accurately measure the intended and taught curricula.	1	2	3	4	5	N
	School teams meet regularly to analyse the relationship between our school's intended curriculum, our school's taught curriculum and our school's assessments.	1	2	3	4	5	N
	I can describe the essential content and standards for the subject areas and year levels that I teach.	1	2	3	4	5	N
<b>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</b>	The essential elements of the content taught in our school have been identified.	1	2	3	4	5	N
	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	1	2	3	4	5	N
	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	1	2	3	4	5	N
	Essential vocabulary has been identified for Tiers 1, 2 and 3.	1	2	3	4	5	N
<b>3.3 All students have the opportunity to learn the critical content of the curriculum.</b>	Tracking systems at our school are used to examine each student's access to the essential elements of the curriculum.	1	2	3	4	5	N
	Parents at our school are aware of their child's current access to the essential elements of the curriculum.	1	2	3	4	5	N
	All students at our school have access to extension courses.	1	2	3	4	5	N
	The extent to which all students have access to necessary courses has been analysed.	1	2	3	4	5	N
	I have completed appropriate content training in my subject-area courses.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of instruction.	1	2	3	4	5	N
Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	1	2	3	4	5	N	


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REPRODUCIBLE RESOURCE

<b>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</b>	Our school has set goals regarding the percentage of students who will score above the National Minimum Standard for their year level on NAPLAN assessments.	1	2	3	4	5	N
	Our school has set goals to eliminate the achievement gap for all students.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Our school's goals for student achievement are posted where teachers see them regularly.	1	2	3	4	5	N
	Our school's goals for student achievement are discussed regularly at staff meetings.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Various departments and staff members are responsible for specific improvement goals.	1	2	3	4	5	N
Our school's goals address our school's most critical and severe deficiencies.	1	2	3	4	5	N	
<b>3.5 Data are analysed, interpreted and used to regularly monitor progress toward school achievement goals.</b>	Overall student achievement is analysed regularly at our school.	1	2	3	4	5	N
	Student achievement data are regularly examined from a value-added results perspective.	1	2	3	4	5	N
	We regularly report and use results from multiple types of assessments (for example, benchmark assessments and common assessments).	1	2	3	4	5	N
	I can describe the different types of student data reports available to me.	1	2	3	4	5	N
	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	1	2	3	4	5	N
	Our school's leadership team regularly analyses student growth data.	1	2	3	4	5	N
	Data briefings are conducted regularly at staff meetings.	1	2	3	4	5	N

 REPRODUCIBLE RESOURCE

<b>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.</b>	Our school has after-school programs in place.	1	2	3	4	5	N
	Our school has tutorial programs in place.	1	2	3	4	5	N
	Our school schedule is designed to allow students to receive academic help while in school.	1	2	3	4	5	N
	Students' completion of programs designed to improve their academic achievement (such as gifted education, extension courses and STEM workshops) is monitored.	1	2	3	4	5	N
	Our school has response to intervention measures and programs in place.	1	2	3	4	5	N
	Our school has enrichment programs in place.	1	2	3	4	5	N

FEEDBACK	CONTENT	CONTEXT
<p><b>Design Question 1</b> <i>How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?</i></p> <ol style="list-style-type: none"> <li>1. Providing Scales and Rubrics</li> <li>2. Tracking Student Progress</li> <li>3. Celebrating Success</li> </ol> <p><b>Design Question 2</b> <i>How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?</i></p> <ol style="list-style-type: none"> <li>4. Informal Assessments of the Whole Class</li> <li>5. Formal Assessments of Individual Students</li> </ol> 	<p><b>Design Question 3</b> <i>When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?</i></p> <ol style="list-style-type: none"> <li>6. Chunking Content</li> <li>7. Processing Content</li> <li>8. Recording and Representing Content</li> </ol> <p><b>Design Question 4</b> <i>After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?</i></p> <ol style="list-style-type: none"> <li>9. Structured Practise Sessions</li> <li>10. Examining Similarities and Differences</li> <li>11. Examining Errors in Reasoning</li> </ol> <p><b>Design Question 5</b> <i>After content has been presented, how will I design and deliver lessons that help students generate and defend claims through knowledge application?</i></p> <ol style="list-style-type: none"> <li>12. Engaging Students in Cognitively Complex Tasks</li> <li>13. Providing Resources and Guidance</li> <li>14. Generating and Defending Claims</li> </ol> <p><b>Design Question 6</b> <i>Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?</i></p> <ol style="list-style-type: none"> <li>15. Previewing</li> <li>16. Highlighting Critical Information</li> <li>17. Reviewing Content</li> <li>18. Revising Knowledge</li> <li>19. Reflecting on Learning</li> <li>20. Purposeful Homework</li> <li>21. Elaborating on Information</li> <li>22. Organising Students to Interact</li> </ol>	<p><b>Design Question 7</b> <i>What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired?</i></p> <ol style="list-style-type: none"> <li>23. Noticing When Students Are Not Engaged and Reacting</li> <li>24. Increasing Response Rates</li> <li>25. Using Physical Movement</li> <li>26. Maintaining a Lively Pace</li> <li>27. Demonstrating Intensity and Enthusiasm</li> <li>28. Presenting Unusual Information</li> <li>29. Using Friendly Controversy</li> <li>30. Using Academic Games</li> <li>31. Providing Opportunities for Students to Talk About Themselves</li> <li>32. Motivating and Inspiring Students</li> </ol> <p><b>Design Question 8</b> <i>What strategies will I use to help students understand and follow rules and procedures?</i></p> <ol style="list-style-type: none"> <li>33. Establishing Rules and Procedures</li> <li>34. Organising the Physical Layout of the Classroom</li> <li>35. Demonstrating “Withitness”</li> <li>36. Acknowledging Adherence to Rules and Procedures</li> <li>37. Acknowledging Lack of Adherence to Rules and Procedures</li> </ol> <p><b>Design Question 8</b> <i>What strategies will I use to help students feel welcome, accepted, and valued?</i></p> <ol style="list-style-type: none"> <li>38. Using Verbal and Nonverbal Behaviours that Indicate Affection for Students</li> <li>39. Understanding Students’ Backgrounds and Interests</li> <li>40. Displaying Objectivity and Control</li> </ol> <p><b>Design Question 9</b> <i>What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers?</i></p> <ol style="list-style-type: none"> <li>41. Demonstrating Value and Respect for Reluctant Learners</li> <li>42. Asking In-Depth Questions of Reluctant Learners</li> <li>43. Probing Incorrect Answers with Reluctant Learners</li> </ol>

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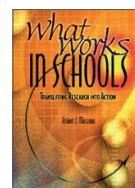
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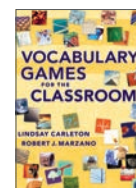


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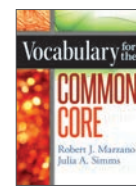
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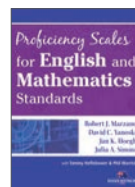
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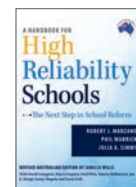
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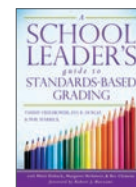
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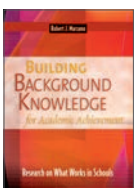
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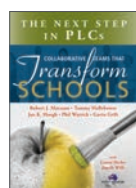
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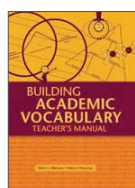
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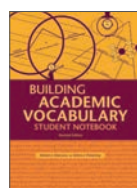
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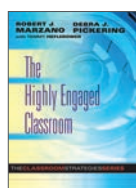
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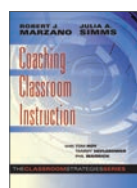
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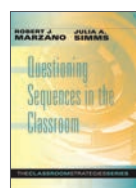
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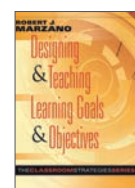
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