

Single School Culture: How to Norm a Rule



Alison Adler, Ed.D.
Single School Culture ©
aadler222@gmail.com



More Than “Safe and Orderly”

Failure to address school culture only produces unintended discrepancies between school improvement efforts and intended outcomes for student achievement.

Sarason (1982)

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Safety (behavior), achievement, and climate are not silos to be maintained, they are intersecting continuously in every class and every school all day, every day.

More Than “Safe and Orderly”

A truly positive school climate is not characterized simply by the absence of gangs, violence, or discipline problems, but also by the presence of a set of norms and values that focus everyone’s attention on what is most important and motivate them to work toward a common purpose.

Jerald (2006), The Center for
Comprehensive School Reform and
Improvement

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Safety (behavior), achievement, and climate are not silos to be maintained, they are intersecting continuously in every class and every school all day, every day.

What is Single School Culture (SSC)?

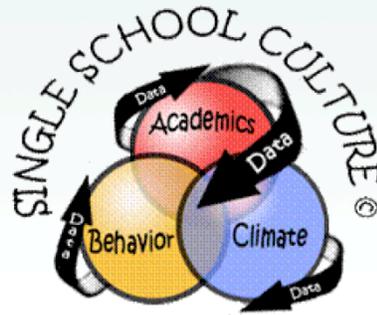
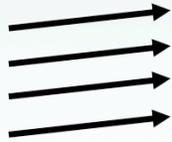


- Way to organize and run a school
- Begins with shared norms, beliefs, values, and goals; results in agreed processes and procedures that produce consistency
- **Not** a program
- Results in consistency of adult *and* student practices related to:
 - Academics
 - Behavior
 - Climate
 - Data

Today we will talk about having one direction, one vision, and aligning ourselves, our practices, and procedures to that target. (Ours is college and career ready.)

Single School Culture Process

Create a
Single
School
Culture



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As you can see, data is a constant element around each aspect. We will talk more about that later.



- **A practice focused on adult change first**
- **Two approaches :**
 - Make intellectual case for SSC process in 1 or more of 4 domains (behavior, achievement, climate, data)
 - For “show me” individuals, change practices to produce real and observable change/results in a specified period of time

My job today is to have you understand that Single School Culture © focuses on adult change in behavior first and it happens one of these two ways.

Ours is a practice focused on adult change in practice first.

Two approaches used:

Make an intellectual case for SSC process in 1 or more of 4 domains (behavior, achievement, climate, data).

If one can't accept the case (a “show me” individual), change practices to produce real and observable change/results in a specified period of time.

-
- **What interferes with a successful school culture/ program/initiative that has been successful elsewhere (e.g., research-based, evaluated, etc.)?**
 - **Why doesn't it work in our school?**
 - **Sometimes the culture has developed dysfunctional values and beliefs. Deal and Peterson call this dysfunction "toxic cultures."**

(Deal and Peterson, 1998)

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Sometimes staff think they are doing the right things in the right way, but a closer examination of why things are not working in this school, must be looked at. Deal and Peterson, experts in this field, say we have Toxic Cultures.

In “Toxic Cultures,” Staff...

- View students as problems rather than valued clients
- Are sometimes part of negative subcultures that are hostile and critical of change
- Believe they’re doing the best they can and don’t seek new ideas
- Frequently share stories that are negative, discouraging, and demoralizing about the school
- Complain, criticize, and distrust new ideas, approaches, or suggestions for improvement
- Rarely share ideas, materials, or solutions to classroom problems
- Have few ceremonies or school traditions that celebrate what’s good and hopeful about their workplace

(Deal and Peterson, 1998)

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As you see, some of these may be present here. They make change in practice difficult. (can mention a few, as appropriate)

- View students as problems rather than as valued clients
- Are sometimes part of negative subcultures that are hostile and critical of change
- Believe they’re doing the best they can and don’t seek new ideas
- Frequently share stories and historical perspectives on the school that are often negative, discouraging, and demoralizing
- Complain, criticize, and distrust new ideas, approaches, or suggestions for improvement raised by planning committees
- Rarely share ideas, materials, or solutions to classroom problems
- Have few ceremonies or school traditions that celebrate what’s good and hopeful about their workplace

Toxic Cultures Inhibit and Limit Improvement Efforts in Several Ways:

- Staff don't offer new suggestions for fear of being criticized
- School improvement planning sessions half-hearted due to negativity of hostile staff who deny improvement is possible
- New staff who bring sense of hope and possibility quickly squelched and re-socialized into negative thinking
- Motivation and commitment to change is weak/non-existent → programs poorly implemented
- Plans fail for lack of will
- Most schools aren't this negative, but many have some cultural patterns that make change problematic

(Deal and Peterson, 1998)

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In schools that own up to some of these behaviors, teachers develop a "we can outlast this" attitude and the status quo remains.

- Staff afraid to offer new suggestions for fear of being attacked or criticized
- Planning sessions led by school improvement teams often half-hearted due to negativity fostered by hostile staff who refuse to see improvement is possible
- New staff who bring sense of hope and possibility quickly squelched and resocialized into negative thinking
- Programs poorly implemented because motivation and commitment to change is weak/nonexistent
- Plans fail for lack of will
- No one wants to work in these kinds of schools. But it takes leadership, time, and focus to rebuild these institutions. Fortunately, most schools aren't this negative, but many have some of these cultural patterns that make change problematic.

The Opportunities of Positive Cultures

In contrast to the places described, many schools have strong, positive cultures. They have:

- Staff with shared purpose; pour their hearts into teaching
- Underlying norms of collegiality, improvement, and hard work
- Rituals and traditions that celebrate student accomplishment, teacher innovation, and parental commitment
- Informal staff networks that provide web of information, support, and history
- Success, joy, and humor

(Deal and Peterson, 1998)

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But there is another kind of culture, a positive culture, where people have a sense of family and by and large are happy to come to work.

Failure to Achieve a Single School Culture Results In:

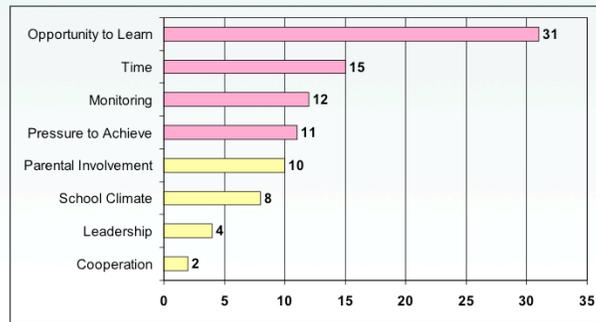


- More costly interventions
- Higher teacher mobility
- More alienated students
- Increasing numbers of students who do poorly in school/engage in negative behaviors
- Increased tension among staff/administration

Think about the high cost of not having a positive climate, this is the stuff of low performing, difficult to work in schools. Neither students nor staff prosper in toxic environments.

School Factors Guaranteed and Viable Curriculum: Opportunity to Learn

Opportunity to learn *affects student achievement more than double* any other school factors.



Percentile Gain*

* The average gain in percentile points of the average student in the experimental group compared to the average student in the control group.
(Marzano, R., 2000; Borman, G.D., Hewes, G.M., et al., 2000)

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As you can see, the opportunity to learn is 2 times more responsible for student achievement than any other indicator. But what happens in the other areas is important as we will see in the next few slides.

Opportunity to Learn

- **Articulates a rigorous curriculum (clear target)**
- **Has assessments based on the curriculum**
- **Monitors extent teachers cover the curriculum**

So what does Opportunity to Learn mean? It is what is best practice, are we gauging how we are doing and making corrections, keeping the focus, and fidelity of implementation.

Time

- Allocates instructional time
- Engages students during instructional time
- Ensures students are successful at the engaged tasks



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How are we using our instructional time? Are disruptions minimized? Are we promoting student efficacy – do students believe they are smart enough to succeed? How do you know students are learning? There are only three ways to see if students are learning: testing, demonstration on tasks, and ability to answer appropriately rigorous questions.

39. Demonstrating Value and Respect for Low Expectancy Students

Teacher Evidence:

- When asked, teacher identifies low expectancy students and ways they have been treated differently
- Teacher provides students with nonverbal cues that they're valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact

What does engagement look like and how do we get it from those students furthest from the proficiency bar? We cannot confuse listening to or watching a teacher with engagement...engagement is involvement in the learning process. We measure the engagement in the end through testing, demonstration, or fielding appropriately rigorous questions.

39. Demonstrating Value and Respect for Low Expectancy Students

Teacher Evidence:

- Teacher provides students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- Teacher doesn't allow negative comments about low expectancy students

The hardest thing to convey to students who have been unsuccessful is that they are smart enough to develop and achieve. They will not engage in instruction if they feel that the teacher or their peers think that they “don’t have it.” Our job as teachers is to develop a positive relationship, protect them from peer sarcasm, and build their confidence.

40. Asking Questions of Low Expectancy Students

Teacher Evidence

- Teacher makes sure low expectancy students are asked **questions** at same rate as high expectancy students
- Teacher makes sure low expectancy students are asked **complex questions** at same rate as high expectancy students

There are research based strategies to engage struggling students. The questions they face must be at the same rate but the complexity can be broken into manageable chunks as we will see on the next slide. Make no mistake, there is skill in doing this...but these strategies result in the engagement and in lessening disruptions in class.

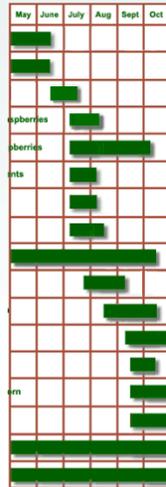
41. Proving Incorrect Answers with Low Expectancy Students

Teacher Evidence

- Teacher asks for further explanation.
- Teacher rephrases questions.
- Teacher breaks question into smaller parts.
- Teacher allows students to collect their thoughts and gets back to them.

This is the “chunking” piece. Teachers can use this strategy to solicit correct answers as well as a tool when answers are wrong. There are ways to bring students around or they can become debilitated and embarrassed. The choice is ours.

Monitoring

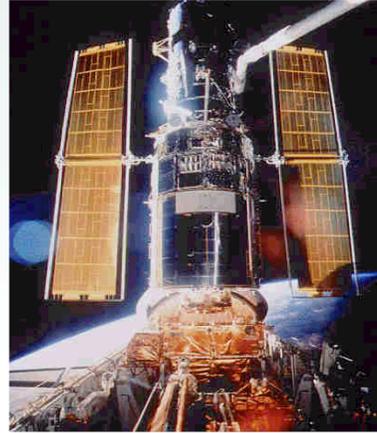


- Articulates academic goals for the school
- Monitors progress toward the goals

How are we ensuring that what we said we would do is happening? Do students know their learning goals and their progress in meeting those goals? How often do teachers and administrators discuss progress among themselves and their students. “Just because we taught it doesn’t mean they got it.”

Pressure to Achieve

- Communicates that academic achievement is primary goal of school
- Focuses on mastery of basic subjects
- Holds high expectations for all students
- Uses records to gauge student progress



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Every administrator, teacher, support staff, and student should know the vision and targets and the expectation of all stakeholders to do their parts.

Instructional ROI



- Opportunity to Learn

- Time

- Monitoring

- Pressure to Achieve

**SINGLE
SCHOOL
CULTURE**

When people truly understand those previous Marzano slides, they all get on the same page to create a Single School Culture ©.

Single School Culture Academics



- **Use research-based best practices to align curriculum, instruction, and assessment**
- **Teachers and administrators:**
 - Directly teach and model efficacy beliefs (e.g., students know targets, how to get there, and that with effective effort they'll reach them)
 - Use data to further student achievement
 - Hold themselves accountable for students meeting proficiency or higher and closing the achievement gap
 - Demonstrate belief that if student isn't progressing, it's about needing new strategies/delivery, not about student's ability
 - Are provided staff development to meet requirements of evaluation system

Digging deeper, what does this look like? It is a set of beliefs and then practices.



Single School Culture Academics

Phases	Sample Practices	Sample Sources of Evidence
<ul style="list-style-type: none"> • Vision, Beliefs, and Values • Practices (training, fidelity of implementation, progress monitoring) • Outcomes 	<ul style="list-style-type: none"> • Efficacy • Learning Teams • Teacher capacity/development/teacher support • College Readiness K-12 • Curriculum K-12 • Career Academies • Learning Village • Response to Intervention (RTI) • Technology Standards • Marzano 	<ul style="list-style-type: none"> • Reports in EDW • Reports/Records • Classroom/School • Surveys • Test Scores • Usage Reports • Observations • Walkthroughs • Instructional Reviews • Data Charts

SAFE SUPPORTIVE SCHOOLS

This Is the way to organize what we have going on in school. It mirrors what the Marzano slides suggest. The only piece that needs to be understood is that Single School Culture © in each of the domains has inherent in its initiatives/services an "All, Some, and Few" tiering of services such as Response to Intervention.

Implications of the Efficacy Paradigm

- **Capabilities can be developed throughout life; can become more intelligent through Effective Effort**
- **When effort is mobilized (not debilitated), people can control pace and direction of their own development**
- **Failure or difficulty can stimulate mobilized effort when understood as feedback for improvement.**
 - Failure debilitates only when used as judgment about individual's innate limitations

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-Capabilities can be developed throughout life. People can "get smart"—actually become more intelligent—through the application of Effective Effort.

-When effort is mobilized (not debilitated), people can control the pace and direction of their own development.

-Failure or difficulty can stimulate mobilized effort when it is understood as feedback about what people must do to improve. Failure debilitates only when used as the basis for judgments about the innate limitations of an individual.

An example of what all students need in the academic setting (works equally well in the behavior and climate pieces) is the notion of efficacy. The work of Jeff Howard, Carol Dweck, and others, demonstrate that all students can develop and that intelligence isn't fixed at birth. We are smarter now than we were even last year! Right?

Practices Make the Difference

- The capacity of adults to mobilize the Effective Effort of children determines which children do and do *not* reach Proficiency
- *Practices* make the difference – teachers and parents who understand how to actively engage children’s effort at learning tasks get results

Practices make the difference. The emotion most tied to the lack of performance is shame. We need always to provide feedback that engages and directs students (and staff) to a more successful path.

Single School Culture for Behavior (SSC-B)



SSC-B is a uniform set of practices and procedures aligned to a school's mission and goals. Classroom procedures align with school rules. These practices and procedures are known and used by all staff to positively norm student and adult actions by defining and linking behaviors and consequences while recognizing appropriate behavior.

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Now we are ready to look at Single School Culture © for Behavior. We explicitly teach our rules, and model, enforce, and coach them. We recognize them when they are going well, and reteach them as needed. After this PowerPoint, we will all norm a rule.

SSC-B is a uniform set of practices and procedures aligned to a school's mission and goals. Classroom procedures align with school rules and don't supersede them. These practices and procedures are known and used by all staff to positively norm both student and adult actions by defining and linking behaviors and consequences while recognizing appropriate behavior.

Single School Culture for Behavior



- **Teachers and administrators:**

- positively state behavioral expectations and model them for students
- consistently apply rules and consequences in a non-emotional, ethical manner to change behavior
- constantly recognize students when they behave appropriately

- **Students receive fewer discipline referrals, enhancing academic teaching and learning time**

Now we are ready to look at Single School Culture © for Behavior. We explicitly teach our rules, and model, enforce, and coach them. We recognize them when they are going well, and reteach them as needed. After this PowerPoint, we will all norm a rule.



Single School Culture-Behavior

Phases	Sample Practices	Sample Sources of Evidence
<ul style="list-style-type: none"> • Vision, Beliefs, and Values • Practices (training, fidelity of implementation, progress monitoring) • Outcomes 	<ul style="list-style-type: none"> • Pro-social norming • School-wide Positive Behavior Support • Alternative to Suspension <ul style="list-style-type: none"> • FACE-IT (ATOD) • In-School Suspension • Restorative Justice • Response to Intervention (RtI) • Court Liaison Initiative • Safe Schools Case Manager Initiative (mediation, community, family, etc.) 	<ul style="list-style-type: none"> • Reports in EDW • Self-Assessment Surveys • Meeting Notes • Team Implementation Checklist (TIC) • Records

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Just as you saw with the Academics chart, Behavior is set up the same way, also offering an “All, Some, and Few” tiering of supports.

Three-Tiered Model of School Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

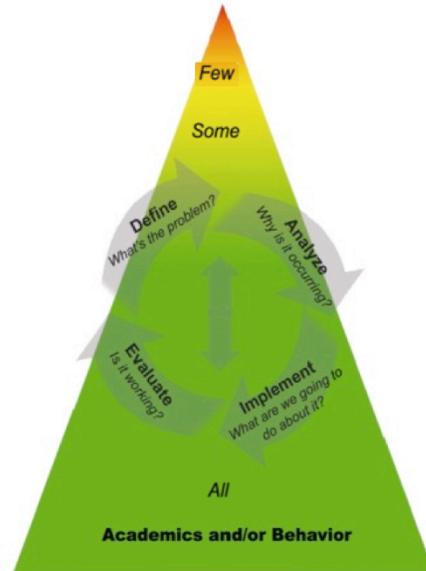
Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings.

Revised 12/7/09



This is the Response to Intervention Model or Multi-Tiered System of Supports. The only piece missing is really the third system piece. Social and emotional (climate piece). As you see, this happens in schools daily when you offer tutoring or counseling to some or a few. The most important and hardest piece is **the right medicine with the right dosage**. You can see why you need data, otherwise you can waste time, money, and children's lives.

Typical Responses to Students

- Increase monitoring for future problem behavior
- Re-review rules & sanctions
- Extend continuum of aversive consequences
- Improve consistency of use of punishments
- Establish “bottom line”
- Zero tolerance policies
- Security guards, student uniforms, metal detectors, video cameras
- Suspension/expulsion
- Exclusionary options (e.g., alternative programs)

This slide demonstrates practices that Positive Behavior Support finds undermines educating all students. There are some that are valuable, but not as the mainstay or sole practice. Our job is to keep students in school and learning, so those practices which have been proven to be contrary to our goals must be addressed.

Universal Guidelines

- 3-5 positive school-wide expectations
- Based on current problem behaviors
- Align with school mission and goals
- Applicable to *all* students, staff, and settings of the school
- Fit the culture of your school
- **Respectful Responsible Learner**

Positive Behavior Support (PBS) and Single School Culture © are melded in the Palm Beach County School District; they support one another. Single School Culture © is the basis and is infused with PBS.

What is Single School Culture for Behavior (SSC-B)?



- **SSC-B consists of two related sets of practices:**
 - School-wide rule “norming” process to define specific, expected student behaviors and uniform consequences for not behaving in the “normed” manner
 - Classroom management training that establishes common practices for faculty
- **Suggest that schools adopt both sets of practices, although they can be selected independently**
- **Behavior can be learned and become self-regulatory**

Why Single School Culture for Behavior (SSC-B)



- More teaching time
- Sense of fairness
- Discipline not arbitrary
- Helps new teachers establish behavior routines
- Provides students more opportunities to learn

Why We Have Rules

Students need to know the 3 reasons we have rules:

1. To protect students' physical and psychological safety
2. To protect academic opportunity and learning time
3. To move a large number of students through small areas in a short amount of time

Students don't know this. They need to know why we do this and we need to say it often.

Sample of Forms



SINGLE SCHOOL CULTURE®

_____ SCHOOL

LIST THREE AREAS OF CONCERN:

CLIMATE CONCERNS DISCIPLINE CONCERNS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SINGLE SCHOOL CULTURE®

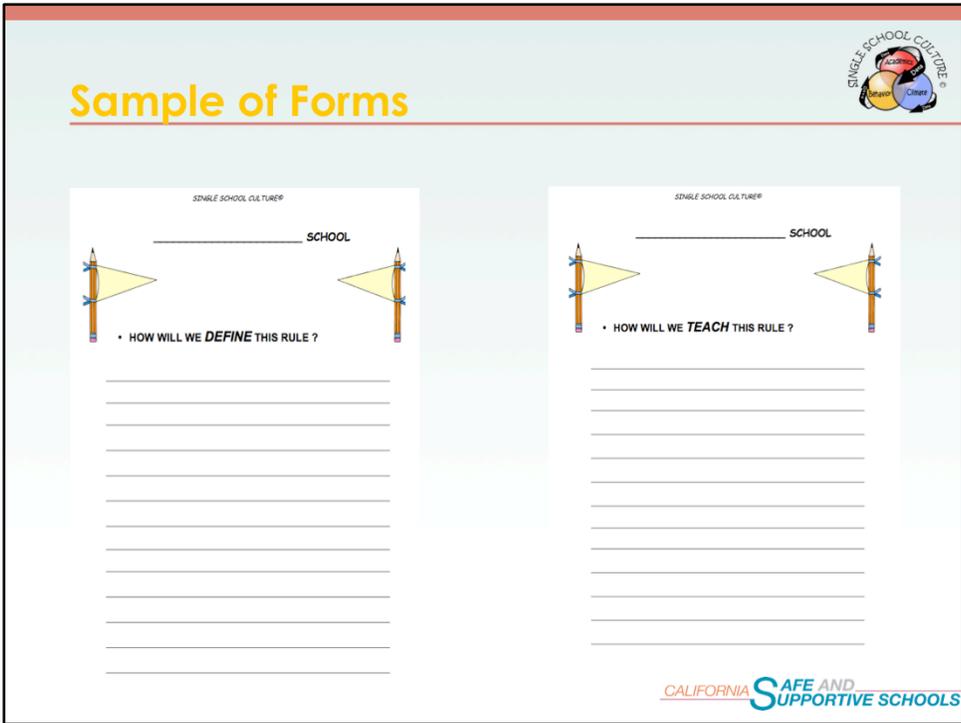
_____ SCHOOL

PRIORITIZED ISSUES

Please identify up to five (5) prioritized issues at your school:

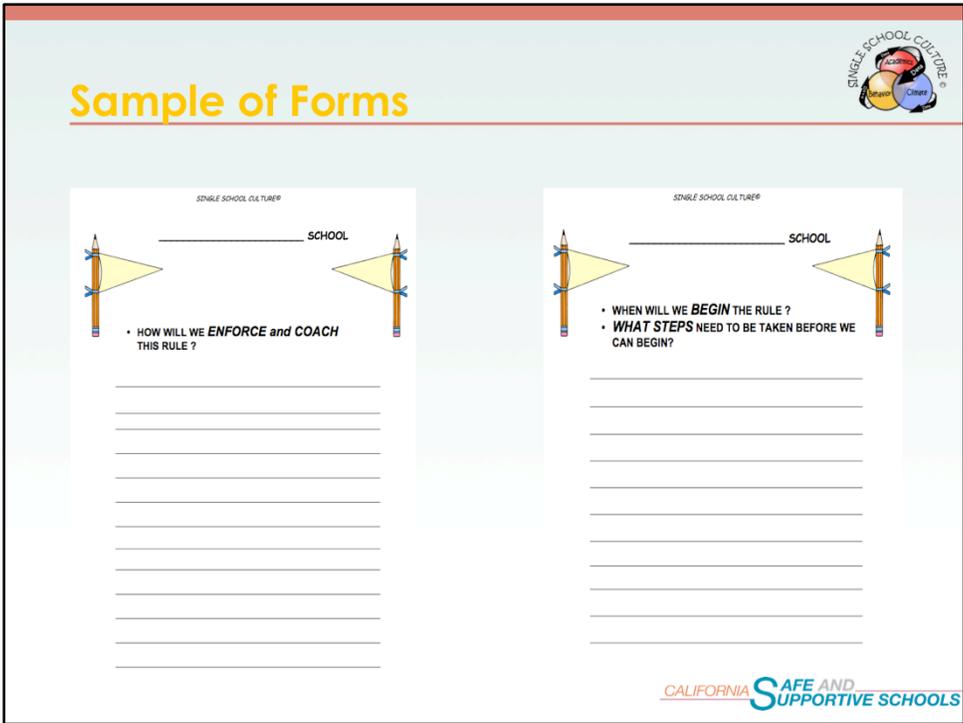
1. _____
2. _____
3. _____
4. _____
5. _____

These are the forms we will use. You use this form for both climate and/or discipline issues. You pass one of these out per table of teachers/staff at a staff meeting. They come up with their prioritized issues. For our purposes we are going to choose discipline issues, such as tardies, hall pass, dress code, inappropriate use of electronics, etc. We start with hall passes or tardies, something that is very visible and is happening or not. You need to have about 2 or so hours to norm a rule. You can do it over two meetings. We will now begin the process.



We begin by defining the rule. An example would be tardiness. If a student is not across the plane of the door when the bell stops ringing, he/she is tardy. The rule should be explicitly stated and in positive terms. “Students will be through the doorway when the bell has finished ringing.”

How will we teach the rule? We will demonstrate it, and we will write a script that will be read for three days in each class. (The script defines the rule, states how it will be enforced, and how we will recognize students for doing what we ask them to do by following the rule.)



The script will have the consequences we all agree on for not following the rule. Coaching is an important part. When we find someone who doesn't follow the rule, we ask the student what the rule is, and ask for their cooperation (this is a verbal reminder). If this is a repeated incident, then calmly state the consequence, if there is time, ask what would help the student meet the expectation, and lastly ask for their cooperation. "I'm looking forward to seeing you on time tomorrow. Thanks!"

Before we can begin the rule, we must make sure that we can all do the rule, 100% of the time. We suggest that you consider using the parent letter in the Single School Culture for Behavior section of the Principal's Handbook which alerts parents to your reasoning for tackling the issue. We also have to be sure that we can carry out the consequences we have chosen. We never use "call home" as a consequence as parents are not home, and the phone numbers are not always available. We only choose things we can do 100% of the time. It doesn't mean that you don't call home, but



The Adult Processes for SSC-B

- Create enthusiasm among staff to work together
- Identify, prioritize, and select an issue to address using a whole group process
- Gain consensus among staff for the interpretation of the selected issue
- Identify specific practices to teach, coach, model, and enforce the issue
- Determine desired outcomes and ways we would note progress

This is our job.

What SSC-B Looks Like in the Whole School



- Rules and expectations taught, modeled, and coached by all teachers
- Rules consistently and ethically enforced by all adults on campus all of the time
- Student behavior positively normed when the staff works together to create an ethos of fairness

These are our expectations.

Single School Culture for Climate (SSC-C)



...refers to the emotional atmosphere we generate around us, the “context” of school and district. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

Before we norm, we will just look at the two climate slides that are set up like academics and behavior. Blum's 10 year study tells us that students who are connected to their schools do not engage in negative behaviors.

Single School Culture for Climate



- **Teachers and administrators:**

- Support and agree on normative practices for adult-adult, adult-student, and student-student interactions
- Have practices for using data and feedback to monitor school climate and intervention protocols are imbedded in training
- Foster inclusive atmosphere and connectedness among students, staff, and administrators
- Report that surveys indicate students feel supported and believe their teachers want them to be successful

- **Teacher turnover, student dropout rates, and absenteeism rates are reduced**

Single School Culture for Climate



Phases

- Vision, Beliefs, and Values
- Practices (training, fidelity of implementation, progress monitoring)
- Outcomes

Sample Practices

- Student-led Initiatives (e.g., Safe School Ambassadors, mediation, government, sports, clubs, SADD, SWAT, ethics, etc.)
- Problem Solving Teams (School Based Teams, School-wide Positive Behavior Support, Climate Teams, Hospitality, etc.)
- Response to Intervention (RTI)
- Cooperative Partnerships
- School Connectedness
- Marzano

Sample Sources of Evidence

- Reports in EDW
- Reports/Records
- Classroom/School
- Surveys
- Test Scores
- Observations
- Conversations with students and parents
- Evaluations

Single School Culture Data



SSC Data refers to both the formative and summative use of data to recognize progress and areas of need in academics, behavior, and climate or in the use of data itself.

Protocols are established to use data effectively to improve the areas that are negatively impacting student achievement and attainment.

The reason we must use data around all three components is that we will waste valuable resources, we will not provide the right kind of support to both staff and students, we will waste time, we will burn out our teachers and students, and undermine our goals of graduating our students college and career ready.

Single School Culture Data



The purposes for utilizing data are to:

- Track each student's progress toward proficiency and higher
- Plan for initial instruction and re-teaching for each student
- Determine if practices and programs are working
- Check alignment of standards, curriculum, instruction & assessments
- Plan for professional development
- Help teachers and administrators hold themselves accountable for student proficiency and for closing the achievement gap
- Develop and monitor implementation of the School Improvement Plan and other school plans

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FY2014 District School Accountability Report: Large Urban Districts in Florida

District	Reading % \geq Satisfactory	Math % \geq Satisfactory	Writing % \geq Satisfactory	Science % \geq Satisfactory	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Total Points Earned
Palm Beach	59	63	70	60	67	71	66	63	519
Broward	59	61	65	55	68	67	66	62	503
Dade	59	62	58	56	70	68	68	65	506
Duval	53	56	55	55	62	62	60	61	464
Hills- borough	57	60	69	57	66	69	64	64	506
Orange	59	62	59	60	67	71	66	65	509
Pinellas	57	55	56	58	64	65	59	59	473




How did this work for us? We are the highest performing urban school district in Florida, a finalist for the Broad Award, a finalist with the Gates Foundation, and just recently received stellar commendations from SACS-CASI of AdvanceEd., the largest accrediting agency in the US.

Thank You

Alison Adler, Ed.D.
Single School Culture ©
aadler222@gmail.com

