

Facilitator's Guide:

Maryland

Teaching Conditions

School Improvement

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 teaching conditions.

The materials have been organized into three sections.

1. **The TELL Maryland 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.
2. The second section contains the **TELL Maryland Facilitator's Handouts** which includes all the documents referenced in the TELL Maryland 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.
3. The final section is the **TELL Maryland Individual Item Prompts**. These tools are available for participants once they are 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 Maryland 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 Maryland 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 Maryland Discussion



To Do

- Computer with Digital Projector and Screen
- Internet Access Or Downloaded PDF file of the TELL Maryland survey for your school
- Chart 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 Maryland school results to provide one copy per 3-4 participants
- 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 explore)
- Copies of the school improvement template (the one provided or your own)
- 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
30 -60 Min.	<p>Set Up and Preparation:</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
25 min. total	<p>Welcome and Connector:</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>Have slide 1 on screen as participants enter.</p> <p>Customize the date.</p>

	<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> 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 [redacted]</p> <p>(Introduce yourself if necessary. Introduce co-presenter, if applicable. Give whatever background information necessary to explain the purpose and goals of the meeting.)</p> <p>I'm facilitating this process today, and in the future because [redacted].</p> <p>(**The Principal is not always the best facilitator. Not everyone feels comfortable talking honestly in front of administration 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 [redacted] 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> <p><u>State objectives:</u> 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> (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>Customize slide 2 for your school</p> <p>Slide 3 Objectives</p> <p>Agenda s.4</p>
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	<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 (Teaching conditions) data • Setting the Context • Drilling down into the Data <ul style="list-style-type: none"> ○ Understanding the Constructs ○ Examining items within Constructs ○ Analyzing and Discussing item data • Creating an Action Plan • Closing <p><u>Establish Meeting Norms</u></p> <p>(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"> ○ 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"> ○ 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"> ○ 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"> ○ Avoid using people’s names or other qualifiers that would identify them. Always remember that your co-workers deserve respect. 	<p>Norms Poster s.5</p>
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	<p><u>Create Day and Night Partners</u> 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>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> 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 	<p>Day and Night Packet page s.6</p> <p>Construct Reflections Connector WS s.7 and 8</p>
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	<p>positive and negative aspects.</p> <p>7. Take 5-7 minutes to think and write.</p> <p>8. Find your Day Partner and share your thoughts. = 5 minutes.</p> <p>9. We mentioned earlier that educators’ perceptions are their reality and that 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> <p><u>Segue</u> Now that we’ve thought about our own conditions, let’s take a look at WHY we’re talking about teaching conditions.</p>	
<p>30 min. total</p>	<p>Set Context : 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. <i>(You will have to do your homework to be sure this does not become a political topic. The survey was done state-wide at the behest of the Governor and with the backing of the Teachers Unions)</i> 	<p>Customize slide 9 to meet the state and district rationale s. 9</p>

	<p>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)</p> <p>4. *** You may want to add your own reason for taking the survey and your background talking points onto a power point slide***</p> <p><u>What we know about Teaching Conditions</u></p> <p>(*** Read brief so you can answer questions if necessary: “North Carolina Teaching conditions Survey Brief: Teaching conditions Are Student Learning Conditions”, June 2009, Issue #09-06,***)</p> <p>1. We know Teaching conditions matter for teachers.</p> <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. <p>2. We now know that it matters for kids.</p> <ul style="list-style-type: none"> • “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, the constructs of 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. 	<p>s.10</p> <p>s.11</p>
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	<p>3. Principals and Teachers have different perceptions of their teaching conditions.</p> <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. <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><u>Long Term Reform</u> 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</p>	<p>s. 12</p> <p>s. 13</p>
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	<p>professional development extended over a 6 – 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 Teaching 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 <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. It was created after many districts and states had gone through the process independently, and so draws upon their wisdom and experience. 2. Read the article, taking notes /annotating key points on the article itself, or on the Reflection Sheet. 6 minutes 3. When done, respond to the prompts on the sheet for your Take-away’s and thoughts. 4 minutes 4. As a group, we will discuss and the most important points of the article, and what ideas we need to keep with us during the process. 5. <i>(Debrief the group by uncovering, or asking for 5 or 6 items that participants feel are the most important ideas.) 5 minutes</i> 	<p>s. 14</p> <p>s. 15</p> <p>“Using the Survey Results Effectively” article and Reflection page in the participants’ packet</p>
<p>20 - 30 min.</p>	<p>About the TELL Drill Down Process: 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> <p>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.</p> <p>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:</p> <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. <ol style="list-style-type: none"> i. 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 teaching condition g. Rate of Agreement – the percentage of people who said they agreed or strongly agreed that a teaching condition was in place h. Neither Agree nor Disagree – the percentage of people who did not feel the teaching condition was or was not in place. They could be ambivalent, they may not have understood the question, or they may not have 	<p>s.16</p> <p>s. 17</p>
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	<p>experience in that arena</p> <p>3. By the end of the day (<i>customize this for the length of your session</i>), teams will have decided on a prioritized focus, and then we will look specifically at the strengths and needs of this construct and item to come up with an action plan that addresses the needs and moves forward.</p> <p><u>Looking at the Web site</u></p> <p>(Show the screen shots on the power point slides to match each step of the process.)</p> <p>1. Let's start by looking at the website,</p> <p style="padding-left: 20px;">a. ex. http://tellMaryland.org/</p> <p>2. This is the Home screen. This page has a lot of information and links to resources.</p> <p style="padding-left: 20px;">a. Notice the darker strip down the left side, under the word "Navigation". This section has all of the survey questions, including the Principal and ESP questions, frequently asked questions, all of the tools that we will be using, parent guides, district guides, as well as additional results.</p> <p style="padding-left: 20px;">b. The center area has excellent information regarding what is new for 2011, links to webinars, and information about the survey's importance.</p> <p style="padding-left: 20px;">c. In order to get to our District and school information; click on <u>View 2011 Survey Results</u> at the top (green arrow).</p> <p>3. This will take you to a screen which has a listing of all the districts in the state. At this point you have 3 options to get to your school.</p> <p style="padding-left: 20px;">a. You may use the alphabet listing in the row at the top labeled, "Jump to District". (red arrow)</p> <p style="padding-left: 20px;">b. You can type the name of your school in the text box where it says, "Jump to school". (red arrow)</p> <p style="padding-left: 20px;">c. Or you can click on the district and then on the school in the alphabetized list. (orange arrow)</p> <p style="padding-left: 20px;">d. (Remember that your school must have had at least 50% response rate to view your data.)</p> <p>4. To the right of each school name are tiny graphics that look</p>	<p>s.18</p> <p>Slide 18</p> <p>Slide 19</p>
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	<p>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> <ol style="list-style-type: none"> a. Further to the right, you should see 3 columns of numbers by the green arrow. <ol style="list-style-type: none"> i. The first one is labeled Educators. This is the number of licensed educators in your school who <i>could have</i> taken the survey. ii. Next you see “ # <u>cmplt</u>” – this is the number of educators who actually <i>DID complete</i> the survey. iii. The third column, “% <u>cmplt</u> “ breaks that number into a percentage by dividing the number of teachers who <i>DID</i> take the survey by the number of teachers who could have taken the survey. 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: <ol style="list-style-type: none"> i. These numbers are important so that you know how much of your staff is represented with your data. ii. There are many schools that had one hundred percent report in. They know they have the voice of their entire faculty. iii. 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. iv. 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!) c. Share out a few thoughts. <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 (red arrow), a Summary Report (green arrow) and a Comparison Report (orange 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>s. 20</p> <p>Slide 21</p>
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	<p>6. Let's first look at the Detailed Report. (red arrow) If you rest your cursor on that icon, the words "Detailed Report" will appear.</p> <p>7. To read the detailed report:</p> <ol style="list-style-type: none"> a. Data are presented that show your school's results in the top bar with colors that indicate the response breakdown for each question on the survey. b. You will see 4 horizontal bars representing your school (top bar), your school level, which is all other elementary, middle or high schools in the state (second bar), district and state responses to each item. In this example, the school and district names have been blocked. Notice that the different colors represent different answers ranging from Strongly Disagree (purple) to Strongly Agree (blue). c. You will see parentheses below each school/level/district/state name with the letter N = a number and DK = a number. N is the number of people who answered that item. DK is the amount of people who answered that item with "don't know." This may help you as you begin your analysis. d. The colors are very bright, and are actually designed for people who are colorblind and for black and white copiers to be able to differentiate colors in printing. e. Be sure to examine the answer descriptors for each item, as they can change from question to question, with indicators of 'Strongly agree to strongly disagree' as in this example, to the degree of role played, to questions of amounts of time. These descriptors can drastically change the interpretation of the item, so please read carefully. <p>8. The next report is called the Summary Report. This gives an overview for each Construct and Item that were answered with the descriptors "Strongly Agree", to "Strongly Disagree". To access this report, click on the center icon under the green arrow.</p> <p>9. 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 	<p>slide 22</p> <p>Slide 23</p> <p>Slide 24</p>
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	<p>answered with the indicators of “strongly agree” to “strongly disagree.”</p> <p>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.</p> <p>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 (ie. 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> <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>20 min.</p>	<p>Determine a Construct: 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><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. 2. <i>(Hand out Construct Indicator Questions Worksheet)</i> Here are the Construct Indicator Worksheets. 	<p>Slide numbers may differ if you are not facilitating an all-day session or if you did not take a break</p> <p>Construct Indicator WS</p> <p>Slide 26</p>

	<p>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.</p> <p>4. The set-up of the page has several sections (use the PP slide as a guide):</p> <ol style="list-style-type: none"> The boxes on the left side (under the word question and the red arrow) have the construct and the indicator questions written inside them. 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. 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>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 67.8%. <i>(point out red arrows. Remind them that what is on the screen is an example and their numbers will differ.)</i></p> <p>6. Transfer this number from your school's summary data report 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 (All MD High Schools) 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>Slide 27</p> <p>Slide 28</p> <p>Slide 29 and 30</p> <p>Slides 31 and 32</p> <p>Slide 33 and 34</p>
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	<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 67.8- 62.7. When we do the math , we see that comes out to a POSITIVE 5.1 (+5.1). Mark this in the box directly below the box labeled S-L.</p> <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 +5.1, which means this school has a HIGHER rate of agreement about Non-instructional time than the rest of the schools on this level.</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 -3.0. That means that the District as a whole has a slightly higher agreement about Non-Instructional time than this school.</p> <p>14. S-St, this time we're using 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 average opinions about this construct statewide. Here, the example shows 67.8- 58.8, which is +9.0 percentage points higher than the State average. We can interpret this to mean that the educators in this school have a much higher agreement rate about their non-instructional time than educators in the rest of the state.</p> <p>15. Do the same process for the remaining Construct Indicator Questions.</p>	<p>Slide 35 and 36</p> <p>Slide 37</p> <p>Slide 38</p>
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	<p><u>Choose 1 Construct to examine in depth</u></p> <p>1. Use the Consenso-gram 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 Consenso-gram sample in the addendum if you need more instruction).</p> <ol style="list-style-type: none"> Give each table a yellow and a blue colored post –it note. Yellow is for recording the greatest strength. Blue (or any other color) is for the school’s biggest need. Have 1 person from each table come put their post-its above the corresponding construct number on the Consenso-gram. (model this) 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. 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. One person per table come place your post-its. <p>2. Take a moment and examine the findings. We need to come to consensus about our school’s greatest need. <i>(You may want to read over the pages titled “Decisions by Consensus” and “Conflict Resolution Method” included in the addendum.)</i></p> <p>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?</p> <p>4. ----- Construct has the most blue post-its, so we will take the next hour to examine these questions further.</p> <p>5. <i>(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</i></p>	<p>Slide 41</p> <p>Colored Post-It notes</p> <p>How to make a Consenso-gram in the Facilitator’s Addendum</p> <p>Slide 42</p> <p>Slide 43</p>
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	<p><i>structures, so that one group may be working on the Time construct while another group is working on the School Leadership construct.)</i></p> <p><i>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.)</i></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>	Slide 44
30 Min.	<p>Examine Items within the Construct: 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 55.9% agreement to 91.5% agreement. (the green arrows) That's over a 35 point difference, and we will see the same type of differences in our own data as well. 3. Consider the overall item distribution, as it can reveal 	Slide 45

	<p>interesting trends in teacher perception.</p> <ul style="list-style-type: none"> a. In this example, we see this particular school scored lower than the District in item, “d. The non-instructional duties...”, but higher than either the State or other schools on the same Level b. However, this school scored lower than the State in the item “B. Teachers have time to collaborate...” <p>4. Looking at item D more closely, these numbers can be interpreted in a number of ways.</p> <ul style="list-style-type: none"> a. If 67.8 % of teachers agree that Non-Instructional Time is sufficient, then more than 30% of teachers DO NOT AGREE. This is a very interesting idea. The majority of the school agrees with this statement, but more than 1 in 3 teachers do 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 don’t have sufficient time. c. You may want to think about which percentage of teachers may have agreed that they have sufficient non-instructional time and why that is true. 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 non-instructional time vary within the school community? Do some areas require more paperwork or have more break time than others? 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</p>	<p>slide 46</p> <p>Slide 47</p> <p>You may want to have all construct item ws.s available to be able to pull the one chosen construct</p>
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	<p>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>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 consens-ogram one more time. <i>(As facilitator, you need to change the bottom of the consens-ogram from Constructs -Time, Facilities and Resources, etc. - to Items -2.1A-class size- You can have a whole different Consens-ogram poster, or you can affix large post-its at the bottom to cover the previous indicators)</i></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. <i>(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.)</i> <p>13. What can we see on our Item Consens-ogram? 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</p>	<p>Slide 48</p> <p>Slide 49</p> <p>Slide 50</p> <p>Slide 51</p> <p>Consens -ogram poster with item numbers and letter.</p> <p>Slide 52</p>
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	<p>decide whether to try to gain consensus or to break the staff into two parts, each working parallel to the other.)</p> <p><u>Walk through the Detailed Report</u></p> <ol style="list-style-type: none"> 1. The Detailed Report gives us more specific information about HOW STRONGLY people feel about this Teaching Condition. 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. 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. 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. 5. For our example, if we look at Item A, “Class sizes are reasonable...,” shows 2% Strongly Disagree, 10% Disagree, 51 % Agree and 37% Strongly Agree. That means 12% Disagree and 88% Agree. 6. The N, or number of people who answered that questions, is 59. No one responded “I Don’t know” , DK. Often, not everyone will answer a question, so the N will change. 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 how the N for question E is 58 for the school and 676 for the District, yet the N for question F is 59 at the school level and 682 at the District level! 8. You can break the percentages into numbers of people in each category by multiplying N, the number of respondents (here N=58), times the percentage in the specific category. This can 	<p>Slide 53</p> <p>Slide 54</p> <p>Slide 55</p> <p>Slide 56</p> <p>Slide 57</p>
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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.)

- a. In the example in item E, the equation would be: $58(N) \times .02$ (strongly disagree) = 1.16. So 1 of 58 people strongly disagreed that “Efforts were made to minimize ...paperwork...”
- b. Take 2 minutes now to review the Detailed Report data for our focus question.
- c. What conclusions can you draw from this information?

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, 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.

10. We also need to look at N again. N is the total number of respondents, or people who took the survey.

- a. Does N match the number of teachers at your school? This is an important consideration!
- 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.
 - i. 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?

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.

- a. Occasionally we see a serious difference in answers, with a large portion of the staff answering “Strongly

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	<p>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.</p> <p>b. Think about what the distribution looks like for your school for each item.</p> <p>Segue: Now that we’ve looked at all the data, let’s start thinking about how we can improve this specific teaching condition.</p>	
<p>60 Min.</p>	<p>Item Analysis: 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 	<p>Slide 59</p> <p>Slide 60 Process for Analyzing graphic</p>

	<p>we can move forward. So we're going to think about the following 4 ideas for the next several minutes.</p> <p>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> <p><u>What's Working / What's Not? Explanation, Example and Work Time</u></p> <p>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.</p> <ol style="list-style-type: none"> Ex. – School A's teachers felt like they had NO time to collaborate with their colleagues. We chose -----, so write that in the left- most box on your worksheet. <p>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.</p> <ol style="list-style-type: none"> In school A, the district gave protected time for Professional Learning Communities... (read over the 3 example positive factors.) 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. Share out 1 Positive factor per table. <p>3. Now contemplate how these positives affect your teaching, or the effect it has on the school as a whole.</p> <ol style="list-style-type: none"> For example, school A had dedicated time once a month for PLC planning... (continue with effect examples) Again as a group, discuss and record POSITIVE effects of ----- for yourself and our school. Take 3-5 minutes. <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"> 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) Bring it back to our issue of -----, how do we take our 	<p>Slide 61 and 62</p> <p>Point out the What's Working worksheets in the Participant packet</p>
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	<p>positives and expand our influence, or make it bigger and better?</p> <ul style="list-style-type: none"> 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> <ul 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> <ul 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’Ts. 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. <p><u>What’s Ideal / Challenges – explanation and example</u></p> <ul 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 	<p>Slides 63</p> <p>Point out the What’s Ideal worksheets in the</p>
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	<p>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.</p> <p>3. Let's explore School A's ideals, challenges and how they wanted to overcome those challenges and get to their ideal state.</p> <p>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....)</p> <p>b. (Go over the other 3 examples.)</p> <p><u>Participants fill in chart</u></p> <p>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> <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. <i>(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</i></p>	<p>participant's packet</p> <p>Slide 64</p> <p>Slide 65</p> <p>Slide 66 and 67</p>
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same or similar ideal, combine into one poster.)

4. *(Graffiti wall directions for the facilitator - 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.)*
 - 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.)*
 - i. *Challenge 1, 2 and 3 are at the top.*
 - ii. *Ways to Overcome are below this.*
 - 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.*
5. *Move to your assigned poster and write your Ideal situations. (show slide and point out the red arrow)*
 - a. *Record as many challenges and ways to overcome as possible in **8-10 minutes**.*
 - b. *Call time and have each group rotate clockwise*
 - c. *Take 2 minutes to read what was already written, then take an additional 3 minutes to add any additional ideas.*
 - d. *Repeat the process until each group has been to each poster.*
 - e. *Have 1 more round so each group ends up at the poster where they began in order to read any additional comments.*
 - f. *Return to seats.*
6. *Let’s hear your ideas. (Debrief by pop-corning out 1 interesting idea they saw that stimulated new thinking or insights.)*

<p>45 min.</p>	<p>Individual Item Prompts: 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.) 4. Looking at Item Prompt 2.1 b, “Teachers have time available to collaborate...”, let’s explore the formatting of these 2 pages. <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 2.1b you will see 8 general questions, starting with 	<p>Slide 68</p> <p>Slide 69</p> <p>Slide 70</p>
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“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...?”

Choose groupings

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 -----.
 - 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).*

Table Group Activity Directions

1. Now that you are in groups, we need to assign a facilitator, reporter and a recorder. (You may ask for volunteers, or use the quick fix in parenthesis below.)
 - a. The facilitator (person with the longest hair) should watch time limits and encourage equity of voice.
 - b. The Recorder (person who has the longest last name) will summarize the primary questions and discussion points during the conversation. This is difficult, but the Reporter should also take part in the discussions. There is no need to record specific names of people attached to their ideas, or keep a running record of back and forth dialogue.
 - c. The Reporter (person who travels the farthest to work) will verbalize the key findings during the debrief. They

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	<p>will be responsible for sharing out:</p> <ul style="list-style-type: none"> i. Key discussion points ii. Primary debate issues iii. Consensus points iv. Ideas to move forward <p>2. Let’s all take a moment to remember our Norms.</p> <p>3. Read the assigned Item Prompt questions and begin discussions as a group. Please really consider the norm of Equity of Voice. We want participation from all members, and a variety of perspectives. Try to be aware of “sticky” issues throughout the discussion.</p> <p>4. Be as transparent as possible within your discussion groups without naming names or attacking any group or individual. You may want to develop a signal (for ex. The Time out sign) to indicate that the discussion is getting too heated or too personal.</p> <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><u>Share out about the Discussion and the PROCESS</u></p> <p>1. Give the Reporter from each table 2 minutes to report out:</p> <ul style="list-style-type: none"> a. Key discussion points 	<p>Slide 72</p> <p>Item prompt discussion ws.</p> <p>Slide 73</p>
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	<ul style="list-style-type: none"> b. Primary debate issues c. Consensus points d. Ideas to move forward <p>2. Synthesize findings from all share-outs by recording similar ideas and themes on a poster. (The poster can look just like the note taking sheet if you choose).</p> <p>3. After exploring commonalities and differences, popcorn out ideas about the discussion PROCESS.</p> <ul style="list-style-type: none"> a. What ideas /buzz words / topics hindered discussion? b. What processes helped groups come to consensus? <p>Segue: So it seems that we have... (<i>summarize the findings</i>) Let's build on this by beginning to address some of these issues.</p>	
<p>45 min.</p>	<p>Action Plan: STEPS:</p> <ul 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 teaching condition <p><u>Creating an objective:</u></p> <ul 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 - <ul style="list-style-type: none"> a. Specific b. Measurable and Observable c. Attainable d. Realistic e. Timely (<i>Elaborate on these concepts as needed for your staff.</i>) 4. Review the list of "Ideals" your teams came up with on the Graffiti Wall. Many of them may be similar, and should be 	<p>Slide 74 Action plan</p> <p>Slide 75 and 76</p> <p>Slide 77 Smart Goals</p>

	<p>able to be clustered together under one goal.</p> <ol style="list-style-type: none"> a. Ex. School A had 4 ideals <ol style="list-style-type: none"> i. Teachers never have to cover other teacher's classes. ii. Teachers are never asked to a last minute meeting iii. Meetings are efficient, pertinent and everyone contributes equally. iv. 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>5. As a group, looking at the Graffiti wall, decide which ideals can cluster together. 6 minutes</p> <p>6. Now we need to change this ideal into an objective.</p> <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. <p>7. Create your own Objectives at your table using the "Change an Ideal Situation into an Objective" page . 5 min.</p> <p>8. Call out and chart all objectives, round robin style.</p> <p>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.</p> <ol style="list-style-type: none"> a. Place a Check by key words-nouns- that are repeated <ol style="list-style-type: none"> i. Ex. Time, Planning, Meeting b. Underline key verbs/adverbs that are repeated <ol style="list-style-type: none"> i. Ex. Efficiently, Listening, <p>10. Remember that any objective / goal must be phrased in the positive and it must ultimately support student achievement.</p> <p>11. Record your objective on the Action plan in the "objective" box. (red arrow)</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 	<p>change ideal ws slide 78</p> <p>Chart entitled: Ideal to Objective</p> <p>Slide 79 – Creating Objectives</p>
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	<p style="text-align: center;">people until you have 4 separate ideas listed. vii. Return to seats.</p> <p>5. 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>3. 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"> i. Go Round Robin, row by row (step by step). ii. Combine the common ideas if you're using multiple groups per step. iii. 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 84</p> <p>Slide 85</p> <p>Slide 86</p>
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<p>10 min.</p>	<p>Closure: 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.</p> <p>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.</p> <p>We all deserve it. Our students deserve it.</p> <p>Thank you for your hard work and dedication. We'll continue this process on [redacted] (set a time and date).</p>	
<p>300 min. total = 5 hrs.</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 [redacted].</p> <p>Thank you ALL !!</p>	<p>Slide 86 - Evaluation</p>