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| **How Do Systems of Shared Accountability Work?**  **A Two-Minute Small-Group Self-Study**  With a group of colleagues (e.g., members of your TBT), answer YES or NO in response to each of the practices listed below to indicate if your group believes the practice does, or does not, support shared accountability. Then talk about your reasoning. Perhaps jot down your main reasons for thinking as you do in the “Why?” column. | | | |
| **Practice** | **Yes** | **No** | **Why?** |
| 1. Educators take responsibility for the learning of all students. |  |  |  |
| 2. The superintendent and central office administrators relay the decisions about district goals, school needs, and instructional strategies to the building principals. |  |  |  |
| 3. Educators work together in teams at the classroom, building, and district level. |  |  |  |
| 4. Educators use formative and summative assessment data to identify student needs, select effective instructional strategies, and evaluate the effectiveness of their efforts. |  |  |  |
| 5. Teachers are rated for proficiency based on their students’ standardized test scores and annual principal observations. |  |  |  |
| 6. District- and building-level teams provide educators with professional learning opportunities, instructional materials, and coaching to improve their knowledge and practice. |  |  |  |
| 7. Teams of educators engage in a system-wide process of collaborative inquiry. |  |  |  |
| 8. Team meetings are friendly, informal get-togethers where educators can vent about the frustrations of the job and lack of support from the principal. |  |  |  |
| 9. When educators share accountability, they must also share leadership. |  |  |  |
| 10. Team members support each other’s growth and communicate with honesty, openness, and professional collegiality. |  |  |  |
| 11. Leadership functions are distributed to classroom, building, and district level teams, and accountability is shared among the members of each team and among the teams. |  |  |  |