

**Establishing Norms**

**Audience:** *K-12 Teachers, Principals*

**Time:** *40 minutes*

**PROCEDURES**

- 1) Spend a few minutes explaining why norms are important to establish before examining data. If personal stories are used as examples, school names are excluded and stories kept short.
- 2) Divide participants into small groups and provide participants with time to record norms they feel are important when accessing and analyzing data together. To ensure everyone in the small group has a voice, ask each participant to record their thoughts on a sheet of paper or post-it notes first, before sharing out with their small group.
- 3) Share *Sample Norms* as an example. Ask small groups to compare their lists with the *Sample Norms* and make any desired modifications. A recorder for each group lists the top choices (four to six) on chart paper. Charts are placed side-by-side on a wall for comparison.
- 4) Instruct participants to look for overlap between the different lists. Key statements are highlighted using markers.
- 5) Choose one of the following - chart paper, an overhead transparency and projector, or a computer, projector and MS Word document - to craft with the group a single set of norms from those generated by the small groups.
- 6) Once completed and agreed upon, norms are posted for all to see in appropriate locations. They are reviewed each time the group embarks on a data analysis session together.

**COMMENTS TO FACILITATOR**

Norms are important to establish before examining data in an electronic format, such as in the D3A2 tool. If norms were established in Module II, this activity is replaced with a review and re-commitment to the norms established.

**LEARNING OBJECTIVE**

Participants will review and apply norms that support the effective use of data to guide decision making.

**DESCRIPTION**

School norms are important to establish before examining student achievement data in a group setting. Many schools have already established norms. If this is the case, they should be examined to determine if revisions are needed. Taking the time to think about norms upfront with the group is well worth the effort and time in the long run.

**MATERIALS AND RESOURCES**

- *Sample Norms* handout
- Chart paper, markers
- Optional: Computer, video projector, screen
- Optional: Overhead projector

**VARIATIONS & EXTENSIONS**

Norms are co-created with a representative school team and shared with the entire faculty for discussion and acceptance.

Choose not to share the *Sample Norms* in this activity so as not to influence the group.

After groups have posted their charts, the groups rotate between charts and star the norms they feel are important and different from their own list.

**NOTES**