

PRINCIPLES OF ORGANIZATIONAL EXCELLENCE FOCUS: PRINCIPLE #6: BE ACCOUNTABLE

There are nine principles for organizational excellence that serve as a foundation for the work that we all do in pursuing excellence at TASD. Each month we will highlight one principle and relate it to the work that we are doing through our Continuous School Improvement tools and strategies.

Focus Principle: Principle #6: Be Accountable.

Studer Education defines this principle as “committing to individual accountability in order to achieve organizational goals. Individual accountability means that you can rely on the person — ‘you can count on me.’ When we as employees are accountable for defined results we feel we are a significant part of the larger organization. Leaders help employees connect their work. These employees feel ownership of their

work and are connected to the mission of the organization.”

No matter what our position within the Tea Area School District, we have the opportunity to both foster accountability in others and to model accountability in our actions. In the classroom, we can use the PDSA

process with students to set clear and communicated learning targets and identify key measures for those learning targets. This encourages students to connect to the mission of the classroom by making them partners in the learning process and equipping them to use data to monitor their own learning. By fostering this sense of ac-

countability in students we are preparing them to be successful in pursuing their goals now and throughout life.

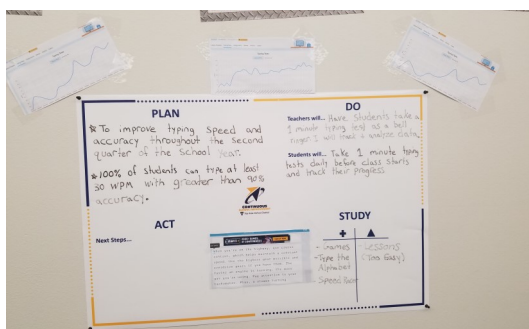
At the district level, we seek to be accountable to the needs of the many groups of stakeholders present throughout the district. This includes being accountable to sharing and acting on feedback given by stakeholders. At the February in-service, staff were asked to provide feedback on the learning opportunities provided and here were the themes from that feedback:

- Staff members appreciated the collaboration time provided.
- Staff members appreciated the experience level groupings.
- Staff members felt more time to work individually would be beneficial.



CSI IN ACTION—USING PDSA PROCESSES IN THE CLASSROOM

In these pictures, see how students are experiencing an impact on their learning through the use of PDSA cycles.



PDSA Plan created by Mr. Brue and students communicating goals, strategies, and measurement data.



Students reflecting on strategies that worked for them in the Mrs. Smith's JK Classroom.

In these videos, see how teachers are using and students are experiencing PDSA processes in their classrooms:

[Student Reflection on PDSA—Duncan](#)

[Student Reflection on PDSA—Kleinjan](#)