



Colorado
Teaching Conditions
School Improvement Guide

Facilitator's Guide



Comments to the Facilitator

A challenge to anyone who receives data on their school's teaching conditions is what to do with the data once you have it. The survey results contain data on a wide variety of aspects of school conditions and it can often be overwhelming to know where to start and how to proceed in a manner that maximizes participants' time. To assist with this challenge, a series of tools have been developed to provide you with a system to organize and approach the processing of your school's data, help you reflect on those variables which contributed to your score, and ultimately engage in meaningful and safe discussion about ways you can address and ultimately improve your teacher teaching conditions.

The materials have been organized into three sections. The TELL Colorado Facilitator's Guide is the first of the sections. It contains the outline and scripting for a drilldown process of examination and discussion of the survey results. It includes facilitator strategies for approaching the process, descriptions of how to utilize handouts and worksheets, and written facilitator prompts to lead discussions with school staff. To further aid in the facilitation, a Facilitator's Addendum has been included with tips for moving the meeting along smoothly.

The second section contains the TELL Colorado Facilitator's Handouts which includes all the documents referenced in the TELL Colorado Facilitator's Guide. This section includes tools that help participants better understand how to read and interpret the survey data. In cases where worksheets are complex, examples have been included to assist the learner development.

The final section is the TELL Colorado Individual Item Prompts. These tools are available for participants once they have gotten to a point in their data reflection that an examination of specific survey items is required. The tools include descriptive information on many of the survey items, instructions for how to use the materials and a series of question prompts to stimulate thought and dialog around the survey item being addressed. The section is divided up into the eight survey Construct areas and each Construct area includes a Construct Item Worksheet to aid participants in the selection of which items to examine (instructions for their use are included in the TELL Colorado Facilitator's Guide).

In addition to these materials being available in this large text format, the three sections can also be accessed on the TELL Colorado web site individually. It is the hope of the writers that these tools will prove invaluable in the promotion of discussion among school staff on the conditions of their school and ways to improve them.

Checklist to Facilitate TELL Colorado Discussion

A. To Do

- Computer with Digital Projector and Screen
- Internet Access
Or
Downloaded PDF file of the TELL Colorado survey of the specific school for discussion
- Set computer internet or PDF file of school to Construct section
- Charting Paper
- Markers
- Small Sticky Notes for all Participants (packs on each table)
- Copies of Participant's packet Handouts for all participants
- (Optional) Copies of Power Point Presentation
- (Optional) Consensogram Chart for Construct Selection
- Norms Poster (See Facilitator's Addendum)
- What's Working Poster (See Facilitator's Addendum)
- Enough copies of the TELL Colorado school results to provide one copy per table group
- Copies of each item prompt worksheet (see Item Prompts) per participant (not handed out right away. Specific ones handed out once they determine which Construct and Item they would like to focus on)
- Copies of the school improvement initiative template
- Timer

Facilitator's Guide

School-Level Drill Down Presentation

Objectives:

- Become familiar with your school's TELL data and Web site
- Understand the drill down process in order to analyze the data
- Be able to unpack, disseminate and discuss teaching conditions data to create action items for school improvement
- Engage in a process to improve teaching conditions in the school for all teachers.

Time	Content	Materials
<p>30-60 Minutes</p>	<p><i>Set Up and Preparation:</i></p> <p>Room should be set up so participants can work in small groups.</p> <p>Posters:</p> <ul style="list-style-type: none"> • Consensogram • What's working feedback poster • Meeting Norms Poster • Large versions of the School Improvement Initiative poster should be available for each table <p>Both the handout packet and the worksheet packet should be on tables.</p> <p>Post it's should be on the table.</p> <p>***** Information in (parenthesis) is for the facilitator ONLY. Do not read aloud !</p> <p>—— indicates a situation that needs to be contextualized and /or modified for your district or school. Please have these modified before presentation time.</p>	<ul style="list-style-type: none"> • Name tags • Power point • Participant's packets • Copies of the summary report • Timer • Chimes ☺ • Post-it's • Posters

Time	Content	Materials
<p>25 Minutes Total</p>	<p><i>Welcome and Connector:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Welcome and Introductions 2. Check on availability of Summary Report 3. State Objectives 4. Review Agenda 5. Establish meeting Norms 6. Create Day and Night Partners 7. Connector - Construct Reflections Activity <p>Outcomes:</p> <ul style="list-style-type: none"> • To become acquainted with the presenters • To give the big picture and establish a learning environment • To activate thinking regarding teaching conditions in schools 	
	<p><u>Welcome and Introductions</u></p> <p>Thank you all for coming so promptly today. Before we begin, let's be sure you all have a summary report (and /or) detailed report. If not, please see ——</p> <p>(Introduce yourself if necessary. Introduce co-presenter, if applicable. You and Co-presenter need to give whatever background information needed to explain the purpose and goals of the meeting.)</p> <p>I'm facilitating this process today, and in the future because ——.</p> <p>(*The Principal is not always the best facilitator. Not everyone feels comfortable talking honestly and may hold back critical information. It is often a good choice to have a Guidance Counselor, Instructional Coach or other more neutral party in this role. There is more about this in the Facilitator's Addendum.)</p> <p>We will be using —— as an attention signal today. When you hear / see this, please bring your conversations and activities to a rapid close, and look to the front.</p>	

Time	Content	Materials
	<p><u>State objectives:</u></p> <p>As with any good teaching, we have to know where we're going to establish a focus. Here are our objectives for our time together.</p> <ul style="list-style-type: none"> • Become familiar with your school's TELL data and website • Understand the drill down process in order to analyze the data • Be able to unpack and disseminate and discuss teaching conditions data to create action items for school improvement 	
	<p><u>Review the agenda:</u></p> <p>(Write the agenda on big poster paper for all to see. This helps participants feel more in control of the process by charting their progress.)</p> <p>Here is our roadmap of where we're going today, for those of you who like to see the big picture:</p> <ul style="list-style-type: none"> • Connecting to the TLE (Teacher Teaching conditions) data • Setting the Context • Drilling down into the Data <ul style="list-style-type: none"> o Understanding the Constructs o Examining items within Constructs o Analyzing and Discussing item data • Creating an Action Plan • Closing 	<p>Norms poster</p>

Time	Content	Materials
	<p><u>Establish Meeting Norms</u> (If your school has existing Meeting Norms that are similar, please use those.)</p> <p>In order to be on the same page, I’d like us to establish and agree upon the following Norms.</p> <p>(Read the Norm, and then ask participants what each one means <i>to them</i> to get all ideas out on the table. This helps level the playing field and head off difficulties down the road. Below each norm is a “cheat sheet” in case the ideas do not surface from the participants.)</p> <ul style="list-style-type: none"> • Equity of Voice <ul style="list-style-type: none"> o Everyone should monitor their own participation, and avoid the traps of saying nothing or of saying everything. Staying silent does not help in the long run. Shared decision making is the most effective. • Respect for Every Perspective <ul style="list-style-type: none"> o Remember that everyone has their own reality. Just because a situation happens one way for you, doesn’t mean that it happens that way for every teacher. • Active Listening <ul style="list-style-type: none"> o Try to stop your internal monologue, the little voice in your head, when other people are talking so that you can fully hear and understand and then respond. • Confidentiality <ul style="list-style-type: none"> o Avoid using people’s names or other qualifiers that would identify them. Always remember that your co-workers deserve respect. 	<p>Day and Night packet page</p>
	<p><u>Create Day and Night Partners</u></p> <p>We want to give you an opportunity to have conversations with many people today. We will be working in whole group, in table groups and in several types of partnerships. Some partnerships will be structured and some will be more open. Let’s establish your Day and Night Partners.</p> <p>(Model the directions as you explain them. Challenge participants to get this done in 1 minute or less. Be careful that this does not turn into a time for conversations or an impromptu break.)</p>	<p>Construct Reflections Connector WS</p>

Time	Content	Materials
	<p>Directions:</p> <ol style="list-style-type: none"> 1. When I say, “go”, quickly find someone not seated at your table who has a completely different job / content area/ subject level than you do. 2. Write their name in your Day side on the worksheet and have them write your name on their Day side in their packet. 3. Quickly move on and find a new person to partner with. This person should have a similar job / content area/ grade level as you, but should not be seated at your table. 4. Write their name on your Night side in the packet and have them write your name on their Night side on the worksheet. 5. Thank them and return to seats. 	
	<p><u>Connector—10 minutes</u></p> <p>We are about to begin a connector, or activator, to get you thinking about the Teaching conditions in our school.</p> <ol style="list-style-type: none"> 1. Hand out Construct Reflections Connector WS 2. Read the constructs aloud 3. Let participants know that they will ALL have different ideas of what each construct means, and that is OK. 4. Read over the 1-4 rating system, noting that 4 is highest. 5. Have them reflect upon each aspect of their OWN teaching conditions regarding each construct, and rate them 1-4. 6. Jot down notes about their thinking on the worksheet, both positive and negative aspects. 7. Take 5-7 minutes to think and write. 8. Find your Day Partner and share your thoughts. = 5 minutes. 9. We mentioned earlier that educators’ perceptions are their reality and that their reality drives their decision making. Different educators in the school building can have entirely different perceptions on the same topic, and none of their positions are necessarily right or wrong. Because of this, it is imperative that educators are in regular communication with each other to better understand each other’s perspectives as well as find common ground. 	
	<p><u>Segue</u></p> <p>Now that we’ve thought about our own conditions, let’s take a look at WHY we’re talking about teaching conditions.</p>	

Time	Content	Materials
<p>30 Mins. Total</p>	<p><i>Set Context :</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Rationale-Why did you take the survey? 2. What we know about Teaching Conditions 3. Long term process, not a 1 shot deal 4. Read and Discuss “Using the Survey Results Effectively” (pg. 9-11) <p>Outcomes:</p> <ul style="list-style-type: none"> • To realize the importance and impact of the work • To provide rationale for examining the data 	
	<p><u>Rationale</u></p> <ol style="list-style-type: none"> 1. We know sometimes we take surveys just because we were told we have to. We don’t always realize the purpose. This time, we have a very real, immediate and relevant reason to take this survey; it gives each of us a voice to give administration, parents, community members, and district and state policy makers information about our teaching conditions. 2. Explain how the survey was brought into the district. 3. (Give brief highlights from the Background information to explain what the purpose of the survey, to achieve buy-in from the group, and to establish the validity and value of the survey. There is more information on the survey background in the Facilitator’s Addendum) 4. *** You need to add your own reason for taking the survey and your background talking points onto a power point slide*** 	
	<p><u>What we know about Teaching Conditions</u></p> <p>(*** Read attached brief so you can answer questions if necessary: “North Carolina Teacher Teaching conditions Survey Brief: Teacher Teaching conditions Are Student Learning Conditions”, June 2009, Issue #09-06,***)</p>	

Time	Content	Materials
	<ol style="list-style-type: none"> 1. We know Teaching conditions matter for teachers. <ul style="list-style-type: none"> • Teachers with positive perceptions of teaching conditions are much more likely to stay at their current school than are teachers with negative perceptions. • The areas of School Leadership and Teacher Leadership had the largest effect on teacher retention. 2. We now know that it matters for kids. <ul style="list-style-type: none"> • “Teacher Teaching conditions are student learning conditions.” “ With the 2008 survey data, the New Teacher Center analyzed the relationship between survey responses aggregated to the school-level, and student performance as measured by the performance composite (the percentage of students at or above achievement level III/proficient) and whether or not schools met student learning growth targets set by the state.” • In examining the correlations between teaching conditions and student achievement, Decision Making, Leadership, Time, and Facilities and Resources are significantly correlated with higher school level achievement for elementary, middle and high schools. • Higher teacher turnover and the percentage of teachers on lateral entry licenses are correlated with lower student achievement as measured by the Performance Composite. 3. Principals and Teachers have different perceptions of their teaching conditions. <ul style="list-style-type: none"> • Everyone sees things differently, not just Administrators and teachers. Elective teachers have different perceptions than Core Subject teachers. Elementary teachers view conditions separately from High School teachers, and newer teachers have an outlook on their schools that differs from veterans. • There can be many different reasons for this, ranging from ownership, to empowerment, to specific skill sets. • What is critical about this point, is the need to open dialogue about this issue and find common ground. 	

Time	Content	Materials
	<p>4. Looking at the constructs specifically, we see that different school levels—elementary, middle or high schools—had different results.</p> <ul style="list-style-type: none"> • Leadership, Facilities and Resources, and Professional Development had a statistically significant connection to student achievement across all levels. • Elementary schools showed Leadership as a huge contributor—“For every one-point increase in the school leadership factor average, elementary schools were 85 percent more likely to exceed growth expectations.” • Facilities and Resources had the greatest impact on achievement in Middle Schools in North Carolina. • High school evidence reported that Time was the strongest indicator of student achievement. <p>5. This may seem like common sense, but if teachers are unhappy, and are working in a hostile, or distrustful environment, it’s only logical that this will affect their teaching.</p> <p>6. Our goal is to change the teaching conditions in this school for the better, so that teachers want to come to work every day, and teach ALL students to achieve at high levels.</p>	<p>“Using the Survey Results Efficiently” article</p> <p>Slides pp.</p>
	<p><u>Long Term Reform</u></p> <p>We have a lot of data to examine and analyze, but this is NOT a one shot deal! This meeting is only the beginning of a continual process of school reform and improvement. According to new research by Linda Darling-Hammond, it takes 30–100 hours of professional development extended over a 6- to 12-month period to affect change in the classroom. Therefore, we are going to take small steps and study the results bit by bit, over most of this year so that we can internalize the process and create real, lasting changes and structures.</p> <p>We will be using the Teacher Working Condition data as:</p> <ul style="list-style-type: none"> • a baseline for improvement • a metric (a way to measure) for improvement • a way to help us prioritize our needs to inform our school improvement plan 	

Time	Content	Materials
	<p><u>"Using the Survey Results Effectively"—15 minutes</u></p> <ol style="list-style-type: none"> 1. This article, "Using the Survey Results Effectively", explains how to examine your data successfully. 2. It was written for the state of Massachusetts, but applies to all states and districts. It was created after many districts had gone through the process independently, and so draws upon their wisdom and experience. 3. Read the article, taking notes /annotating key points on the article itself, or on the Reflection Sheet. 6 minutes 4. When you're done, respond to the prompts on the sheet for your Take-away's and thoughts. 4 minutes 5. As a group, we will discuss and chart what people thought were the most important points of the article, and what ideas we need to keep with us during the process. (Debrief the group by uncovering, or asking for 5 or 6 items participants view as most important.) 5 minutes 	

Time	Content	Materials
<p>20-30 Minutes</p>	<p><i>About the TELL Drill Down Process:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Go over the basic drill down process (graphic) 2. Looking at the TELL website—types of reports <p>Outcomes:</p> <ul style="list-style-type: none"> • To allow participants to understand the layout of the website and the different types of reports available to them • To see the big picture in the Drill Down Process 	
	<p><u>The Drill Down Process</u></p> <ol style="list-style-type: none"> 1. Here is a graphic of the Drill Down process. It's shaped as an inverted pyramid to show that we start with a large mass of information that we are going to mine, or "drill down" into until we find a specific focus where we want to spend our time and energy to improve teaching conditions. 2. On the next page in your packet you'll see a list of basic vocabulary terms we'll be using today. Take a moment to read over the definitions: <ol style="list-style-type: none"> a. TELL—Teaching, Empowering , Leading and Learning b. Teaching and Learning Conditions—the systems, relationships, resources, environments and people in your school that affect your ability to teach (or learn) at a high level. c. Construct—a grouping of several specific questions, all dealing with the same topic. <ul style="list-style-type: none"> — Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, Instructional Practices and Support, and New Teacher Support d. Item—a specific individual question e. Individual Item Prompts—a series of questions that help guide a group in thinking about the data associated with one specific question f. Drill down—breaking the data into smaller pieces to analyze it for the purpose of unpacking and improving one specific working condition 	

Time	Content	Materials
	<p>4. To the right of each school name are tiny graphics that look like little note pages and a spy glass, we will come back to those in a moment. First, let's look at what other information is on the page.</p> <p>a. Further to the right, you should see 3 columns of numbers.</p> <ul style="list-style-type: none"> — The first one is labeled Educators. This is the number of licensed educators in your school who <i>could have</i> taken the survey. — Next you see “ # <u>cmplt</u>” below the rose colored arrow—this is the number of educators who actually <i>DID complete</i> the survey. — The third column, “% <u>cmplt</u> “ under the orange arrow, breaks that number into a percentage by dividing the number of teachers who DID take the survey by the number of teachers who could have taken the survey. <p>b. Reflect with an elbow partner for 4 minutes about what impact the percentage of educators who completed the survey might have on your data. Why is it important to know this? (Possible Responses to uncover:</p> <ul style="list-style-type: none"> — These numbers are important so that you know how much of your staff is represented with your data. — There are many schools that had one hundred percent report in. They know they have the voice of their entire faculty. — A few schools, however, had response rates in the fifties. These schools have about half of the building not share their opinions about their teaching conditions. This means the overall conditions in the school may not be completely represented in the data. — Think about reasons WHY someone might not take the survey. –If this is a school with a lower response rate, you need to uncover some of those reasons!) <p>c. Share out a few thoughts.</p> <p>5. Now let's go back and begin looking at the types of data you will have access to. There are 3 different types of reports available: a Detailed Report, a Summary Report and a Comparison report. (see the red arrow) We will look at each quickly as a frame of reference for later today, so that you know how they are different. We will take time after break to examine the data in depth, this is simply an overview.</p>	<p>Slide 19 What do the numbers mean?</p> <p>Slide 20</p>

Time	Content	Materials
	<p>8. Let's examine a summary report and see how this data is different from the Detailed Report:</p> <ol style="list-style-type: none"> a. Here, the data reveals a snapshot, or summary, of each construct (group of questions) and item (specific question.) b. This section only shows items (questions) that were answered with the indicators of "strongly agree" to "strongly disagree." c. This report shows only "percent agreement", which includes the consolidation of both "agree" and "strongly agree," responses. You might immediately assume that if this percentage of educators agrees, then the rest of the educators who responded would have to disagree, but be a bit careful here. Many could have answered, "Don't know". You will have to look back at the Detailed Report to be sure. d. The comparison data shows your results in a vertical chart. Your school results are in the first column (under the red arrow.) The second column shows data for all schools in the same academic level (i.e. Elementary, middle and high, under the rose arrow) The district results appear in the third column from the left, under the green arrow, and the state data is in the rightmost column (under the orange arrow.) <p>9. Finally, we need to view the comparison report if one is available. Many schools did not meet the 50% response rate needed to get data during the 2009 survey, so not every school has data for both years, even though a report was generated. If that is the case, the 2009 column will have "N/A" in place of 2009 data.</p> <ol style="list-style-type: none"> a. The comparison results are organized similar to the Summary results in that they use % Agree, and only items that could be answered using "strongly agree" to "strongly disagree" b. The primary difference is that you will only see your own school for 2 separate iterations of the survey. (ex. 2009 and 2011) <p>10. Now that you have had a brief look at the web site and have some working knowledge of how to navigate to our school's data, let's get started looking at our own data and begin narrowing the scope of our work.</p> <p>***BREAK HERE IF DOING THE ALL-DAY SESSION***</p>	<p>Slide 22</p> <p>Slide 23</p> <p>Slide 24</p> <p>Slide 25</p>

Time	Content	Materials
<p>20 Minutes</p>	<p><i>Determine a Construct:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Use indicator questions to see the big picture 2. Prioritize Constructs 3. Choose 1 to examine in depth <p>Outcomes:</p> <ul style="list-style-type: none"> • To prioritize constructs • To determine a starting point for the process 	<p>Slide numbers may differ if you are not facilitating an all-day session or if you did not take a break</p>
	<p><u>Use Indicator questions to see the big picture</u></p> <ol style="list-style-type: none"> 1. We've already reflected on the Constructs at our school by using the Construct Reflection Sheet earlier. Now let's look at the data and see a little more about where our needs are reflected in the data . 2. (Hand out Construct Indicator Questions Worksheet) Here are the Construct Indicator Worksheets. 3. Each construct has one question that best predicts the rate of agreement for the construct (group of questions) as a whole. That means this question will give you a quick picture of the construct overall. Those questions are listed on the worksheet below. Examining these questions will give us an overview of each construct, or a place to start, without having to analyze and compare each individual item question. 4. The set-up of the page has several sections (use the PP slide as a guide): <ol style="list-style-type: none"> a. The boxes on the left side (under the word question and the red arrow) have the construct and the indicator questions written inside them. b. The boxes to the right of the question, in the middle of the page, (under the words School, Level, District and State) is where you will record your school, level, district and state data for comparison. c. All the way on the right is a blank box labeled Priority. For now, ignore this box. We will come back to it shortly. 	<p>Construct Indicator WS Slide 27</p> <p>Slide 27</p> <p>Slide 28</p>

Time	Content	Materials
	<p>5. You will be using your summary data report. On your SCHOOL'S summary data sheet, find the Time construct, question d., which says, "Non-instructional time provided for my school is sufficient." (red arrow) Find the percentage for your school. Here, the example shows 52%. (show slide with red and yellow arrows. Remind them that what is on the screen is an example and their numbers will differ.)</p> <p>6. Transfer this number from your school's data to the first, top <i>left</i> box on the chart in the center of the page, labeled S. (Show ex. Slide and ex. Data)</p> <p>7. Do the same thing again, but this time find the Level data for the same question and move that number into the chart under the word "Level, L".</p> <p>8. Now, go back to the Summary Report and find the District data.</p> <p>9. Record the data in the top, <i>third</i> box from the left in the chart labeled D.</p> <p>10. Finally, locate the State data on the Summary Report, and place it on the top <i>right</i> box in the chart under the letters "St." The top 4 boxes on the chart should be completed.</p> <p>11. For the next part we will be working BELOW the grey line, but still in the same chart. You may want to have a calculator for this part to be sure your math is correct. Remember most of your phones have calculators applications on them. In the line of grey boxes, you should see a box labeled S-L, this stands for School minus Level. We are going to subtract the Level agreement number from the School agreement number. In this example we have 52.0 – 51.5. When we do the math , we see that comes out to a POSITIVE .5 (+.5). Mark this in the box labeled S-L.</p>	<p>Slide 29</p> <p>Slide 30 and 31</p> <p>Slide 31</p> <p>Slide 32</p> <p>Slide 32</p> <p>Slide 33</p> <p>Slide 34 and 35</p> <p>Slide 36</p> <p>Slide 37</p>

Time	Content	Materials
	<p>12. This may end up being a positive or negative number. If it is a positive number, your school has a higher rate of agreement than the other schools in the same Level in your district. That means that more people at your school agree this construct is in place than in the rest of the other elementary schools (or middle or high schools, depending on your level) in your district. If the result is a negative, then the Level has a higher agreement rate than your school. In this example we have +.5, which means this school has a tiny bit higher rate of agreement about Non-instructional time than the rest of the schools on this level in this District.</p> <p>13. Repeat the process in the next box to the right labeled S-D, to find out the District comparison. In our example we get -2.9. That means that the District as a whole, all levels combined, have a slightly higher agreement about Non-Instructional time in their schools.</p> <p>14. S-St, this time we're using your school data and subtracting the State rate of agreement. Again, the number might be positive or negative. This will give you a picture of the normal, or average opinions about this construct statewide. Here, the example shows $52 - 48.5$, which is +3.5 percentage points higher than the State average.</p> <p>15. Do the same process for the remaining Construct Indicator Questions.</p>	<p>Slide 38</p> <p>Slide 39</p>
	<p><u>Prioritize Constructs</u></p> <p>1. Now that you have done the math for each construct indicator questions, it's time to prioritize our strengths and needs for the school.</p> <p>2. These numbers are not meant to be measures of good or bad. They simply tell us where we stand as a faculty. We look at state, district and level data as a gauge, or as a comparison, but there are no right or wrong answers here.</p>	

Time	Content	Materials
	<p>3. For example, we may have 20% agreement on one item, while the state has 40% agreement. Yes, this is a -20 percentage point difference, but what is not reflected in THIS report is the fact that leadership may have changed the master schedule this year to make time for an enrichment period for all students. Teachers are not used to having an extra assignment, so they are pushing back a bit on the Time issue.</p> <p>4. On the other hand, we may have 55% agreement whereas the state only has 47% agreement. It could be easy to pat ourselves on the back because we have a higher rate of agreement than the state, but we need to realize that only about HALF of the staff agrees this condition is in place. We would still have a long way to go.</p> <p>5. Individually, take 3 minutes to look at the positive and negative numbers, and then based on your personal experience AND the construct indicator questions, prioritize the 8 constructs from HIGHEST NEED to LOWEST NEED and record those on the Priority boxes on the Construct Indicator worksheet. #1 should be the area of HIGHEST NEED, in which we MOST need to improve, and #8 is the area of LOWEST NEED, the area we consider our greatest strength. You may want to consult your predictions worksheet that we used earlier.</p> <p>6. It may be easier to identify your 2 greatest strengths (#s 7 and 8) and your two greatest needs (#s 1 and 2) first, and then arrange the remaining 4 constructs between them.</p> <p>7. Compare your prioritized list with your table group. (7 minutes) Have a conversation and try to come to consensus for a team prioritized list. Record the Construct you all feel is your greatest strength on a yellow post-it note, and write the Construct you all believe is your greatest NEED on a blue post-it note.</p>	<p>Slide 40</p> <p>Slide 41</p>

Time	Content	Materials
	<p><u>Choose 1 Construct to examine in depth</u></p> <ol style="list-style-type: none"> 1. Use the Consensogram Poster to show the groups ideas about the school's greatest strengths and needs. (Model this process as you explain it. See "How to make / Use a Consensogram sample in the addendum if you need more instruction). <ol style="list-style-type: none"> a. Give each table a yellow and a blue colored post-it note. b. Yellow is for recording the greatest strength. c. Blue (or any other color) is for the school's biggest need. d. Have 1 person from each table come put their post-its above the corresponding construct number on the Consensogram. (model this) e. Example—If my table thought Time was the biggest need, ONE PERSON would put the blue post-it above the word Time. If our biggest strength was Professional Development, we would place our yellow post-it above the word PD on the poster. f. The next person, if their table also agreed Time was the biggest issue, should place their post it above the first blue post-it to make a two-story high bar graph. However, if they felt the biggest strength was Community Support, they would put their post-it at the bottom of the poster above the words Community Support. g. One person per table come place your post-its. 2. Take a moment and examine the findings. We need to come to consensus about our school's greatest need. (You may want to read over the pages titled "Decisions by Consensus" and "Conflict Resolution Method" included in the addendum.) 3. What patterns are you seeing? What appears to be our strengths? Do any Constructs stand out as a need? Which Constructs are sparsely posted? What do these findings tell us about how we perceive our school's teaching conditions? 4. _____ Construct has the most blue post-its, so we will take the next hour to examine these questions further. 	<p>Colored Post-it notes</p> <p>How to make a Consensogram</p> <p>Slides 42 and 43</p> <p>Slide 44</p>

Time	Content	Materials
	<p>5. (The blue post-its may be evenly divided, or it may be difficult to come to consensus. If this happens, you will have to be ready to take the lead and suggest one Construct that you and the school leadership know is a serious issue for the school. Another option is to break the faculty into multiple groups and work in parallel structures, so that one group may be working on the Time construct while another group is working on the School Leadership construct.)</p> <p>6. (You either need to have multiple copies of each item work sheet available, OR you may want to consider going to break at this point to give yourself time to run enough copies of the chosen Construct Item Worksheet.)</p> <p>7. Looking at the hidden picture, how many of you can see the picture inside the picture? (3 planets, one in front and 2 in back with rings around each planet) Remember, this exercise is all about how we perceive things, and we all see our teaching conditions differently. It's not better, or worse, just different. And that makes sense. A music teacher will have a very different teaching experience than a math teacher. A special education teacher who has few students but travels from room to room will see things differently from the gym teacher who stays in one place but sees hundreds of students a day. Everyone's perception is their own reality.</p>	<p>Slide 45</p>

Time	Content	Materials
<p>30 Minutes</p>	<p><i>Examine Items within the Construct:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Examine each item within your chosen construct. <ol style="list-style-type: none"> a. Explain the table. b. Explain the item work sheet. 2. Walk through the Detailed Report. <p>Outcomes:</p> <ul style="list-style-type: none"> • Be able to narrow down to a single focus question • Find and understand additional information in the detailed report 	
	<p><u>Examine items within your chosen construct</u></p> <ol style="list-style-type: none"> 1. We've agreed upon _____ as a focus for improvement. 2. No matter how high or low a school's rate of agreement is for a construct, the individual items (questions) within the construct can have great variance. In this example, you see on the summary report, that just in the Time Construct, this school ranged from 32.6% agreement to 69.6% agreement. (the red arrow is between those numbers.) That's quite a difference, and we will see the same type of differences in our own data. 3. Consider the overall item distribution, as it can reveal interesting trends in teacher perception. <ol style="list-style-type: none"> a. In this example, we see this particular school scored lower than the District, Level and State in item, "a. Teachers have reasonable class sizes." (Red arrow, 45.7% versus 60.4% and 53.3% and 59.0%) b. The school had moderately higher agreement (Orange arrow, 4 percentage points) than the Level and State in "d. The non-instructional duties...", but they scored lower than their District in that same question. c. The school had disproportionately higher agreement (Rose arrow) than the District in item "b. Teachers have sufficient instructional time..." 	<p>Slide 46</p> <p>Slide 47</p>

Time	Content	Materials
	<p>4. Looking at item B more closely, these numbers can be interpreted in a number of ways.</p> <ol style="list-style-type: none"> a. If 69.6 % of teachers agree that they have “...sufficient instructional time...”, then about 30% of teachers DO NOT AGREE. This is a very interesting idea. The majority of the school agrees with this statement, but almost 1 in 3 teachers don NOT agree, which may indicate a need to examine this area further. b. The State’s results show that slightly more than half of the teachers statewide feel they do have sufficient time to meet the needs of students. c. You may want to think about which percentage of teachers may have agreed that they have sufficient time. Why do some teachers believe this, yet others do not? Are class assignments equitable across teachers in the school? Are there variations in teacher/student ratios across grade levels or subject areas? Does planning time vary within the school community? This may give you insight about WHY someone answered the way they did. <p>5. We’re going to do an exercise very similar to the one we just did so that we can narrow our focus even further.</p> <p>6. Looking at the sample Work Sheet on the screen, the construct item worksheets look almost identical to the Construct Indicator sheet we filled out previously. The individual questions for this Construct are listed in the boxes on the left. The comparison chart is in the center, and the priority boxes are on the far right.</p> <p>7. Again, we chose ----- as our Construct. (Pass out the Construct item Work sheet for this construct ONLY.)</p> <p>8. Go to your Summary Data sheet, and fill in the rates of agreement for your school, but ONLY for this one Construct. Once again, also write down the Level, District and State rates of agreement for each item.</p> <p>9. Now use the lower half of the chart, under the grey strip, to compare your school to the Level, District and State by subtracting those numbers from the School rates and entering those numbers below the S-L/ S-D/ S-St boxes. (Rose arrow)</p>	<p>You may want to have all construct item ws’s available to be able to pull the one chosen construct</p> <p>Slide 43</p> <p>Item construct work sheets</p> <p>Slide 48</p> <p>Slide 49</p>

Time	Content	Materials
	<p>10. As you examine your own data, reflect on what aspects of your school could be contributing to these results.</p> <p>11. Once you have completed the Construct Item worksheet and have thought closely about each item within your chosen construct, you need to narrow your focus once again by prioritizing the Items.</p> <ul style="list-style-type: none"> a. Your item of focus does NOT have to be your lowest item scores. b. You and your faculty know the context of your school. Use that knowledge to choose an item of greatest impact. <p>12. We need to get consensus once again before moving forward, so we will use the consensogram one more time. (As facilitator, you need to change the bottom of the consensogram from Constructs—Time, Facilities and Resources, etc.—to Items—2.1A-class size—You can have a whole different Consensogram poster, or you can affix large post-its at the bottom to cover the previous indicators)</p> <ul style="list-style-type: none"> a. This time, put your table's first choice of question to examine further on a Yellow post-it note. b. Write your table's second choice on a Blue post-it note. c. Have one person come to the front and place your post-its above their appropriate item number. (Allow time for everyone to post. Direct participants back to their seats unless you are scheduling a break here. This can easily turn into a social time.) <p>13. What can we see on our Item Consensogram? Which Items are most populated? Which Items can we rule out? What does this tell us about our current needs?</p> <p>14. It appears that most of you would like to look at item — more closely. Let's start by looking at the Detailed Report to see if we can gather more information about this question. (If you have 2 items that have equivalent votes you will have to decide whether to try to gain consensus or to break the staff into two parts, each working parallel to the other.)</p>	<p>Slide 50</p> <p>Consensogram poster with item numbers and letter</p> <p>Slide 51</p> <p>Slide 46</p> <p>Slide 52</p> <p>Slide 53</p>

Time	Content	Materials
	<p><u>Walk through the Detailed Report</u></p> <ol style="list-style-type: none"> <li data-bbox="358 401 1089 506">1. The Detailed Report gives us more specific information about HOW STRONGLY people feel about this Working Condition. <li data-bbox="358 548 1118 653">2. Specific Item Data is made up of 4 segments, moving from left to right: Strongly Disagree—purple, Disagree—red, Agree—green and Strongly Agree—blue. <li data-bbox="358 695 1138 915">3. Here, we see the same data as before, but with more detail. We get to see the percentage of Strongly Agree and Agree as separate entries, as well as Strongly Disagree and Disagree as opposed to the more general category of “% Agree”. This can potentially give you a clearer picture of your school data. <li data-bbox="358 957 1097 1136">4. Notice the colors are portions of a horizontal line. The categories will not stack up in a line, so be careful about looking at percentages for comparison. It will give you a quick visual of which indicator had the highest percent agreement. <li data-bbox="358 1178 1143 1356">5. For our example, if we look at Item B again, “Teachers have sufficient time...,” shows 15% Strongly Disagree, 39% Disagree, 41% Agree and 4% Strongly Agree. That means that 54% Disagree and 45% Agree. (No one answered “Don’t know”, so the missing percent is accounted for in rounding.) <li data-bbox="358 1398 1127 1503">6. The N, or number of people who answered that questions, is 46. No one responded “I Don’t know” , DK. Often, not everyone will answer a question, so the N will change. <li data-bbox="358 1545 1130 1766">7. You may want to consider why someone would either not answer, or mark the category, “Don’t Know.” Did they not have an opinion one way or the other? Did they decline to answer because they felt intimidated? Did they feel that the issue did not apply to them? Notice on the next slide how the N for question F is 69, yet the N for question G is 72! 	<p>Slide 53</p> <p>Slide 54</p> <p>Slide 54</p> <p>Slide 55</p> <p>Slide 56</p>

Time	Content	Materials
	<p>8. You can break the percentages into numbers of people in each category by multiplying N, the number of respondents (here $N=72$), times the percentage in the specific category. This can be helpful in making the numbers seem real, and equating the data to actual people. (Remember, when multiplying a percentage, move the decimal 2 places to the left.)</p> <p>a. Here in item G, the equation would be: $72 (N) \times .08$ (strongly disagree) = 5.76 . So 6 of 72 people <u>strongly disagreed</u> that their physical environment supported teaching.</p> <p>b. Take 2 minutes now to review the Detailed Report data for our focus question.</p> <p>c. What conclusions can you draw from this information?</p> <p>9. Identifying pockets of agreement or disagreement can be helpful when moving forward and thinking about your action plan. While it is useful to think about these findings as actual people instead of percentages, <u>it is also potentially hazardous if this process leads you to making assumptions as to who specifically may have responded. Remember that this is an anonymous survey. We have gone to great lengths to ensure anonymity. You can NOT be sure who your respondents are, and asking people to identify themselves can break the trust and your ability to gather accurate data.</u></p> <p>10. We also need to look at N. N is the total number of respondents, or people who took the survey.</p> <p>a. Does N match the number of teachers at your school? This is an important consideration!</p> <p>b. If $N = 33$, but there are 80 teachers at your school, then almost half of the school has not answered the question. This could be quite different than looking at data where 33 of 40 teachers responded.</p> <p>— What does that mean as you interpret the data? Are you looking at a majority of faculty, or only a fraction? Are the results indicative of the whole school?</p>	<p>Slide 57</p> <p>Slide 57</p>

Time	Content	Materials
	<p>11. Sometimes we may see a heavy response in both the positive and the negative areas. This bi-modal distribution would suggest that teachers are split on their perception. This is significantly different from the traditional bell curve. In other words, some of the school might think this area is in good condition and the other half does not.</p> <ul style="list-style-type: none"> a. Occasionally we see a serious difference in answers, with a large portion of the staff answering “Strongly Disagree” and the other half answering “Strongly Agree”. This shows a huge difference in staff perceptions. This may indicate a need to explore an item further. b. Think about what the distribution looks like for your school for each item. 	
	<p><u>Segue</u></p> <p>Now that we’ve looked at all the data, let’s start thinking about how we can improve this specific working condition.</p>	

Time	Content	Materials
<p>60 Minutes</p>	<p><i>Item Analysis:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Process for Analyzing an Item overview 2. What's working / what's not explanation and example 3. Participant fill in chart 4. What's Ideal / Challenges—explanation and example 5. Participants fill in Graffiti wall <p>Outcomes:</p> <ul style="list-style-type: none"> • To explore the issues involved in a specific working condition • To create a plan for improving a specific item's working condition 	
	<p><u>Intro—Process for Analyzing an Item—overview graphic</u></p> <ol style="list-style-type: none"> 1. We are going to look at 2 ways to analyze this question. One way is more linear, with graphic organizers. The other way involves conversation prompts for reflective conversations. They can be used separately or together since there are complementary to each other. Today, we are going to use both methods to give everyone a chance to experience them. In the future, use the method that is more comfortable for you and your community. 2. This slide indicates the basic process we will use the 4 boxes that make up the process: What's Working?/ What's Not Working?/ What is the Ideal?/ and What are the Challenges to the Ideal? 3. We need to take an in-depth look at the reality of this item as seen in our school. We need to know where we stand before we can move forward. So we're going to think about the following 4 ideas for the next several minutes. 4. Just as in your classrooms, we need to assess so we know where to start, and we need a goal, or exemplar to keep in mind as we move forward. 	<p>Slide 58</p> <p>Slide 59 Process for Analyzing graphic</p> <p>Slide 60</p>

Time	Content	Materials
	<p><u>What's Working / What's Not? Explanation, Example and Work Time</u></p> <ol style="list-style-type: none"> 1. Let's start by examining the graphic organizer. On the far left we have, "Item to Examine." This is the question we wish to explore further. <ol style="list-style-type: none"> a. Ex.—School A's teachers felt like they had NO time to collaborate with their colleagues. b. We chose ———, so write that in the left- most box on your worksheet. 2. Then we have Positive Factors. These are all of the good things we can think about dealing with this issue. Even though we may not have scored well here, and perceive this as a need for our school, there are still things that are working for people and we are doing some aspects of it well. <ol style="list-style-type: none"> a. In school A, the district gave protected time for Professional Learning Communities... (read over the 3 example positive factors.) b. Take 3 minutes as a table group and write in 3 pieces of evidence that ——— item is in place in our school, even on a small scale. c. Share out 1 Positive factor per table. 3. Now contemplate how these positives affect your teaching, or the effect it has on the school as a whole. <ol style="list-style-type: none"> a. For example, school A had dedicated time once a month for PLC planning... (continue with effect examples) b. Again as a group, discuss and record POSITIVE effects of — for yourself and our school. Take 3-5 minutes. 	<p>Slide 60</p> <p>Point out the What's Working worksheets in the Participants Packet</p>

Time	Content	Materials
	<p>4. Finally, thinking of “Moving Forward,” how do we take what we have and make it bigger and better? Think of how you can take the positive factors from micro to macro and extend the influence.</p> <ol style="list-style-type: none"> a. School A expanded their PLC from the school level to a bigger, more influential district -wide PLC times several times a year. (continue with examples) b. Bring it back to our issue of ———, how do we take our positives and expand our influence, or make it bigger and better? c. Work for 4-6 minutes with your groups. Be CREATIVE and think out of the box! d. Have 2 tables share out the whole row – Positive, Effect, and Step Forward <p>5. Let’s move to the bottom half of the graphic organizer. We chose this item for a reason. Clearly some things in this area aren’t working as well as we’d like them to. As we just saw when looking at the positives, we do have points of light, but now we need to start thinking of what specifically is broken.</p> <ol style="list-style-type: none"> a. For school A, the teachers were overwhelmed with additional duties during their planning times. (read the 3 examples) b. Take 2 minutes to individually think of our area of need, and pinpoint what the actual issues are. c. Discuss as a table group and write at least 3 challenges, the effects they have on your teaching. 7 minutes <p>6. This time, instead of taking the issue and making it bigger, let’s minimize it, or trouble shoot it.</p> <ol style="list-style-type: none"> a. School A found ways to take back precious planning time by ... (read the 3 examples) b. Let’s give this section a little more time for discussion. Again, be creative and comprehensive. It could be easy to dismiss people’s ideas and say, “that won’t work here”. Instead, try to focus on the CAN DO’s instead of the CAN’T’s. Remember, strategies work differently depending on age, personality, subject matter or other factors. There is no guarantee that because it works for one person, it can work for all people, so be tolerant and open-minded. 7 – 10 minutes. 	

Time	Content	Materials
	<p><u>What's Ideal / Challenges—explanation and example</u></p> <ol style="list-style-type: none"> 1. We've just analyzed strengths and needs for our item, and soon we'll begin making an action plan, but before we do so, we need to decide where we're going. We need to set a clear path for everyone to see and follow. 2. What do we really want? What is the ideal? I know this may be an interesting concept for some of us. How do we know what the ideal is if we've never seen it? But this is the time to think big and DREAM! If a magical fairy came down and granted your every scholastic desire, what would — look like HERE, at this school, with the same kids, parents, teachers and administrators. 3. Let's explore School A's ideals, challenges and how they wanted to overcome those challenges and get to their ideal state. <ol style="list-style-type: none"> a. In School A's perfect world, no teacher would ever have to cover another teacher's class. (Cover -meaning to step in and teach someone else's class during your free time, planning period or lunch.) In reality, they knew that wasn't possible, since emergencies will always happen, so to bridge the gap and get closer to the ideal, they came up with several options. They wanted to put a rotation schedule in place for teacher coverage to make it equitable amongst the staff. They also decided that covering a class wouldn't be so bad if they knew they were getting something out of it. They made a list of possible rewards that would help them feel compensated for their time. They also put several non-negotiables in place for what had to be present during coverage (seating chart, lesson plan, extra work, etc....) b. (Go over the other 3 examples.) 	<p>Slides 62 and 63</p> <p>Point out the What's Ideal worksheets in the participants' packet</p>
	<p><u>Participants fill in chart</u></p> <ol style="list-style-type: none"> 1. Let's focus in on our ideals. When we think about —, what do we really dream about seeing? Why can't we have it? And how do we go about getting it? 	<p>Slide 64</p>

Time	Content	Materials
	<p>2. Find your NIGHT partner, and then join together with another set of night partners who you have not interacted with today, so you are a new group of 4. Brainstorm a list of IDEAL situations for this item.</p> <p>3. What did you come up with? I'm going to record each "ideal" on a poster. (Have each quartet call out their best Ideal. Record these "ideal situations" on the top of a big piece of poster paper. One idea per poster. Place the posters around the room to create a Graffiti wall. If several tables have the same or similar ideal, combine into one poster.)</p> <p>4. (<u>Graffiti wall directions for the facilitator</u>—This activity mimics the "What's Ideal" worksheet. If you are short on time, you could have participants simply fill in the graphic organizer, but that cuts down on the collaborative process. You will NOT get a consensus here about ideal situations. That will happen during the goal setting process.</p> <p>a. (Put each Ideal on a poster at the top, turned horizontally (wide as opposed to long). Below it, create 3 or 4 columns. -See Construct Item Ideal Worksheet and create a model poster that all other groups can copy.)</p> <ul style="list-style-type: none"> — Challenge 1, 2 and 3 are at the top. — Ways to Overcome are below this. <p>b. To section off the group, you can place each quartet at a poster, or you can remix everyone by counting off by the number of "ideal" poster topics. So if you had 6 ideal situations surface during the debrief, you need to count off by 6's and have 6 separate posters, each with an Ideal Situation at the top.</p> <p>c. Have each group go to their assigned poster and write in their Ideal situation (show slide and point out the red arrow)</p>	<p>Slide 65</p> <p>Slide 66</p>

Time	Content	Materials
	<ul style="list-style-type: none"> d. Record as many challenges and ways to overcome as possible in 8-10 minutes. e. Call time and have each group rotate clockwise f. Take 2 minutes to read what was already written, then take an additional 3 minutes to add any additional ideas they have. g. Repeat the process until each group has been to each poster. h. Have 1 more round so each group ends up at the poster where they began in order to read any additional comments. i. Return to seats <p>5. Debrief by pop-corning out 1 interesting idea they saw that stimulated new thinking or insights.</p>	

Time	Content	Materials
<p>45 Minutes</p>	<p><i>Individual Item Prompts:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Explain prompt pages for each item 2. Choose groupings 3. Choose facilitator, reporter , recorder 4. Work time 5. Share out about the PROCESS <p>Outcomes:</p> <ul style="list-style-type: none"> • To give faculty an alternate method for analyzing a school's strengths and needs for specific item data 	
	<p><u>Explain the rationale and set up for the prompt pages for each item</u></p> <ol style="list-style-type: none"> 1. Some of our topics are very complex and may require more discussion than the “What’s Ideal” work sheet allows. We know that the best teaching incorporates choice and addresses multiple learning styles, so we want to give you options for thinking about the teaching conditions in our school. 2. The Individual Item Prompts are a series of reflective questions for almost every survey item. They are designed to guide collaborative conversations about specific school conditions and to provoke lines of thinking that may not be immediately apparent to everyone. They are not an exhaustive list, but instead are a starting point for dialogue. 3. (These prompts may be used before or after thinking about “what’s working / what’s Ideal”, or they can be used as stand -alone prompts. The two methods tend to elicit different types of thinking and appeal to different learning and processing styles.) 	<p>Slide 67</p>

Time	Content	Materials
	<p>4. Looking at Item Prompt 2.1 c, “Teachers have time to collaborate...”, let’s explore the formatting of these 2 pages.</p> <ol style="list-style-type: none"> a. (Show the sample slides.) b. Page 1 has the question stated at the top and underlined. c. Below this is a summary statement that shows several different perspectives and directions for the Table Group Activity. d. Page 2 and subsequent pages are the Reflection Tool pages. The rounded boxes in the center of the page house a more general reflective question, for ex. In 2.1c you will see 8 general questions, starting with “Am I collaborating...”. Below that, but still in the big box, are specific questions dealing with that topic. Under the question we just read about kinds of activities, there are 2 bulleted questions beginning with, “Do I make time to meet...?” 	<p>Slide 68</p> <p>Slide 69</p>
	<p><u>Choose groupings</u></p> <ol style="list-style-type: none"> 1. For these discussions we would like many different types of disciplines and grade levels represented in each group to gain a broad perspective. We are going to regroup by _____. <ol style="list-style-type: none"> a. (You need to design a method for grouping. We recommend that you have one representative from each grade level and/or department, plus an elective teacher and an administrator in each discussion team. b. You could put colored dots on name tags or agendas to indicate teams. c. You could line up by department and number off. d. You could ask them to arrange themselves so that no one who teaches the same thing is in the same group. e. Keep in mind that purposeful groupings tend to work better here. f. You also may want to think about whether it’s best for all groups to be working on the same Item Prompts or not. Groups could also be working on a single general reflective question with its specific questions all within one Item Prompt). 	

Time	Content	Materials
	<p>5. Remember to record the main thoughts and questions that were discussed, especially when the group comes to consensus or vehemently disagrees. You may want to use the Item Prompt Discussion Record template, or you can use the “What’s Working…” page we used before to record positive and challenging aspects of the discussion. You could also record thoughts in outline or in web formats. Please find a style that meets the needs of the group and documents thinking. <i>(The administration may want one uniform style to compile all ideas. If that is the case, please give only that option.)</i></p> <p>6. You will have 30 minutes of work time. You will receive a 5 minute warning near the end, and a 2 minute warning for the group to help the recorders accurately summarize. <i>(Use 30 minutes if they are doing the entire Item Prompt. If you’ve broken the section into smaller chunks, please adjust the time accordingly.)</i></p>	<p>Slide 71</p>
	<p><u>Share out about the Discussion and the PROCESS</u></p> <ol style="list-style-type: none"> 1. Give the Reporter from each table 2 minutes to report out: <ol style="list-style-type: none"> a. Key discussion points b. Primary debate issues c. Consensus points d. Ideas to move forward 2. Record similar ideas and themes on a poster. (The poster can look just like the note taking sheet if you choose). 3. After every group has shared out, popcorn out ideas about the discussion PROCESS. <ol style="list-style-type: none"> a. What ideas /buzz words / topics hindered discussion? b. What processes helped groups come to consensus? 	

Time	Content	Materials
<p>45 Minutes</p>	<p>Action Plan:</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Explain action plan worksheet 2. Create 1 action item 3. Work time 4. Share out <p>Outcomes:</p> <ul style="list-style-type: none"> • To create a plan that effectively improves one specific working condition 	
	<p><u>Creating an objective:</u></p> <ol style="list-style-type: none"> 1. We’ve spent a lot of time considering one area that we perceive as our greatest limitation. Now it’s time to turn this around. We need to start by creating a concrete goal. 2. Let’s look at our Action Plan Template. (It can also be called a School Improvement Initiative or any other befitting title. If you have an existing template, please use that.) 3. Remember, goals should be SMART— <ol style="list-style-type: none"> a. Specific b. Measurable and Observable c. Attainable d. Realistic e. Timely <p><i>(Elaborate on these concepts as needed for your staff.)</i></p> 4. Review the list of “Ideals” your teams came up with on the Graffiti Wall. Many of them may be similar, and should be able to be clustered together under one goal. <ol style="list-style-type: none"> a. Ex. School A had 4 ideals <ul style="list-style-type: none"> — Teachers never have to cover other teacher’s classes. — Teachers are never asked to a last minute meeting — Meetings are efficient, pertinent and everyone contributes equally. — There is a set time and place for all meetings. b. Notice that Ideal 1 and 2 both deal with planning time being taken up, whereas Ideal 3 talks about the quality of meeting time and Ideal 4 talks about the logistics of time and space. 	<p>Slide 73 and 74 Action plan</p> <p>Slide 75— Smart Goals</p> <p>Back up to Slide 65</p>

Time	Content	Materials
	<ol style="list-style-type: none"> 5. As a group, looking at the Graffiti wall, decide which ideals can cluster together. 6 minutes 6. Now we need to change this ideal into an objective. <ol style="list-style-type: none"> a. School A changed their first 2 ideals into one objective, “Teacher’s planning time is held sacred for PLC work.” b. This objective is fairly broad, but they gave it specificity within the framework of the Improvement plan. 7. Create your own Objectives at your table using the “Change an Ideal Situation into an Objective” page . 5 min. 8. Call out and chart all objectives, round-robin style. 9. Come to consensus about a single objective by combining similarly worded objectives from the list or by crafting a new one that incorporates the dominant ideas. <ol style="list-style-type: none"> a. Place a Check by key words—nouns—that are repeated — Ex. Time, Planning, Meeting b. Underline key verbs/adverbs that are repeated — Ex. Efficiently, Listening, 10. Remember that any objective / goal must be phrased in the positive and it must ultimately support student achievement. 11. Record your objective on the Action plan in the “objective” box. (red arrow) 	<p>Slide 76— Change ideal ws</p> <p>Chart entitled: Ideal to Objective</p> <p>Slide 77— Creating Objectives</p>
	<p><u>Spell out Success</u></p> <ol style="list-style-type: none"> 1. Your objective states what you want, but what does that look like? <ol style="list-style-type: none"> a. School A wanted no covering classes, no last minute meetings and no student interruptions during their meeting times b. Turn to an elbow partner behind you, someone NOT at your table, and describe your image of success with this objective. 4 minutes. Thank your partner and Return to tables. 	<p>Slide 78— Spell out Objective</p>

Time	Content	Materials
	<ol style="list-style-type: none"> 2. Call out ideas of success and chart them on a poster. What do you want success to look like, smell like, act like... This is HOW you will know that you have been successful, and will incorporate many of the other elements in the SMART goal. 3. We will use the same process of underlining key verbs and checking off key nouns for consensus that we used on the last chart. (come to consensus.) 4. Record this sentence on the Action Plan. (rose arrow) 	<p>Chart Entitled: Ideas of Success</p> <p>Slide 79</p>
	<p><u>Decide on Specific Steps</u></p> <ol style="list-style-type: none"> 1. Most objectives are complex and multi faceted. Take a moment and look at the rest of the page. You see Steps Needed, What is Included, What is Included in those Steps, How will Success be Measured, Resources needed, and By When? With Whom. Let's examine School A's plan before we jump into our own. <ol style="list-style-type: none"> a. School A had 3 indicators of success. Read over 2. We're going to do this final step together. <ol style="list-style-type: none"> a. What discrete events need to happen to achieve our goal? b. Take 2 silent minutes to think about this on your own. c. We're going to do a 2+2=4 <ul style="list-style-type: none"> — Think of 1 step that is critical for our success. Write it in the top space on the 2+2=4 sheet. — Get up and share that with someone else across the room. — Take their idea and write it in the second box on the 2+2=4 sheet. — Now you have 2 ideas. — Go to someone NEW across the room and get their 2 ideas and add them to the sheet. You should have 4 ideas. — If the second person you see has the same 2 ideas that you had, keep meeting different people until you have 4 separate ideas listed. — Return to seats. 	<p>Slide 80 and 81</p> <p>2 + 2 = 4</p> <p>PP</p>

Time	Content	Materials
	<p>3. Popcorn out ideas about Critical Steps to Achieve our Goal, and chart them. If you have more than 5 (<i>or 4 or 3, it depends on you and your staff</i>) steps, you may want to narrow this down. If a step is too unwieldy, it will be difficult to track and achieve. Use the 3 fingers voting method to narrow the field.</p> <ol style="list-style-type: none"> a. Everyone gets 3 votes. You can use all 3 fingers to vote for one answer you feel strongly about, or use 1 vote to count for 3 different choices. Or you can vote, 2 fingers for choice one, and 1 finger for choice two, etc... b. Vote for indicators of success. Have 2 counters to be sure the votes are accurate. The top 3 (or 4 or 5) votes win. c. Fill in the chart for Steps Needed. <p>4. Divide the room into 3 sections (or 4 or 5—one for each Step. You may want to consider having multiple groups work on the same step, and then having several indicators for each step.) With your groups, fill in the remainder of the Action Plan on big chart paper at your table.</p> <ol style="list-style-type: none"> a. What must be included? b. How will we know we succeeded? c. What resources are needed? d. By Whom? / By When? <p>4. Reporters ONLY, stand and report out.</p> <ol style="list-style-type: none"> a. Go Round Robin, row by row (step by step). b. Combine the common ideas if you're using multiple groups per step. c. Be sure the success indicators are measurable and observable! <p>5. Together, decide what needs to be done to maintain this success. Make a “pledge” or a commitment to this goal. (You may even wish to have all members sign the paper as a gesture of dedication.)</p> <p>6. Stand and applaud! You did it! You all came together and created a plan that is good for teachers, administrators and students! Congratulations 😊</p>	<p>Chart out Critical Steps to Achieve the Goal</p> <p>Slide 82</p> <p>Slide 83</p>

Time	Content	Materials
<p>10 Minutes</p>	<p><i>Closure:</i></p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Final remarks 2. Evaluation 	
	<p><u>Final Remarks</u></p> <p>We just went through a process that was vital to the improvement of our school. We started with a few pages of data and turned it into a real, concrete, workable action plan that is focused on real issues for our teachers and ultimately for our students. But it was just a first step. If we consider that we are done NOW, we are done. Finished with growth that is. This has to be a constant, continual process for all of us. We need to continue to go back to the data, find what is working and make it better, and identify areas of need to fill. We all deserve it. Our students deserve it. Thank you for your hard work and dedication. We'll continue this process on _____ (set a time and date).</p>	<p>Slide 84</p>
<p>300 min. total = 5 hours</p>	<p><u>Evaluation</u></p> <p>I'd like to know how the process went for you. Please fill in your evaluation and leave it _____.</p> <p>Thank you ALL !!</p>	<p>Slide 85— Evaluation</p>

About the New Teacher Center

The New Teacher Center is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and research. Since 1998, the NTC has served over 49,000 teachers, 5,000 mentors, and touched millions of students across America.



725 Front Street, Suite 400, Santa Cruz, CA 95060
831-600-2200 | Fax: 831-427-9017 | info@newteachercenter.org
www.newteachercenter.org