It Doesn’t Happen by Magic
Getting Your Staff to Take Action to Create the School You Imagine

June 26, 2014
Objectives

- Create a calendar of the steps you will need to take to realize one of your Year 1 priorities
- Design a PD session where you will introduce this work to your staff

Rubric Connection
Agenda

Overview

Communicating Your Vision Effectively

Approaches to Professional Development

Developing PD to Communicate Your Priorities

Exit Ticket
KEY IDEAS

1. For your vision to come to life, it needs to be explicitly communicated and shared with your staff.

2. How you communicate your vision matters!
LEARNING CONNECTION

Bringing your five-year vision for instruction and culture to fruition requires communicating it effectively, designing systems and structures to support it, and ways to evaluate how it’s going and how to fix what’s going wrong.
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It’s Not Just PD

EXPLICIT COMMUNICATION & EXPECTATIONS

PD
Systems & Structures
Routines
Solutions to Challenges
Realize Your SMART Goals

- What are you trying to achieve?
- How much time do you have?
- Where should you start?
  - What’s most important?
  - What’s foundational and what can come later?
- What’s easiest to teach?
- How many things can you meaningfully follow up on during the year?
The Way You **Share Information** Matters

- presentation/discussion with practice
- discussion
- presentation
- memo
- email
A Spectrum of Approaches to PD

- Overly Collaborative
- Structured Collaboration
- "Air Tight PD"
- Overly Structured
# The Way You Share Information Matters

<table>
<thead>
<tr>
<th><strong>Directive/Air Tight</strong></th>
<th><strong>Structured Collaboration</strong></th>
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<tbody>
<tr>
<td>• Communicate key ideas and practices</td>
<td>• Get buy-in from staff</td>
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<td>• Non-negotiable: you absolutely want things done this way</td>
<td>• Potential for developing new practices</td>
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<td>• All brains on deck can produce new ideas</td>
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<td>• Leadership opportunities for staff</td>
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Considering Your PD Approach

For any given topic, consider:

1. The **amount of time** you have/are willing to spend
2. Your personal level of **expertise**
3. The **strength of your vision** and conviction
4. The make-up of your staff and **how much buy-in** you already have
5. The presence or absence of a “**right way**” to do something
6. The **benefits and trade-offs** of a particular approach
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Structured Collaboration Approach to PD

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Exit Ticket
Structured Collaboration

Have you experienced PD that used structured collaboration in schools, work, or elsewhere? What was the topic? Was it effective?
Structured Collaboration

What makes **structured collaboration** effective?

- Use your vision to **provide guardrails**
  - Don’t pretend it’s up for discussion if it’s not
  - If you open it up, it must be open
  - Be prepared to be the leader and break the logjam or redirect the conversation

- Make sure teachers know **what they’re being asked to do and why**
Structured Collaboration: Examples of Guardrails

We need to track student understanding at the end of every lesson.

What are some methods we can use to measure student understanding?

How can we use that information to tailor the next day’s instruction?

For you as leader:

What other questions would you want staff thinking about as you explore this topic?

How do those other desired outcomes provide additional guardrails?
Structured Collaboration: Practice

Your Question

Opportunities for Structured Collaboration with Guardrails

Share with a partner:
- Do the guardrails align with the vision?
- Is it clear what we should be working on?
- Are the desired outcomes clear?
Structured Collaboration: Dealing with Differences

**TOO MANY IDEAS**
Independent reading, affinity groups, meditation, service learning

**TERRIBLE IDEAS**
Fight Club!

**TWO DISTINCT CAMPS**
Academic versus social-emotional

**WHY NOT RECESS INSTEAD?**
It is pretty nice outside, after all...
Facilitating Through These Problems as a Leader

- Go back to the guardrails and redirect
- Really let the staff decide
  - Is this something you (staff member) need to block?
  - Don’t vote
  - Table it and figure out how to reframe
  - Let a committee bring strategies back to the larger group (but be careful)
Overview

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Exit Ticket
Rewind: Setting Priorities for Year 1

1. All teachers will use data from CFUs to make instructional decisions.
2. All teachers will receive weekly feedback on their use of CFUs.
3. All teachers will use a common lesson template that scripts CFUs.
4. All teachers will have had at least 9 hrs of PD on using CFU data.
5. Our student attendance rate will be 90% for the year.
6. 100% of effective/highly effective teachers will come back next year.
7. An ILT will exist and will have developed a plan for SY15-16 priorities.
Planning for Implementation of Your Priorities

- **Start at the end**: what are you trying to achieve?
- How much **time** do you have?
- Who do you need to **get onboard**?
  - When will you introduce this goal to them?
  - What will you share with them? How?
  - What do you need them all to be able to do after the session?
- How will you follow up to **check for implementation**?
- How are you **cycling back with struggling staff** to help them improve?

Remember: you need to do this with all of your priorities, so be realistic about time!
Create a detailed PD session using either the air-tight approach or structured collaboration that you could use with your staff to introduce one of your priorities for the upcoming school year.

**Content**
- What the objective of the lesson is
- How much time you envision spending on it
- What teachers will be expected to produce
- What activities the teachers will engage in
- What confusion or push back you might anticipate

**Rationale (be prepared to present)**
- Why you will be prioritizing this topic in summer PD
- Why you chose the approach you did (airtight vs structured collaboration)
- How well your PD lesson matches the instructional style you wish to see in your classrooms
- How this lesson will lead to teachers understanding what they are expected to do
Feedback Focus

1. Is the approach a good fit for the topic?
2. Will teachers know “what to do” when session is over?
3. What difficulties or challenges might arise during this PD?
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Exit Ticket

What are your next steps to turn your five-year vision into reality? Add to the list you made during the previous two sessions so that you leave this session with a comprehensive list of things you need to accomplish this summer to move your vision toward fruition.