Name: ______________________ School: ______________________

Position: ______________________ Date: ______________________

Role: ____

Specific category of focus: ______________________________

Rationale for this focus/Description of current reality/performance:

____

____

Stage on the Principal's Continuum of Self-Reflection where leader is currently operating:

____

____

Statement of Goal (blending Reflective focus with Leadership actions):

____

____

How will we measure progress, success, and completion of the goal (what evidence will determine our effectiveness)?

____

____

List the action steps that will move us toward our goal:	What is the time-frame for accomplishing these action steps?	What support will we need to make this progress?	Who will provide that support?

APPENDIX B.1: PREPARING AN ELEVATOR SPEECH

STEP 1:

To prepare an effective elevator speech, write your answers to the prompts below (in as many words, sentences, or paragraphs as you would like):

1. **What's your why?** This is your opportunity to "hook" your conversation partner, often with an emotional connection. A statement such as "Did you know one in three students drops out before graduating high school? Our high school is committed to a 'zero out of three' campaign" beats "I am the principal of Townsend High School. Go Lions!" any day.

2. **How is this vision distinctive?** There are many schools vying for the same resources. Why is yours special? What data can you use to highlight your school's accomplishments, history, or special characteristics? Often, folks want to connect with a school, district, or visionary idea that is unique, memorable, special, and something different.

3. **How does this benefit stakeholders?** Knowing your audience and formatting this third point can work wonders: Why would an organization want to donate to the cause? Why would a candidate want to teach at your school? Why should a family become interested in moving into your school's attendance zone? "What's in it for me?" Include a brief answer to these questions to capture your audience and to help them "see" themselves as viable partners.

4. **Where can people go for more information? And what might you need from them that is unique** Carry business cards with you with the school's website, the address to the PTA blog, your Twitter handle, key email addresses and phone numbers, and any other avenue for providing access to additional information. If you don't have a card, end with a cheerful, "Look us up on Facebook at Townsend High School!" Sharing information is helpful, however, identifying something that is needed from the listener is an important leave-behind to realize the school vision. This aspect generates commitment from the listener to be in partnership in realizing the vision.

STEP 2:

Reread your responses and pare them down to the most important information. Rewrite your responses in one to two sentences each. Brevity counts.

STEP 3:

Read them together—aloud—to make sure they flow. If it takes more than 120 seconds (2 minutes) to recite, you'll have to revise more.

STEP 4:

Practice, practice, practice. Practice in the mirror, practice with a spouse or friend, and practice with a professional colleague.

STEP 5:

Invite your administrative team, teachers, other staff, and other stakeholder leaders for feedback to refine the elevator speech as necessary. Encourage them to follow suit—the more people out there conveying the message in a passionate, articulate manner, the better for the school and its students.

APPENDIX B.2: CUSTOMIZED STRATEGIC COMMUNICATION PLAN

PURPOSE: This frame helps school leaders create a strategic plan for reaching each and all of their varied constituents on an ongoing, intentional basis.

STEP 1: In the spaces provided, jot down some of the vehicles you are familiar with, adding to the list we have already provided, and see whether your school or district is reaching all audience segments.

STEP 2: Individually read the short article "Say it with Social Media," by Patrick Larkin, in *Educational Leadership 72* (April 2015): 66—69, to generate even more ideas.

STEP 3: After discussing the vehicles you use now, examine the accompanying list for additional ideas. Add any great ideas from your group to the attached list and use the list as a guide for your school, grade-level, or departmental communication efforts.

AUDIENCES	VEHICLES
Students	Welcome packets Homework notebooks Instagram posts ________ ________ ________
Parents and families	Parent resource rooms Parent education workshops E-mail listservers for notices and news ________ ________ ________
Citizens and retired people	Special promotions School volunteer and mentor programs Facebook friends ________ ________ ________
School employees	School board recognitions Internal bulletins Twitter feed ________ ________ ________

Continued

APPENDIX B.2: CUSTOMIZED STRATEGIC COMMUNICATION PLAN (CONTINUED)

Opinion leaders and key communicators	Civic and religious group meetings Personal letters and handwritten notes Phone trees for issues management ____________ ____________ ____________
Others	Program brochures News releases School website updates ____________ ____________ ____________

APPENDIX B.3: TRIAD PROTOCOL

PURPOSE: This protocol is quite useful for peers to give and receive feedback on a "problem of practice" or a work-in-progress—for example, revising curriculum, constructing assessments, addressing concerns, clarifying questions, or developing policies.

PRELIMINARY STEP—FORMING GROUPS
(about 5 minutes)

1. Have people form small groups of three (hence "triad").
2. Have participants decide who will be A, B, and C in their triad.

STEP 1
(about 15 minutes)

1. Participant A serves as the presenter, describing an aspect of professional practice that is currently presenting a problem or challenge.
2. Participant B serves as the discussant, building on what participant A is saying with a comment, question, example, or detail.
3. Participant C is the observer, listening quietly, saying nothing, and taking notes.
4. After A and B have talked, C summarizes what they have said, adds comments, and presents some conclusions.

STEP 2
(about 15 minutes)

Step 1 is repeated, with the presenter, discussant, and observer switching places.

STEP 3
(about 15 minutes)

Step 2 is repeated, with the presenter, discussant, and observer switching places once more.

REFLECTIONS & DEBRIEFING
(about 10 minutes)

All participants discuss their takeaways from the feedback-rich discussion. They address such questions as:

1. What questions have you had answered during this process?
2. What questions do you still have?
3. What is your next step?
4. How will you follow up or monitor progress as you proceed?

APPENDIX B.4: STAKEHOLDER VISION AND TRANSITION PROCESS

PURPOSE: The data collected through this process informs the district's plan in assigning a new principal to the building. The newly hired principal is provided guidance regarding expectations for the abandonment or continuation of work toward the school community's vision. This transparency will help guide new leaders and enhance stakeholder buy-in during the transition period.

A *Stakeholder Vision and Transition Process* includes the following components:

1. Identify target stakeholder groups and collect feedback.
2. Analyze data, including teachers and school-based leaders.
3. Communicate with the school community throughout the process.
4. Consider internal and external candidates, ensuring the maintenance or reestablishment of a collective vision.

FOCUS: Areas of focus for feedback related to vision:

- Budget priorities
- Professional development practices
- Teacher leadership
- Parent involvement
- Feedback practices
- Student engagement and responsibility
- Teaching assignments
- Instructional feedback
- Expectations, structures, and support for instruction and learning
- Safety, climate, and culture
- School improvement planning
- Collaboration
- Other: ____________________________
- Other: ____________________________

FORMAT: Survey all invested stakeholders to get a pulse of the community's commitment to the current vision through:

- Community forums
- Online questionnaires
- Focus groups
- Designated meetings
- Other: ____________________________

FOLLOW-UP: The new building leader, working collaboratively with district supervisors and community stakeholders, can analyze these data to create a transition plan that addresses uniquely held nuances associated with these categories and support those that yielded positive results. At the same time, they can eliminate any practices, programs, and structures that have not yielded results.

APPENDIX B.5: AUDITING OUR RESOURCES

DIRECTIONS: This tool can serve as a guide for principals and stakeholders in conducting quarterly resource audits—intentional analyses of expenditures (including human capital, time, and finances)—to stay on track and act with transparency. Use this form for each of the goals in your School Improvement Plan to determine the efficiency of your utilization of resources, to guide decision making, or to streamline the budgeting process.

WHICH SIP GOAL IS THE FOCUS OF THIS AUDIT?	
What resources are necessary to meet this goal? • Human capital • Time • Finances	
What resources are allocated toward this goal? • Human capital • Time • Finances	
Has the allocation of resources increased, decreased, or stayed the same in the last few years for this goal? • Human capital • Time • Finances	
What additional resources are available to support the attainment of this goal? • Human capital • Time • Finances	
What adjustments or contingency plans can we enact to meet this SIP goal this year?	
Other notes regarding this goal and available/utilized resources:	

APPENDIX B.6: DATA-DRIVEN DIALOGUE STANDARD PROTOCOL

Cohort/ Team:____________________ School/Principal/ Teacher:____________________

Date:__________ Assessment:____

What is the purpose of this data inquiry?____________________________________

____

DIRECTIONS: Use this Data-Driven Dialogue (DDD) protocol to guide the investigation, analysis, and action planning around an assessment question. This DDD is useful for individual teachers, teams or departments, school-level views, and districtwide data analyses.

STEP 1: PREDICTING What are some predictions you have about how your students performed on this assessment? Why do you think so?	
STEP 2: VIEWING THE DATA Are there any patterns of achievement? What do you notice about the results over time? Do certain groups or individuals fare better or worse than others? Are there outliers? What trends or overall patterns do you notice?	
STEP 3: ANALYZING THE RESULTS Which students need additional time or support? Compare students or groups with variances in success. What contributed to the difference? Did the adults' approaches differ? What inferences can we make? What is an area where our team's students struggled? What contributed to these struggles?	
STEP 4: ACTION PLANNING What actions can we take immediately to provide support to students who need it now? What adaptations can we make for future teaching and learning events? What other steps can we take to improve the results of our work?	

APPENDIX B.7: MONEY TALKS RUNNING RECORD

DIRECTIONS: This tool enables principals to analyze expenses to determine their impact on SIP goals and articulate the school's specific needs. Utilize this Money Talks data to inform future decision making and guide budgetary allocations or reallocations of school and district budgets.

GUIDING QUESTIONS	Q1 OR 1ST 9 WEEKS	Q2 OR 2ND 9 WEEKS	Q3 OR 3RD 9 WEEKS	Q4 OR 4TH 9 WEEKS
What are my schools' needs for this quarter/9 weeks?				
What data do I have to support this identified need?				
What resources will be needed to address this need?				
What outcomes do I expect if resources were available for this need?				
How will I assess the impact of the resources if applied to this need?				

APPENDIX B.8: STAGES OF CONCERN

PURPOSE: The Stages of Concern tool consists of and describes seven categories of possible concerns related to an innovation. People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable with and skilled in using an innovation, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues.

DIRECTIONS: With the Stages of Concern tool as a guide, leaders engage stakeholders in reflective dialogue (one-on-one, in small groups, or at a staff meeting) about different elements of the innovation. As participants respond, leaders gather data that inform future support and implementation efforts. Leaders are also able to follow up with stakeholders by asking what they need to fully engage in the innovation.

STAGE OF CONCERN		TYPICAL STATEMENT
0: Unconcerned	Unrelated	"I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it."
1: Informational	Self	"This seems interesting, and I would like to know more about it."
2: Personal	Self	"I'm concerned about the changes I'll need to make in my routines."
3: Management	Task	"I'm concerned about how much time it takes to get ready to teach with this new approach."
4: Consequence	Impact	"How will this new approach affect my students?"
5: Collaboration	Impact	"I'm looking forward to sharing some ideas about it with other teachers."
6: Refocusing	Impact	"I have some ideas about something that would work even more effectively."

APPENDIX B.9: PROTOCOL FOR CLARIFYING DIP AND SIP ALIGNMENT

PURPOSE: Early in the cycle of SIP development, district supervisors convene principals during a regularly scheduled management or professional development session to increase clarity with the District Improvement Plan (DIP, or Strategic Plan) and SIPs for vertical and horizontal alignment. (*Note:* This protocol is *not* intended to create a new district school improvement plan, mission or vision statement.)

MATERIALS: Chart paper, markers (large and felt-tip), yarn, large and medium sticky notes of varying colors or sticky note cards of varying colors are also a possibility. Each principal should bring a copy of his or her draft SIP along with the DIP the principal has reviewed. Provide round table seating and comfortable chairs for teams of five to six principals at each. *Note:* Seating principals by feeder pattern schools or by grade band levels (elementary, middle, high) can yield strategic and collaboratively focused conversation.

STEP 1: As pre-reading material, provide each principal a copy of the District Improvement Plan (DIP), asking them to highlight big ideas and salient or important information to them.

STEP 2: During the session, post copies of the district mission and vision statements on chart paper for each table group. Each table group identifies a facilitator, recorder, and reporter. The facilitator asks all participants at the table to share (in round-robin format) the big ideas they highlighted. As a table group, agree on the top five big ideas that arose from the DIP. Then, as a whole group, each reporter shares his or her table group's main ideas. District supervisors listen for patterns and highlight them in the summary debrief.

STEP 3: Review participants' understanding of the purpose of a vision statement and a mission statement. Ask each group to write each of their top five big ideas on separate sticky notes (two sets), and place one on the vision statement chart and the other on the mission statement chart. Using yarn or markers, connect the identified big ideas to the vision and mission, possibly identifying any gaps or mismatches. Group thoughts or comments can be recorded directly on the chart.

STEP 4: Allow time for all participants to proceed around the room for a gallery walk, gathering additional ideas or uncovered gaps from the other groups. As teams return to their tables, allow time for them to discuss individual observations. Supervisors can allow time for a whole-group debrief summarizing the collective observations regarding alignment.

Continued

APPENDIX B.9: PROTOCOL FOR CLARIFYING DIP AND SIP ALIGNMENT (CONTINUED)

STEP 5:	The process is repeated; however, now the principals take their SIPs and capture the big ideas or intentions (each on a separate sticky note; it is helpful visually if each principal has a different color of sticky notes). When completed, each principal shares with the table group, posting his or her sticky notes under the DIP big ideas on the larger chart. At the completion, the facilitator opens up a table dialogue about observations (connectivity, alignment, mismatches, and/or gaps).
STEP 6:	Lead another gallery walk so principals can gauge the group's collective alignment. When principals return to their table groups, provide prompts to initiate dialogue around observations, connectivity, and horizontal alignment noticed across groups. Supervisors can then provide an opportunity for reporters from each group to share a summary of the table conversations. As a final reflection, supervisors can provide some quiet reflective writing time for each principal to reflect on and record how well his or her SIP aligns to the school's mission and vision.

APPENDIX B.10: TUNING PROTOCOL

PURPOSE: The Tuning Protocol features time for the presenter to talk while participants are silent, and time for the participants to talk while the presenter is silent. It provides three levels of depth: presentation, participant discussion, and presenter reflection, and it is finalized by a general debriefing that can extend the conversation. This protocol can range anywhere from 30 minutes to 2 hours (typically it lasts about 1 hour).

STEP 1: **Introduction (first time only, 5 minutes)**

- If participants don't usually work together, they briefly introduce themselves.
- Facilitator briefly introduces information about and guidelines for protocols, and establishes time limits for steps.

STEP 2: **Presentation (15 minutes)**

- Presenter sets the context, describing the teaching/learning situation, while participants take notes.
- Presenter shares materials related to the teaching/learning situation described, including student work. The presenter should use part of the presentation time to let participants examine what is being presented.
- Presenter poses one or two key questions about the teaching/learning situation.

STEP 3: **Clarifying Questions (5 minutes)**

- Participants ask nonevaluative questions about the presentation (e.g., "What happened before X? What did you do next? What did Y say?").
- Facilitator guards against questions that approach evaluation (e.g., "Why didn't you try X?"). Participants who ask evaluative questions may be invited to rephrase the questions as clarifying or to save the questions for the participant discussion step.
- It is entirely possible that the group will not get all its questions answered—there is never enough time!—but participants will have enough information at this stage for the protocol to be productive.

STEP 4: **Individual Writing (5 minutes)**

Both the presenter and the participants write about the presentation, addressing the key question(s). This step helps each participant focus and have something to say during the participant discussion.

Continued

APPENDIX B.10: TUNING PROTOCOL (CONTINUED)

STEP 5: **Participant Discussion (15 minutes)**

- Participants discuss issues raised during the presentation among themselves, striving to deepen their understanding of the situation and seeking answers to the question(s) posed by the presenter.
- The presenter is silent, taking notes on what the participants say.
- Participants should strive for a balance of warm and cool feedback unless instructed differently by the presenter.
- Participants should strive for substantive discourse. They should not engage in a round-robin discussion, but rather focus on and develop one idea at a time.
- The facilitator should keep an eye on the individual airtime of participants and ensure that their focus is on the work being discussed rather than on the presenter.
- Participants "own" the situation discussed during this step; it is theirs to improve, with the presenter listening in silently and taking notes.

STEP 6: **Presenter Reflection (10 minutes)**

- The presenter reflects aloud on the participants' discussion, using the issues the participants raised to deepen understanding and reflecting on possible answers to questions posed. The presenter can also suggest future actions, questions, dilemmas, and so forth, and may correct any misunderstandings.
- Participants silently take notes on the presenter reflection.

STEP 7: **Debriefing (5 minutes)**

- The presenter discusses how well the protocol worked and thanks the participants for their support.
- Participants discuss how well they think the protocol worked and thank the presenter for bringing the work to them to be tuned.
- The presenter and participants engage in more general discussion of both the situation examined and the protocol process itself.

APPENDIX B.11: CONTINUOUS IMPROVEMENT CYCLE

PURPOSE: The Plan-Do-Study-Act (PDSA) cycle is intended to provide information (data) about a change and assess the impact of its implementation. Schools and districts can use this to monitor short-term and long-term school improvement plans, instructional cycles, and other innovations. Individual teachers and teams can also use this tool to guide unit development, instructional techniques, individualized learning plans, and other innovations.

DIRECTIONS: Follow the simple four steps of the PDSA cycle as often as necessary to gauge the effects of a plan, innovation, or change.

STEP 1: PLAN With a clearly determined outcome in mind, create a thorough plan to accomplish this goal. To help with this step, consider the creation of a SMART goal: strategic, measurable, attainable (or aggressive), results-oriented, and time-bound. Guiding questions might include the following: What are we trying to accomplish? How will we measure our success? How will we attempt to meet this goal? When will we check our progress?

STEP 2: DO Following the strategies outlined in the plan, implement the action steps. Fidelity to the plan is important, as it provides consistent and reliable feedback for the following steps in the cycle. A suggested timeline for collecting data might include 3-week, 6-week, and 9-week intervals (these can be modified of course).

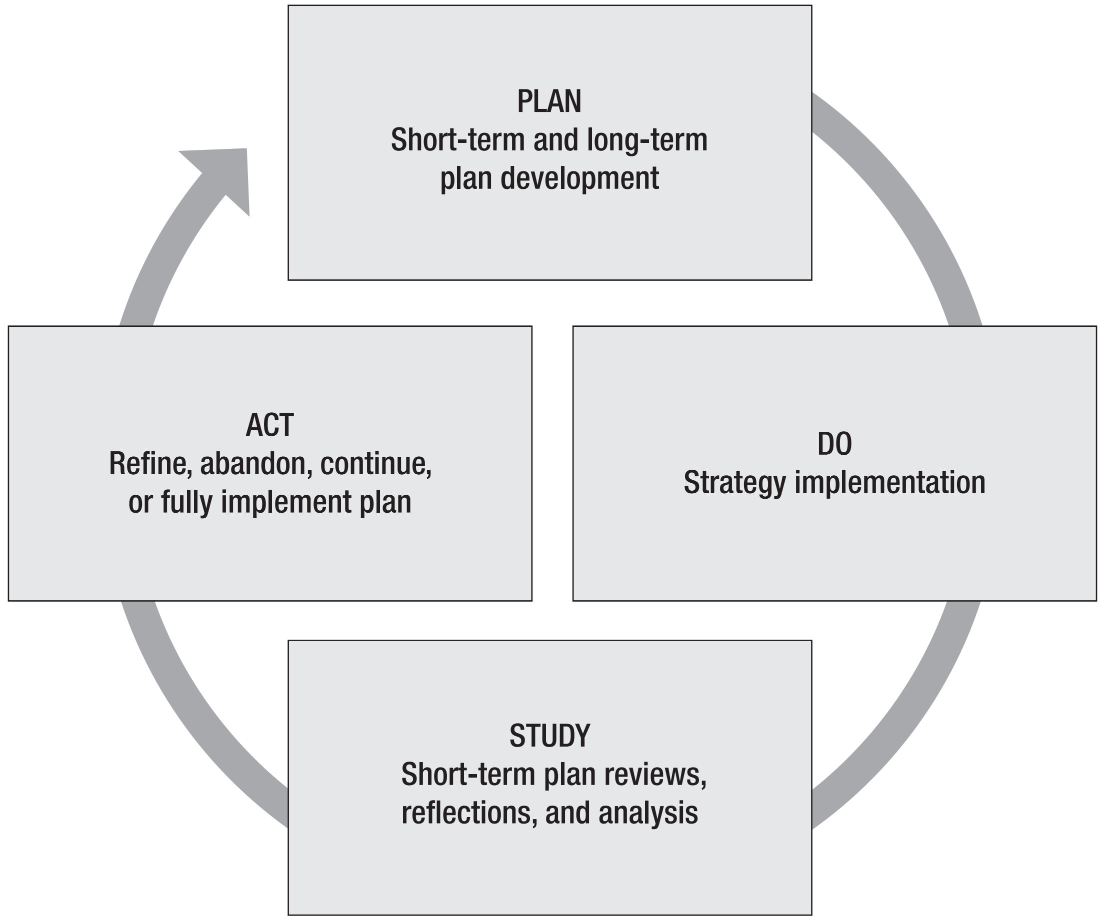
STEP 3: STUDY As the plan unfolds, it is important to collect evidence and analyze the impact of the innovation, change, or plan. Use the measurable data source from the SMART goal to guide this step. Guiding questions might include these: What changes in outcomes have we seen since implementing this plan? Do these changes reflect an improvement? How so? Which elements of the plan are more impactful than others? What are some potential modifications that might increase the positive effect of this plan?

STEP 4: ACT Using the evidence from Step 3 of the PDSA cycle, take action to (a) refine the plan, (b) abandon the plan, (c) continue the plan in order to collect more data, or (d) prepare for full implementation (as necessary).

(Repeat the PDSA cycle as necessary.)

Continued

APPENDIX B.11: CONTINUOUS IMPROVEMENT CYCLE (CONTINUED)



APPENDIX B.12: TIPS FOR CONSENSUS BUILDING

PURPOSE: Establishing consensus is critical when the commitment of the group is essential to the success of a plan, approach, or prioritized actions. A first step for leaders is to facilitate the agreed-upon definition of "consensus" among all the participants. Once that is clear, the process for achieving consensus should be agreed upon by all stakeholders as well. This tool provides tips and steps for building consensus within a group of any size.

DIRECTIONS:

STEP 1: **Define consensus.**
Each participant writes his or her definition of the term "consensus," and then partners with another individual to refine and rewrite their common definition. Each pair then partners with another pair, combining and refining their definitions into a new blended definition for the foursome. This process repeats until the entire group reaches a single definition of the term.

STEP 2: **Brainstorming discussion.**
Allow time to discuss the issue at hand, letting all participants provide perspectives, data, research, and/or opinions. Make sure all members have equal opportunity to share and contribute to the discussion.

STEP 3: **Synthesize main points.**
Look for similarities in thinking, building upon, one another's ideas and adapting to include different points of view. Using a public display of summary points (e.g., on chart paper) helps participants see that perspectives are honored.

STEP 4: **Recommend action.**
Work toward recommendations or decisions that are accepted by all members of the group. Where disagreements exist, engage the entire group in moving to a win-win solution.

STEP 5: **Collect evidence of support.**
In order to make sure each group member can live with the recommendation or decisions, it is important that each individual respond. The leader/facilitator should ask a question such as the following: Do you support this decision, or can you live with it and support it? Strategies that can be used include:

- » Verbally: indicating in a round-robin fashion how they support the decision
- » Nonverbally: Using a "fist-to-five" method (zero fingers indicates refusal to support, five fingers indicates full endorsement, and a 0–5 scale in between)

Continued

APPENDIX B.12: TIPS FOR CONSENSUS BUILDING (CONTINUED)

NOTE:	Consensus building has no voting and no power plays—not even by the leader. The entire process is transparent and open, illustrating the group's willingness to receive all perspectives and act in the entire group's best interests.
RESPONDING TO "NO"	When and if someone responds that he or she is unable or unwilling to support the proposed decision, the leader/facilitator should ask what would it take (what adaptations are needed) to enable that person to support the decision? At this point, the process moves back to step 3 where the group collectively makes adaptations as needed. The group may ask the dissenting opinion holder to support the decision as best as possible (without blocking or obstructing the process) for a trial period, after which the group checks back in. The group often commits to helping the individual to move to support the consensus decision through this type of support.

APPENDIX B.13: FUNNELING CONSENSUS MODEL

PURPOSE: The Funneling Consensus Model is a means of building consensus through an iterative series of questionnaires on a specific topic that lead to consensus. Consider this tool a way to "funnel" many ideas into the most pressing, useful, or important ideas. This will lead to a decision that incorporates all perspectives and is ultimately based on the most vital information.

DIRECTIONS:

ROUND 1: Formulate either an open-ended question or structured question that addresses the core of the topic at hand. For instance: "What are the most important factors for educators to consider in preparing students for constructed-response assessments?" All participants contribute to the brainstorming process, accessing extensive research, a review of the literature, published expert opinions, personal experiences, and their own expertise. This is an open-ended brainstorming process meant to surface all possible solutions and/or ideas. Post participant responses on chart paper or in another easily viewed format.

ROUND 2: Synthesizing the vast contributions from Round 1, create a prioritized list of topics, factors, or questions. Ask participants to rank-order the items in terms of importance for their school, grade level, or department area. For example, continuing with the theme of the original question in Round 1, listings might include (a) "Students are able to discern easily and quickly the core question in the prompt," (b) "Students are able to add detail, using evidence from the text to support their response," and (c) "Students are able to draw a conclusion or summarize the contents of the response in relationship to the core question." If some of the original brainstormed suggestions are related, link them together to avoid duplication.

NOTE: Round 2 can be repeated as many times as necessary to "funnel" the original brainstorm into a more manageable list.

ROUND 3: The final list, based on rankings from Round 2, is distributed for consensus confirmation. Any last-minute advocacy or dissenting opinions (substantiated by data or research) may be considered by the principal or team before moving to action on the topic.

APPENDIX B.14: NAVIGATING DIFFICULT SITUATIONS

PURPOSE: Every meeting, and every team, has the potential for the emergence of a difficult situation. This table is intended to provide guidance to leaders/facilitators as they work to conduct their business as seamlessly and productively as possible. To limit the interruptions from difficult meeting participants, start by arranging a private, one-on-one conversation. The following table should guide how leaders/facilitators handle certain scenarios:

TYPES OF MEETING PARTICIPANTS	METHODS OF PRODUCTIVELY HANDLING THIS TYPE OF PARTICIPANT
THE NAYSAYER (Someone who reflexively disagrees with the suggestions of others)	√ Ask the naysayer what alternatives he or she would propose. √ Ask the group for opinions on the naysayer's comments. √ Ask the naysayer, "What would have to change for the proposed solution to work?" (Do not accept "It won't work" as a response.)
THE AGGRESSOR (Someone who expresses disagreement inappropriately)	√ Remind the aggressor to limit comments to ideas rather than people. √ Refer the aggressor to the staff's agreed-upon norms of behavior for meetings. √ Ask other participants if they agree with the aggressor's statements. √ If the aggressor's comment is not directed at an individual, ignore it until the break, when you can speak privately. √ If the statement is made directly to you, be professional and respectful. Acknowledge that there are different ways to think about any given topic. Avoid becoming defensive or getting drawn into an argument.
THE DOMINATOR (Someone who dominates discussions with redundant or unnecessarily long responses)	√ Break eye contact with the dominator and call on someone else by name to provide a suggestion. √ Impose a time limit on all staff members' responses. √ When the dominator pauses for breath, take the opportunity to ask for someone else's opinion. √ Hold your hand up, palm facing outward. √ Post a flip chart on the wall at the beginning of every meeting and label it "Parking Lot." Put sticky notes in easily accessible locations. When a participant exhibits the characteristics of a dominator, write down his or her comment on the sticky note and place it on the flip chart. At the end of the meeting, review the comments with the dominator.
THE ATTENTION SEEKER (Someone who feels the need to be the focal point at meetings)	√ Ask attention seekers to help with tasks such as demonstrations, thus using their desire for attention to your advantage. √ If the attention-seeking behavior is not disruptive, ignore it (e.g., by turning your back to the attention seeker).

APPENDIX B.14: NAVIGATING DIFFICULT SITUATIONS (CONTINUED)

THE AVOIDER (Someone who cannot or will not focus at meetings)	√ Start meetings on time and with engaging activities. √ Have staff members catch up with you after the meeting or during breaks if they need to be informed of what they've missed. √ Arrange the physical environment so that you can make eye contact with all staff members at all times. √ When avoiders engage in side conversations, walk toward them casually while continuing to lead the meeting; then stand near them until they cease talking. √ When a staff member appears reluctant to participate in a large-group activity, address him or her directly.

APPENDIX B.15: DEVELOPING RESULTS-BASED PLCS

DIRECTIONS: Guide principals through the analysis of the level of implementation and impact of Professional Learning Communities (PLCs) within their school and district. Use the information collected to guide planning steps to further implement collaborative, results-oriented PLC leadership efforts.

Describe how Professional Learning Communities fit into current and established district priorities.	
How does the district measure the effectiveness of site-based PLCs?	
What data are collected by the district to provide evidence of effectiveness?	
How do you, as principal, measure the effectiveness of your site-based PLCs?	
What data do you collect to provide evidence of PLC effectiveness?	
What specific behaviors and/or practices are necessary for you to effectively support site-based PLCs?	
What specific district expectations are necessary to ensure that all principals are engaging in those behaviors and/or practices?	
All principals require differentiated support to meet district expectations. What specific support(s) do you need to increase your PLC leadership effectiveness?	
Who will provide that support to you?	
When, and how often, will that support be provided to you?	
What other factors are important to consider? What other information should we note?	

APPENDIX B.16: INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANNING TEMPLATE

DIRECTIONS: This tool aids in the development of individual teachers' capacity-building efforts. Principals and teachers (and coaches, as applicable) complete the form together, creating a collaborative plan based on results and enhancing the teacher's growth as a reflective practitioner.

PART 1: REFLECTIVE STAGE

Name of teacher	Stage on Continuum of Self-Reflection	What descriptors indicate the teacher reflects in that stage?
	☐ Unaware ☐ Conscious ☐ Action ☐ Refinement	

PART 2: FOCUS AREA

Focus area for goal setting	What data indicate this is an appropriate goal? (Consider data sources and current levels of performance/achievement.)

PART 3: TECHNICAL GOAL

Write a SMART goal based on teacher performance and/or student achievement, based on Part 2 responses.

PART 4: REFLECTIVE GOAL

What is the teacher's capacity-building goal for his/her stage on the Continuum of Self-Reflection?
☐ If Unaware stage, the goal is to build deeper awareness of students, content, and pedagogy. ☐ If Conscious stage, the goal is to work with greater intentionality in addressing student needs, content, and pedagogy. ☐ If Action stage, the goal is to build on experience and help strengthen expertise through accurate assessment of instructional impact. ☐ If Refinement stage, the goal is to encourage long-term growth and continued reflection through responsiveness to ongoing assessments.

Continued

APPENDIX B.16: INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANNING TEMPLATE (CONTINUED)

PART 5: SELF-DIRECTED ACTION STEPS	**What self-directed steps will the teacher tackle in order to meet these goals?**		
PART 6: ADMINISTRATIVE SUPPORT	**What support will the teacher's administrator (principal, assistant principal, etc.) provide?**	**How will this support be provided?**	**How often will this support be provided?**
PART 7: COACHING/PEER SUPPORT	**What support will the teacher's instructional coach (mentor, department chair, etc.) and/or peer teammates provide?**	**How will this support be provided?**	**How often will this support be provided?**

APPENDIX B.17: DIFFERENTIATED FEEDBACK BY STAGE

PURPOSE: Use this document as a guide for selecting the language and feedback prompts that match the teacher's stage on the Continuum of Self-Reflection. By using the stems and prompts included here, leaders are able to launch conversations that generate reflective thought in teachers and match their needs as reflective practitioners.

UNAWARE STAGE	**CAPACITY-BUILDING GOAL: TO BUILD DEEPER AWARENESS OF STUDENTS, CONTENT, AND PEDAGOGY** ☐ When you did ______, the students did ______. It worked because ______. Do that again! ☐ I noticed you used ______ and it was effective because ______. use it whenever you want your students to ______. ☐ When you did ______, the students did ______. Tomorrow, try ______, and tell me what happens. ☐ Your lesson was successful today because ______. ☐ You (or your students) struggled today because ______. Next time that happens, try this: ______. Then tell me what happens. ☐ You appear frustrated with ______, and I noticed that you ______ several times. Tomorrow, try to take note of how many times you ______. Then let's chat further. ☐ I observed ______, which is not what you/we were going for in that lesson; try ______ to get the lesson back on track. This usually works because ______.
CONSCIOUS STAGE	**CAPACITY-BUILDING GOAL: TO WORK WITH GREATER INTENTIONALITY IN ADDRESSING STUDENT NEEDS, CONTENT, AND PEDAGOGY** ☐ Your goal is ______. How can I help you keep that focus and support your efforts? ☐ I see you were using ______ today. Keep that focus! What worked well today? ☐ Tell me about the purpose of today's activity. What is your evidence of success? ☐ Today, your students were successful at _____. What did you do that directly led to their success? ☐ I noticed ______ today. How might the outcomes change if you tried ______? Give it a shot and let me know how it goes. ☐ Yesterday I observed your students ______; today, they are ______. How do you determine your daily lesson structure? ☐ Tell me more about the planning that went into today's lesson. Why did you select the strategy you chose for this lesson? ☐ How do you use what you know about your students to drive lesson planning each day? ☐ When you ______ today, I observed several students ______. How will you shift tomorrow's lesson to change the outcomes? ☐ How does this lesson connect to prior and future student learning objectives? ☐ What misconceptions might students have during tomorrow's lesson? How will you address that in your planning?

Continued

APPENDIX B.17: DIFFERENTIATED FEEDBACK BY STAGE (CONTINUED)

ACTION STAGE

CAPACITY-BUILDING GOAL: TO BUILD ON EXPERIENCE AND HELP STRENGTHEN EXPERTISE THROUGH ACCURATE ASSESSMENT OF INSTRUCTIONAL IMPACT

- ☐ What was the purpose of today's activity? Was it successful? How do you know?
- ☐ Which parts of today's lesson went well? Which parts didn't? Why?
- ☐ What was the goal of today's lesson? How did you determine that goal?
- ☐ Today, I observed you ______. Did that contribute to your goal? How can you tell?
- ☐ Why did you choose to ______ today? Was that strategy effective? How do you know?
- ☐ What other strategy could you have used today to achieve your goals?
- ☐ How do you predetermine what your evidence of success will be for a lesson?
- ☐ Do your anecdotal observations of student learning align with more formal assessment data?
- ☐ If you could teach this lesson again, what would you do differently? Why?
- ☐ Which students successfully achieved today's learning target? Which students struggled? Why was that so?
- ☐ What does the student work from today's lesson tell you about ______ as a learner?
- ☐ What can you tell me about ______ as a learner? How can you find out more?

REFINEMENT STAGE

CAPACITY-BUILDING GOAL: TO ENCOURAGE LONG-TERM GROWTH AND CONTINUED REFLECTION THROUGH RESPONSIVENESS TO ONGOING ASSESSMENTS

- ☐ Today, your students ______, and you immediately responded with ______. How did you plan to address that misconception?
- ☐ In the middle of today's lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know?
- ☐ How do you know when students are learning in the middle of a lesson? What do you look for?
- ☐ How do you identify specific learning styles of the students in your room?
- ☐ Explain the thinking that went into planning a lesson such as this. How do you know which strategies to select? How do you decide on which activities to choose?
- ☐ To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates?
- ☐ Your lesson today reminded me of a recent article I read in *Educational Leadership.* I'll put a copy in your box. I would love to hear your thoughts.

APPENDIX B.18: CONSULTANCY PROTOCOL

PURPOSE:	One purpose of this protocol is to learn how others understand a dilemma and frame responses to it. The protocol may help the presenter address the dilemma or solve a problem, and the discourse may sound like asking for and getting advice, but the primary purpose of the Consultancy Protocol is to open up people's minds to new ways of thinking about problems and issues related to teaching and learning.
NUMBER OF PARTICIPANTS:	A single group of 8–10 participants plus the presenter and facilitator is ideal.
TIME REQUIRED:	Part 1 (individual writing) time varies. The time required for the Part 2 discussion is 45–60 minutes.

Part 1—Writing About the Dilemma:

This portion is completed individually before coming to the protocol group.

STEP 1: Considering the Dilemma. It should be an issue with which people are struggling, that has a way to go before being resolved, that is up to them to control, and that it is critical to their work.

STEP 2: Writing About the Dilemma. The National School Reform Faculty (NSRF) offers these questions to guide the writing ("Consultancy Protocol," n.d., ¶ 4):

— Why is this a dilemma for you? Why is this dilemma important to you?

— If you could take a snapshot of this dilemma, what would you/we see?

— What have you done already to try to remedy the dilemma, and what are the results of those attempts?

— Who do you hope changes? Who do you hope will take action to resolve this dilemma? You will want to present a dilemma that is about your practice, actions, behaviors, beliefs, and assumptions, and not someone else's.

— What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?

STEP 3: Stating the Dilemma as a Focusing Question That Gets to the Heart of the Matter. Here is an example offered by the NSRF: Dilemma: Teachers love doing projects with students, but the projects never seem to connect to one another or have very coherent educational goals; they are just fun. Question: How do I work with teachers so they move to deep learning about important concepts while still staying connected to hands-on learning?

Continued

APPENDIX B.18: CONSULTANCY PROTOCOL (CONTINUED)

Part 2—The Consultancy Process

(suggested times based on a 50-minute session)

STEP 1:

Presenter Overview (10 minutes)

- The presenter gives an overview of the dilemma along with a focus question for the group to consider.
- The presenter may provide participants with a paper one page or shorter in length describing the dilemma.

STEP 2:

Clarifying Questions (5 minutes)

- Participants ask clarifying questions of the presenter—questions that can be answered with facts.

STEP 3:

Probing Questions (5 minutes)

- The group asks probing questions that help the presenter expand thinking about the dilemma.
- The presenter does not have to respond to the questions. If the presenter does respond, the participants do not discuss the answers.

STEP 4:

Participant Discussion (15 minutes)

- The presenter withdraws from the group, taking notes on the participants' discussion.
- Participants might describe possible actions that the presenter might take, but they should not decide on a solution. Their job is simply to refine the issues for the presenter.
- The NSRF suggests the following questions to get the discussion going ("Consultancy Protocol," n.d., ¶ 7):

— What did we hear?

— What didn't we hear that we think might be relevant?

— What assumptions seem to be operating?

— What questions does the dilemma raise for us?

— What do we think about the dilemma?

— What might we do or try if faced with a similar dilemma? What have we done in similar situations?

STEP 5:

Presenter Reflection (10 minutes)

- Referring to notes taken during the participant discussion, the presenter reflects on what the participants said and how their comments have affected his or her thinking.
- It is particularly important for the presenter to share new insights that the discussion has provided. The presenter might even discover that the question offered at the end of the presentation has changed!

STEP 6:

Debriefing (5 minutes).

The facilitator leads the group in discussion of the protocol process and invites the presenter and participants to continue refining the dilemma.

APPENDIX B.19: DOT PROTOCOL

PURPOSE: The Dot Protocol is designed to help groups arrive at consensus or a common understanding. For example, this protocol could be used to help identify priorities in a School Improvement Plan or to achieve an agreed-upon definition of a "best practice" in instruction.

PROCESS:

STEP 1: **Investigate the research.**
After identifying the topic at hand, compile book excerpts, articles, videos, and other resources that highlight the research and information about the topic. As a staff, or within grade-level or content teams, engage in collaborative inquiry (reading together, addressing questions that arise through the review of the research).

STEP 2: **Blend experience and expertise into the discussion.**
Bring the staff together to share their own experience and/or expertise with the topic at hand. As appropriate, staff can share by writing on chart paper their responses to any or all of the following prompts, based on a combination of their own personal experiences, professional expertise, and the review of the research completed in Step 1:

1. What does the topic look like in practice?
2. What does the topic sound like in practice?
3. What is the outcome of this topic when implemented successfully?

STEP 3: **Prioritize the elements.**
Distribute three sticky-dots (the kind you can pick up at an office supply store) to each participant. Instruct them to place their sticky-dots next to the written responses that have the greatest likelihood to achieve success. Participants can "vote" for three different responses, or they can combine their votes for one or two extra-powerful written responses.

STEP 4: **Compile the highest-leverage list.**
Together, as a staff or grade-level or content team, identify the five to six elements that received the most votes (it could be more or less than that, depending on how the sticky-dot voting turned out). Rewrite them on a new piece of chart paper to post for the staff.

STEP 5: **Set the expectation.**
The revised list becomes the consensus or common understanding for the staff. As the leader, establish the expectation that this list has authentic power—it is the will of the group—and should trump any other individual element. For example, if the Dot Protocol is used to clarify a best practice in instruction, the final list would become the standard for exemplary performance and would be expected when the strategy is implemented. This would also become a focus for additional professional development, coaching, and strategic feedback.

APPENDIX B.20: GUIDELINES FOR INSTRUCTIONAL ROUNDS

PURPOSE:

Instructional Rounds is a strategy used to foster collaboration and to build teachers' collective capacity. By engaging in this practice, teachers expand their repertoire of skills, gain a greater appreciation for their colleagues' instructional practices, and engage in reflective dialogue about teaching approaches.

PART I:

Conducting Rounds

Groups conducting rounds are usually small in numbers—three to five, not counting the lead teachers. On the day on which rounds are scheduled, teachers being observed alert their classes that they will have some other teachers visiting their classroom. Observed teachers might explain to their students that teachers in the building are trying to learn from one another just as students learn from one another.

When the observer teachers enter a classroom, they knock at the door and quietly move to some portion of the classroom that does not disrupt the flow of instruction. This is usually somewhere at the back of the classroom. There they observe what is occurring and make notes on their observational forms.

At the end of the observation, the observer team exits the classroom, making sure to thank the observed teacher and the students.

PART II:

Debriefing Rounds

After rounds have been conducted, members of the observing team convene to debrief on their experiences. They do so by discussing each observation, one at a time. This can be done in a round-robin format, where each observer teacher comments on what he or she noted. The leader of the rounds facilitates this process.

The leader starts by reminding everyone that the purpose of the discussion is not to evaluate the observed teacher. Rules regarding how to share observations should be established prior to the debriefing. Useful rules include:

- Comments made during the debriefing should not be shared with anyone.
- Do not offer suggestions to the observed teachers unless they explicitly ask for feedback.
- Nothing observed within a lesson should be shared with anyone.
- Observed teachers should be thanked and acknowledged for their willingness to open their classrooms to others.

As observer teachers take turns commenting on what they saw in a particular classroom, it is useful to use a "plus-delta" format. The observer teacher begins by noting the positive things (pluses) he or she observed in the classroom. Next, the observer can mention some questions (deltas) he or she had about the teacher's use of strategies. Finally, the observer compares and contrasts his or her classroom strategies with one or more of the techniques observed.

+	Δ

The process is completed for each classroom observed. For any particular observation, an observer teacher can opt not to share his or her analysis with the group. The debriefing should end with all observer teachers identifying one thing they might do differently in their classroom as a result of the rounds.

APPENDIX B.21: SCHOOL VISITATION OBSERVATION TEMPLATE

PURPOSE: This tool can be used when visitors observe in classrooms at a host school. The observations foster dialogue that enriches both the host and the visitors.

Observer name:______________________ Observed school: ______________________

Date:__________ Purpose for visitation: ______________________

PART 1: **Collect observation data**

Instructional Strategy or Teacher Action observed (input):		Direct result of Teacher Action (output):	
Anecdotal notes:		Additional information from host school/ observed teacher:	

Instructional Strategy or Teacher Action observed (input):		Direct result of Teacher Action (output):	
Anecdotal notes:		Additional information from host school/ observed teacher:	

Instructional Strategy or Teacher Action observed (input):		Direct result of Teacher Action (output):	
Anecdotal notes:		Additional information from host school/ observed teacher:	

PART 2: **Debrief**

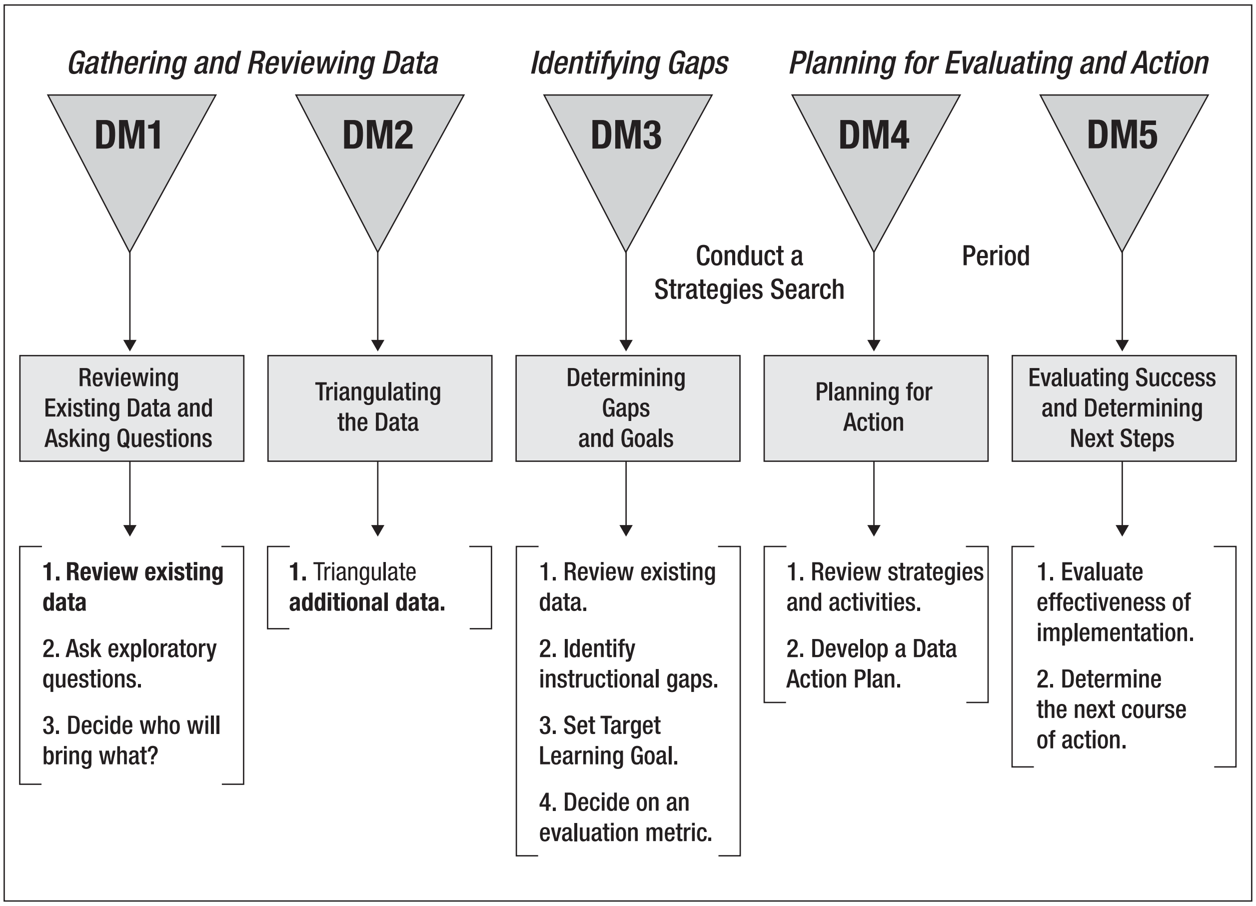
Within your observation team, discuss your observations. What key strategies, actions, and/or structures did you observe? How did they impact student behavior and/or learning? What implications are there for your school? What questions do you have for the observation team?

As part of the debrief, schedule some follow-up time with the host school principal, facilitator, and/or a team of staff. Ask any questions you may have about the creation or implementation of the strategies and structures you observed. Be sure to thank the host school for it's time and openness.

APPENDIX B.22: DATA ACTION MODEL OVERVIEW

PURPOSE: This Data Action Model demonstrates the schedule of data meetings that analyze the impact of particular instructional practices, curriculum structures, and/or intervention plans. This model can be effectively followed for courses (over the span of a semester or year), units (over the span of a few days to several months), or specific Student Learning Objectives (over a shorter span of up to a few days).

DIRECTIONS: As a team, follow the steps outlined under each Data Meeting (DM) heading. Repeat as necessary.



APPENDIX B.23: WHOLE CHILD PARTNERS INVENTORY

DIRECTIONS: As a leadership team, work together to create a list of school/community partnerships that might support the Whole Child approach. Brainstorm and discuss how each potential partner could provide support. Following the brainstorming and discussion, assign team members to reach out to those you have identified to invite them to an initial meeting to learn more about the Whole Child and how it could benefit students and families.

	HEALTHY	SAFE	ENGAGED	SUPPORTED	CHALLENGED
Community Colleges/ Universities					
Health and Human Services					
Business/ Corporate					
Service Learning Organizations					
Multi-Age Services Organizations					
Cultural Organizations					
Religious-Affiliated Organizations					
Others					

APPENDIX B.24: WHOLE CHILD PROBLEM-SOLVING AND DECISION-MAKING QUESTIONS

PURPOSE: These questions can be used to do a deep dive investigation into problems and decisions that may need to be addressed to achieve your Whole Child goals and annual performance targets.

DIRECTIONS: Assign sets of questions to small inquiry teams of leadership team members for their investigation and discussion. Have each inquiry team share their findings and conclusions at a district or school leadership team meeting. Use the inquiry team findings to determine areas that need to be addressed and next steps that must be taken in those areas in order to reach the district or school Whole Child goals.

1. What barriers and issues do we need to address to help each student enter school healthy?
2. How can we improve collaboration with schools in our feeder pattern to better help each student enter school healthy?
3. What are the barriers and issues we face in terms of making our school a healthy one?
4. What impedes families in our community from accessing needed health and human services? What decisions will we need to make to address these problems?
5. What problems are evident currently among individual students, subgroups of students, and our aggregate student body in terms of their choices about healthy behavior?
6. To what extent are health, nutrition, and physical fitness issues evident among our students?
7. To what extent are health, nutrition, and physical fitness issues evident among our staff members?
8. What problems exist in our staff members' understanding of how to model healthy choices and healthy lifestyles for our students?
9. What problems and impediments keep each of our students from experiencing their education as intellectually challenging?
10. How can we refine our ability to promote intellectual challenge for each of our students?
11. What problems exist in our school or district that detract from our learning environment being physically safe for all participants?
12. What problems exist in our school or district that detract from our learning environment being emotionally safe for all participants?
13. What barriers and issues keep each of our students from feeling engaged in their learning process?
14. What keeps students in our school or district from feeling connected to our school(s) and the learning environments they provide?

APPENDIX B.24: WHOLE CHILD PROBLEM-SOLVING AND DECISION-MAKING QUESTIONS (CONTINUED)

15. What issues and problems exist with our recruiting process for hiring new teachers?
16. What issues and problems exist with ensuring that each of our students works with qualified, caring adults?
17. What decisions are needed to improve our long-term professional development for our staff to ensure that each student works with qualified, caring adults?
18. What feedback do we get from employers in our community about the quality of our graduates who work for them?
19. How can we address identified problems and deficiencies in this area?
20. How successful are our students when they participate in postsecondary education (e.g., college, university, vocational school, military training)? What problems and gaps do we need to address in this area?
21. To what extent do our students graduate with competency in 21st century workplace skills and proficiencies? How do we know? What do we need to do to improve our understanding in this area?

APPENDIX B.25: CREATING A STRATEGIC COMMUNICATION PLAN

DIRECTIONS: Discuss the following communication goals, strategies, and vehicles. Add and modify as necessary, creating a plan to communicate openly, frequently, and effectively with key stakeholders and constituents.

GOAL 1: Provide information about school programs, events, and activities.
Audience: Parents and families

STRATEGY	VEHICLES
Provide welcome message for new families and all families at the beginning of the school year	Welcome letter, email that can be personalized
Publish weekly newsletters with meeting notices, class news, menus, parenting tips	School website, social media channels (Facebook, Instagram, Twitter)
Prepare web page for the school with information about staff member's credentials, contact information, and program descriptions	School website
Others:	

GOAL 2: Provide information about student progress, student learning, and achievement.
Audience: Parents and families

STRATEGY	VEHICLES
Prepare and send report cards and interim progress reports aligned with learning objectives and performance standards	Report cards; progress reports
Provide faculty with pads of notepaper for special handwritten notes to parents and families	Specially designed notepads
Prepare school profile data, distribute newsletters via email to opinion leaders and groups, and send reports to superintendent and board	
Provide unit plans and course syllabi to parents, emphasizing content standards and instruction planned for meeting standards	
Provide opportunities for faculty to learn effective conferencing techniques	
Others	

APPENDIX B.25: CREATING A STRATEGIC COMMUNICATION PLAN (CONTINUED)

GOAL 3: Provide information about helping children learn and succeed in school.
Audience: Parents, families, and community organizations

STRATEGY	VEHICLES
Include parenting tips, such as help with homework, recommended books, safety and health topics, and educational activities	Newsletter, website, community meetings, and social media channels (Facebook, Instagram, Twitter)
Inform parents and families about state standards, local curriculum and textbooks, student achievement testing, and school report cards	State Department of Education website, district website, school website, and newsletters
Invite parent participation in classroom activities, media center research activities, field trips, and special events	
Others:	

APPENDIX B.26: CHANGE READINESS RUBRIC

DIRECTIONS: Gather information about each stakeholder group's perceptions, openness, and readiness to embrace a particular change initiative. Use this information to guide decision making, communication, and opportunities for additional learning.

DOMAIN	READY	INTERMEDIATE	NOT READY
HISTORY	Views previous changes as positive and generally successful.	Has no experience with previous change. Views previous change as having insignificant effect on group.	Views previous change as generally unsuccessful. Has negative experience.
NEED FOR CHANGE	Recognizes that present conditions are unacceptable and that change is required at this time if progress is to be made.	Realizes that things could be better but is not completely dissatisfied with things as they are.	Does not view present condition as so negative or troublesome that this change is required. May see need for others to change but not self.
WILLINGNESS TO CHANGE	Is willing to make difficult choices (personal and group) to bring about change will be difficult, possibly with a long period of discomfort.	Will change if the change does not require a significant inconvenience to group.	Sees no need to change. Is resistant to doing anything significantly different that may create discomfort for group.
FAITH IN LEADERSHIP	Believes that the current leaders have the ability to accomplish the change.	Has no strong opinions toward leadership either positive or negative due to past experience or lack of knowledge.	Is negative toward current leaders' capabilities and/or motives in general. Doesn't believe leaders can accomplish the change.

APPENDIX B.26: CHANGE READINESS RUBRIC (CONTINUED)

CHANGE PLAN	Has a good understanding of the vision for the future associated with the change plan. Believes that the change plan, as presented, has the potential to achieve the goal(s).	Does not have a clear understanding of the vision for the future associated with the change plan. Has doubts about major components of the change plan as the right approach to achieve the goal(s).	Does not agree with the vision of the future after the change. Does not believe the change plan, as presented, is necessary or has the potential to achieve the goal(s).
SKILLS NECESSARY TO IMPLEMENT	Believes the group represented has the knowledge and/or skills necessary to implement the plan.	Believes the group has some of the knowledge and/or skills necessary to implement the plan and believes that many of those who do not will be able to acquire the knowledge and/or skills.	Has serious doubts that the group represented has the knowledge and/or skills necessary to successfully implement the plan and doubts that most members of the group can acquire the knowledge and/or skills.

APPENDIX B.27: FEARS AND HOPES: A CHANGE READINESS PERSPECTIVE

DIRECTIONS: Using this protocol early in any innovation with team members helps prepare them for expected outcomes to be celebrated and potential pitfalls and barriers to avoid or be cognizant of during implementation.

STEP 1: **Confront Fears**

a. Generate individually a list of your worries, concerns, or fears and write them on one side of an index card (or in this form) related to the innovation, issue, strategy, SIP, etc.

b. Use a round-robin format, with each person sharing one item at a time, to share your list with one another.

c. Validate participants' concerns without responding or attempting to address them right away.

d. Identify patterns that emerged.

STEP 2: **Embrace Hopes**

a. Generate individually a list of your hopes, dreams, and goals and write them on the opposite side of your index card (or in this form) related to the innovation, issue, strategy, SIP, etc.

b. Use a round-robin format, with each person sharing one item at a time, to share lists with one another.

c. Validate participants' hopes without expressing overconfidence or doubt right away.

d. Identify patterns that emerged.

STEP 3: **Action Planning**

a. Include the patterns (and individual responses) of hopes and fears throughout the early planning stages of a change initiative.

b. Revisit periodically during the implementation phase, adapting course as necessary to address fears and to support hopes.

APPENDIX B.28: CHANGE THEORY HIGHLIGHTS

DIRECTIONS: Below are theory elements and insights from three noted authors to ground principals in transition and change management. Highlight and investigate key elements. Select two to three elements and help principals plan how to leverage collaborative learning teams and professional development to lead and manage positive change experiences.

BRIDGES From *Managing transitions: Making the Most of Change* (1991)	KOTTER From *Leading Change* (1996)	FULLAN From *The Six Secrets of Change: What the Best Leaders Do to Help Their Organization Survive and Thrive* (2008)
Identify who's losing what	Establish a sense of urgency	Love your employees
Accept the reality and importance of the subjective lesson	Create the guiding coalition	Connect peers with purpose
Don't be surprised at "overreaction"	Develop a vision and strategy	Capacity building prevails
Acknowledge the losses openly and sympathetically	Communicate the change vision	Learning is the work
Expect and accept signs of grieving	Empower employees for broad-based action	Transparency rules
Compensate for the losses	Generate short-term wins	Systems learn
Give people information, and do it again and again	Consolidate gains and produce more change	
Define what's over and what isn't	Anchor new approaches in the culture	
Mark the endings		
Treat the past with respect		
Let people take a piece of the old way with them		
Show how endings ensure continuity of what really matters		

APPENDIX B.29: CHANGE MANAGEMENT QUESTIONNAIRE

DIRECTIONS: These questions below are designed to be used with various stakeholder groups to begin the discussion regarding the group's attitudes in each domain. The responses can be used with the Change Readiness Rubric (Appendix B.26) to access the group's readiness and to determine appropriate actions for change.

HISTORY

1. What past or current change efforts can you recall?
2. What did you think about each?
3. How comfortable are you with change in general?

NEED FOR CHANGE

1. Is there a need for improvement in your schools?
2. What are you most dissatisfied with?
3. What changes would you like to see?

WILLINGNESS TO CHANGE

1. Would your group be willing to make changes in the way you do business to accomplish the change needed?
2. Could you give some examples of changes you would be willing to make?
3. Would you make these changes even if you were likely to experience a period of difficulty or were uncomfortable for a period of time?
4. Would these changes be temporary or permanent?
5. Do you think other stakeholders would be willing to make changes even if the changes were difficult and would make them uncomfortable at first?

FAITH IN LEADERSHIP

1. Do you think the current leadership has the ability to successfully accomplish the proposed change? Why or why not?

CHANGE PLAN

1. Do you think the plan that has been described has the potential to achieve the goal(s)? Why or why not?
2. What do you think are the strong points of the plan? The weaknesses?
3. What would you change in the plan to improve it?

SKILLS NECESSARY TO IMPLEMENT

1. Do you think your group has the knowledge/skills necessary to implement the change plan?
2. If not, do you think your group would be willing to acquire the necessary knowledge/skills?
3. How long do you think that would take?
4. Do you think there are some members of your group who, even if willing, would be unable to acquire the necessary knowledge/skills?

APPENDIX B.30: EQUITY LEADERSHIP REFLECTION RUBRIC

DIRECTIONS: Review the rubric descriptions. Reflect on each knowledge, action or skill listed in the chart. As you reflect, determine and record your equity leadership level based on the rubric. For those areas where you are not consciously skilled, think about, commit to, and list the next steps you will take to move to that level. For those areas where you are consciously skilled, think about, commit to, and list the next steps you will take to support identified staff members in moving to the consciously skilled level.

MY LEADERSHIP LEVEL THROUGH AN EQUITY LENS	DESCRIPTION
Level I Unconsciously Unskilled (I don't know what I don't know)	I haven't thought of this. I haven't attempted this in my leadership role. I haven't developed a schema of how this would look at my school.
Level II Consciously Unskilled (I kind of know what I don't know)	I think about this sometimes and know I should do it to support my leadership role. I need to get better at doing this and understand when and how to do it with purpose.
Level III Unconsciously Skilled (I don't know when to use what I know)	I am aware of the significance of this and the impact on my leadership role. I don't know when to use this to maximize my growth as a leader or why this is effective with some staff and not others when I do use it.
Level IV Consciously Skilled (I know what I know and when to use it)	This is always on my mind. I have a purposeful understanding of how it influences my leadership role. I know how I should do this, when to do it, and how to modify it to address the needs of my staff.

KNOWLEDGE, ACTIONS, SKILLS	MY EQUITY LEADERSHIP LEVEL	MY NEXT STEPS
Understands how mindset about race, culture, and language can impact adult interactions with and expectations of their students		
Understands how and why adult mediocrity influences student achievement and performance gaps		
Integrates race, culture, language and equity issues into all instructional leadership actions		
Addresses equity issues involving race, culture, and language as an aspect of staff observation and feedback		

Continued

APPENDIX B.30: EQUITY LEADERSHIP REFLECTION RUBRIC (CONTINUED)

KNOWLEDGE, ACTIONS, SKILLS	MY EQUITY LEADERSHIP LEVEL	MY NEXT STEPS
Challenges and stops questionable school practices that disproportionately impact students of specific ethnic or cultural backgrounds		
Disaggregates student formative and summative assessment results by teacher/course/grade levels and student race/ethnicity for discussions and actions related to instructional practices, student engagement practices, and practices for connecting with students		
Integrates student voice into solving achievement and performance gap issues by eliciting their perceptions of their learning experiences and the school/classroom climate		
Empowers the voice of parents, guardians, and families by eliciting their perceptions on school-related, and achievement-related concerns, and involving them in solutions		

APPENDIX B.31: WHO AM I? STUDENT SELF-ASSESSMENT

DIRECTIONS: Ask students to rate themselves on a scale from 1 to 5 for a variety of classroom and life skills and color in the boxes on the chart to make a bar graph. (Alternately, you can provide descriptors for various levels such as 1="I've never even heard of this"; 2="I can sort of do this"; 3="I can do this"; 4="This is easy for me"; and 5="I'm an expert at this.") See below for a list of suggested skills from which you can choose according to the grade level and backgrounds of your students. Be sure that you include some skills that are not traditional school skills. The point of the exercise is to have students notice that they have both strengths and weaknesses and for you to make connections with your students that will help you get to know them. If you include only school subjects, some students will rate themselves low or high across the board and miss this important message. Consider leaving one or more attribute boxes empty, and ask students to fill in other skills that they would like to rate themselves on. Some skills you could use for this activity are:

Adding in your head
Adding on paper
Asking questions in class
Brainstorming ideas
Building a snowman
Caring for animals
Cleaning up your area
Conducting experiments
Cooking
Dancing
Dividing
Diving
Drawing
Drawing comics
Driving a car
Eating healthy
Exercising
Fixing something that is broken
Following directions
Gardening
Giving directions
Graphing
Hiking
Hitting a baseball
Ice skating
Kayaking
Keeping a diary
Keeping up with current events
Keeping your room neat
Listening to directions
Making a speech
Making change
Making friends
Making up stories
Miniature golf
Multiplying
Painting
Playing an instrument
Playing sports (list:__________)
PowerPoint
Reading
Reading a map
Riding a bike
Rotating objects in your head
Running
Singing
Skateboarding
Snow skiing
Speaking a foreign language
Subtracting
Talking in front of a group
Talking to teachers
Telling jokes
Turning in homework on time
Walking a balance beam
Water skiing
Working alone
Working in a group
Writing poems
Writing stories

Continued

APPENDIX B.31: WHO AM I? STUDENT SELF-ASSESSMENT (CONTINUED)

5									
4									
3									
2									
1									
Skills:									

Once students have completed their graphs, post them around the room and talk about the many ways this information can support how you work together in your classroom.

APPENDIX B.32: MY STUDENT MATRIX

DIRECTIONS: Use the chart below to get to know your students, acknowledge their strengths, and appreciate their uniqueness.

MY STUDENTS	LIST SOMETHING UNIQUE	LIST A SPECIAL INTEREST, TALENT, OR SKILL	LIST SOMETHING A STUDENT HAS IN COMMON WITH OTHERS

APPENDIX B.33: ETHICAL LEADERSHIP ACTION STEPS GUIDE

PURPOSE: Principal supervisors, coaches, and mentors can integrate the use of the ethics action step guidelines as they provide job-embedded coaching to their principals. The use of the action step guidelines will assure that ethical practices are addressed naturally, as the circumstances occur in coaching experiences.

DIRECTIONS: Use the action steps below to reflect on how the principal being coached or mentored reacts to ethical dilemmas. List next steps you will take as a coach or mentor to support the principal in refining how he or she anticipates and reacts to problems that include ethical dilemmas.

STEP 1: The principal recognizes when there is a possible ethical dilemma that may need attention.

My Next Steps as a Coach/Mentor:

STEP 2: The principal defines the ethical issues involved in an event or problem.

My Next Steps as a Coach/Mentor:.

STEP 3: The principal takes personal responsibility for generating an ethical solution.

My Next Steps as a Coach/Mentor:

STEP 4: The principal figures out what abstract ethical rule(s) might apply to the problem.

My Next Steps as a Coach/Mentor:

STEP 5: The principal suggests a concrete solution using abstract ethical rules that are related to the problem.

My Next Steps as a Coach/Mentor:

STEP 6: The principal prepares for possible repercussions of having acted in what would be considered as an ethical manner.

My Next Steps as a Coach/Mentor:

STEP 7: The principal enacts the ethical solution and reacts appropriately to any stakeholders who may not have agreed with the solution by sharing the ethical reasons for the solution.

My Next Steps as a Coach/Mentor:

APPENDIX B.34: EQUITY AUDIT

DIRECTIONS: Use your demographic information and your responses to the questions below to honestly assess equitable practices in your school or district. Use the results to help principals and schools focus on and create plans to address equitable practices.

STEP 1:

A. Complete the student demographic information for your school or district.

B. Total student enrollment:

C. Ethnicity (note number and percent of each race/ethnicity):

D. Gender (note number and percent of male/female):

E. Free or reduced meals (note number and percent of total population; note number and percent by gender as well as race/ethnicity):

F. Students with disabilities (note number and percent of total population; note number and percent by gender as well as race/ethnicity):

G. Students with limited English proficiency (note number and percent of total population; note number and percent by gender as well as race/ethnicity)

STEP 2: Analyze the context and performance of student groups within your school or district.

1. What is the performance of student groups on state assessments?
2. Which student groups are over- (and under-) represented in special education?
3. Which student groups are over- (and under-) represented in advanced academics/placement?
4. Which student groups are over- (and under-) represented in discipline matters?
5. Which student groups are taught by beginning/novice/rookie teachers?
6. Which courses are taught by beginning/novice/rookie teachers?

Continued

APPENDIX B.34: EQUITY AUDIT (CONTINUED)

STEP 3: Using the responses from the questions in Step 2, consider how much effort will it take to significantly change the current status of each question that will result in more equitable representation?

1. a. very little	b. some	c. a lot	d. overwhelming
2. a. very little	b. some	c. a lot	d. overwhelming
3. a. very little	b. some	c. a lot	d. overwhelming
4. a. very little	b. some	c. a lot	d. overwhelming
5. a. very little	b. some	c. a lot	d. overwhelming
6. a. very little	b. some	c. a lot	d. overwhelming

STEP 4: As a team, create an action plan that addresses the equity practices in your school or district. Determine if you will start with a quick win (choosing an area that would take "very little" effort) or if you will confront a significant area of equity need (selecting an area that might require "overwhelming" effort).

APPENDIX B.35: LESSON STUDY PROTOCOL

DIRECTIONS: Lesson Study team members can use these steps and the guiding questions provided to plan a lesson study experience, helping teams to analyze the effectiveness of a given lesson, structure, or instructional technique.

STEP 1: **Determine Lesson Focus.**

1. What content-specific goals and topic will be the focus of the lesson?

2. Which student learning objectives and curricular standards are aligned to the goals/topic?

3. How will information about student understanding of the goal/topic be gathered?

STEP 2: **Develop Lesson.**

4. What lesson design steps and resources will be used?

5. What are the anticipated student misconceptions, and how will the misconceptions be clarified?

6. Which instructional practices will be implemented for the lesson?

7. How will the detailed lesson plan be shared with the team?

8. Will the lesson be recorded or observed "live"? What protocols will be in place for the lesson observation?

Continued

APPENDIX B.35: LESSON STUDY PROTOCOL (CONTINUED)

STEP 3: **Engage in Lesson Observation and Reflection.**

9. What guiding questions will be used to identify student look-fors?

10. What guiding questions will be used to encourage lesson study team members' reflection on student learning evidence?

11. What guiding questions will be used to encourage lesson study team member reflection on student engagement evidence?

12. What guiding questions will be used to determine if the lesson goals were met?

13. What guiding questions will be used to plan next steps for lesson study team members?

APPENDIX B.36: REFLECTIVE CYCLE GOALS CHART

DIRECTIONS: Teachers at each stage of the Continuum of Self-Reflection can focus on certain components of the Reflective Cycle to strengthen their growth as reflective practitioners. Use the chart below to select focus areas for goal setting for teachers and those who support, coach, and supervise them.

REFLECTIVE CYCLE GOALS ↓	UNAWARE STAGE	CONSCIOUS STAGE	ACTION STAGE	REFINEMENT STAGE
BUILD AWARENESS	Observe	Note cause/effect relationships	Zoom in on the details	Bring all the variables together
ACT INTENTIONALLY	Think intentionally	Plan with intentionality	Strategize	Move beyond strategy to design
ASSESS IMPACT	Notice learning	Recognize the results of your actions	Consider student thinking as you assess	Assess with a purpose
RESPOND ACCORDINGLY	Make changes	Respond to the needs you see	Respond in the moment	Trust your intuition
REFLECT FREQUENTLY	Practice reflection	Commit to reflecting each day	Develop a pattern of reflection	Cultivate reflexive reflection

APPENDIX B.37: DEVELOPING SCHOOL-BASED PD PLANS USING THE SIX *CS*

DIRECTIONS: As you design your school-based professional learning, periodically assess how well you are including the components of the six *Cs* for effective professional development. The following checklist can help guide your thinking and provide discussion points about the components of the six *Cs* for your planning team:

Connected . . .

- ☐ Flows from and contributes to the district and building student achievement goals.
- ☐ Directly relates to student learning and achievement.
- ☐ Clearly demonstrates how past initiatives can be integrated with new content.
- ☐ Affects classroom instruction by changing teaching practices.
- ☐ Matches needs established in analyzing data about student learning and achievement.

Collaborative . . .

- ☐ Provides time for teachers to work together to plan for implementation of learning.
- ☐ Provides venues for participants to share ideas and solve problems.
- ☐ Establishes procedures and tools for reporting results of collaboration efforts.
- ☐ Evaluates the collegial environment.
- ☐ Expects teachers and administrators to work together.
- ☐ Brings parents and families into the knowledge base and includes them in implementation.
- ☐ Provides coaching opportunities for participants as they try new ideas and strategies.

Customized . . .

- ☐ Includes provisions for meeting different learning needs of participants.
- ☐ Relates specifically to various content-area applications.
- ☐ Addresses specific needs of the district and building.
- ☐ Provides alternatives and options for professional learning.
- ☐ Builds commitment of individuals.

Coordinated . . .

- ☐ Clearly demonstrates alignment with the curriculum.
- ☐ Provides assistance in integrating past and present initiatives.
- ☐ Provides for implementation strategies for transitioning between grade-level spans.
- ☐ Includes classroom-based applications of the PD content.

Continued

APPENDIX B.37: DEVELOPING SCHOOL-BASED PD PLANS USING THE SIX CS (CONTINUED)

Comprehensive . . .

- ☐ Includes components of theory, demonstration, practice, and collaboration.
- ☐ Projects into the future by planning for implementation over a three-to-five-year span.
- ☐ Includes provisions for bringing new staff members up-to-date.
- ☐ Provides time lines for delivering and implementing the initiative.
- ☐ Evaluates implementation efforts and effects on student learning.

Consistent . . .

- ☐ Provides a research base to support the PD initiative.
- ☐ Measures fidelity of implementation efforts.
- ☐ Spreads learning opportunities at appropriate intervals throughout the year.
- ☐ Examines how PD initiatives are compatible with participants' beliefs about education.

APPENDIX B.38: ASSESSING PRIOR KNOWLEDGE AND LEARNING PREFERENCES

DIRECTIONS: Those participating in professional development should complete this form prior to beginning professional learning experiences for an identified practice or content area. The information provided will assist the PD planners in differentiating the professional learning in order to meet the needs of those participating.

Identified Practice or Content: ____

How do you view your current knowledge of and experience with this topic? (Check all that apply)

- ☐ Don't know anything about it
- ☐ Have read a little about it
- ☐ Have attended a workshop on it
- ☐ Have read a lot about it
- ☐ Have a grasp of the basic principles underlying it
- ☐ Am acquainted with some strategies related to the topic
- ☐ Sometimes use one or more strategies related to the topic
- ☐ Frequently use strategies related to the topic in my classroom
- ☐ Could deliver this content to others in my building or district

What would you like to learn about the topic? What questions do you have about it?

How do you prefer to learn? (Check all that apply)

- ☐ Through large-group activity
- ☐ Through small-group activity
- ☐ With a partner
- ☐ Independently
- ☐ Other: ____

Continued

APPENDIX B.38: ASSESSING PRIOR KNOWLEDGE AND LEARNING PREFERENCES (CONTINUED)

How do you prefer to share what you've learned with colleagues? (Check all that apply)

- ☐ Through a presentation to a large group
- ☐ Through a presentation to a small group
- ☐ By learning together within a PLC team
- ☐ By talking with a partner
- ☐ Through writing
- ☐ By inviting colleagues into my classroom to observe
- ☐ Through peer coaching
- ☐ Other: ____

APPENDIX B.39: EVALUATING PD IMPACT

DIRECTIONS: Begin thinking about how you will evaluate the results of the implementation of professional development by asking questions about what you want to know. Then, identify what information you can gather, how you will gather it, and who will be responsible for gathering and reporting it. Use the chart below to guide your thinking and planning.

QUESTIONS What do we want to know? What do we need to know to assess the results?	INFORMATION NEEDED How will we know when we have adequately answered the question?	METHOD FOR COLLECTING What sources, process, or documentation could we use?	PROCESS FOR REPORTING By whom, to whom, when, and how will we report?

Review what you have included to determine the comprehensiveness of your evaluation. Have you included the most important things you need to assess? Have you developed an efficient process for data collection that will give you the information you need to move forward?

APPENDIX B.40: ASSESSING ORGANIZATIONAL SUPPORT OF PD

PURPOSE: Teachers, administrators, and all of those who participate in professional learning can use this tool to identify the areas where there is adequate organizational support, at the district and school levels, for effective professional development practices. The checklist can be used in an electronic survey format so that results are easily displayed. The results should be shared with district and school leaders so that actions can be taken in areas identified as needing more support.

Identify those areas where there is adequate support for effective professional development at the district and school levels.

- ☐ Building-level administrators participate in professional development experiences and are familiar with the content of professional development programs.
- ☐ District-level personnel are aware of PD efforts and overtly support them.
- ☐ The professional development goals align with the district and building goals.
- ☐ Professional development efforts are given adequate financial support.
- ☐ District-level professional development is tied to school efforts, and a clear connection is made between the two.
- ☐ An atmosphere of risk taking is prevalent, and teachers and administrators are encouraged to try new strategies.
- ☐ Professional development design includes provisions for adequate follow-up, including support for time for collaboration.
- ☐ Communication with others outside the school or district is provided to build support for and understanding of the need for professional development.
- ☐ Adequate professional development time for presenting information, theory, and demonstration opportunities to learn new content is provided.
- ☐ School leaders provide ongoing support and encouragement for new initiatives.
- ☐ A culture of experimentation exists in which teachers are rewarded for efforts related to implementing new ideas.
- ☐ A spirit of cooperation exists between administration and staff regarding the planning, implementation, and evaluation of professional development efforts.
- ☐ The needs of individual learners are considered in designing and delivering the professional development program.
- ☐ A process exists for solving professional development implementation problems.

Continued

APPENDIX B.40: ASSESSING ORGANIZATIONAL SUPPORT OF PD (CONTINUED)

- ☐ The resources needed for successful implementation of the professional development program are considered and addressed during the planning stage.
- ☐ Clear targets and expectations for implementation are defined and shared.
- ☐ Input is sought from participants in the planning and evaluation stages of the professional development program, and this input is used in the decision-making process.
- ☐ Clear guidelines for the PD decision-making process exist and will be used to make decisions regarding the professional development program.
- ☐ The content of professional development programs is carefully researched and selected to meet needs identified during an analysis of student achievement data.

APPENDIX B.41: TAKING STOCK OF DISTRIBUTED LEADERSHIP

DIRECTIONS: Engaging in personal reflection about opportunities and obstacles to distributing leadership among staff is important for principals to inform their planning. During reflection, use this template to list practices in place that you could build on or enhance to distribute leadership. Also list opportunities for distributed leadership that aren't currently in place and potential obstacles to moving forward along with resources and incentives needed. Once included, choose a trusted colleague with whom to share your reflections and complete the Next-Step Action Planning Guide (below).

Distributed leadership practices and policies in place in my school
Distributed leadership opportunities I can develop
Distributed leadership obstacles I need to remove
Distributed leadership resources and incentives I need

NEXT-STEP ACTION PLANNING GUIDE:

WHAT IS MY GOAL (What would I like to accomplish?)	WHAT ARE THE ACTION STEPS (How will I accomplish it?)	TIMEFRAME (When will I complete the steps?)	SUPPORT (Who will help me?)	METRIC FOR SUCCESS (How will I gauge the effectiveness?)	OTHER NOTES

APPENDIX B.42: PRINCIPAL MENTOR SELECTION TOOL

DIRECTIONS: Use the samples below to develop interview questions and look-fors when selecting principal mentors in your district. Add as many questions/scenarios as you deem necessary to identify the most promising mentors.

Sample Questions for Mentor Selection Process

1. What are the tenets of successful mentoring?

   Look for: foundational knowledge of best practices in mentoring, including roles of partner, advisor, coach

2. Tell about an experience where you felt your mentoring efforts were successful.

   Look for: insight about approach, feedback, support, growth, changes in the protégé's practice

3. Describe the methodology that you will use to develop a coaching/mentoring plan.

   Look for: assessing needs, ability to create and execute a plan, ongoing communication, monitoring progress

4. How will you measure the impact of your mentoring efforts?

   Look for: identification of meaningful goals and measurable metrics

5. What adjustments will you make when sufficient progress isn't made?

   Look for: referral to coaching/mentoring plan/goals, utilization, and analysis of metrics

6. Imagine that I (the interviewer) am your protégé, and I confide in you that I am having difficulty garnering staff support of an instructional initiative. Engage me in a conversation to simulate how you would approach the mentor-protégé dialogue.

   Look for: questioning/prompting strategies, trust-building approaches, challenges, encouragement

Possible rating scale for responses:

Not Promising		Shows Potential		Highly Promising
1	2	3	4	5

APPENDIX B.43: THE HUMAN SIDE OF THE PRINCIPALSHIP MATRIX

PURPOSE: Effective principals demonstrate professionalism in all contexts and interactions. This tool identifies six of the more powerful characteristics of interpersonal professionalism necessary for effective school leadership.

DIRECTIONS: Using the indicators below, answer: To what extent does the principal exhibit this indicator? Supervisors, principal coaches, and other school-based administrators can use or modify this to help leaders gauge their current state and to become aware and responsive in exhibiting these important behaviors. The results of this assessment can help guide goal setting and action planning for continued professional growth.

	DOESN'T EXHIBIT	EXHIBITS AT TIMES, AND MAY NEED SUPPORT	EXHIBITS CONSISTENTLY
Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism			
Is ethical and transparent, uses good judgment, and maintains confidentiality			
Recognizes and celebrates individual and collective successes of staff and students			
Attends to and fosters professional relationships that result in a positive school culture			
Models care and genuine concern for staff and students			
Cultivates trust and demonstrates respect			

APPENDIX B.44: ACTION RESEARCH PLANNING TEMPLATE

DIRECTIONS: Individually, or with a grade-level, content, or leadership team, complete the chart to create, refine, implement, and monitor an Action Research project.

What question drives this work (what challenge are you attempting to address)?

Planning

STRATEGY NAME	CURRENT (PRE-) LEVELS OF PERFORMANCE	TARGET DATE FOR COMPLETION	ASSESSMENT TOOL TO BE USED	STRATEGY FOR IMPLEMENTATION	TOOLS AND/OR MATERIALS NEEDED
1.					
2.					
3.					

Continued

APPENDIX B.44: ACTION RESEARCH PLANNING TEMPLATE (CONTINUED)

Data Collection

STRATEGY NAME	RECORD NOTES AND COLLECT DATA ON THE IMPACT
1.	
2.	
3.	

Reflections on the Process

Analyze the impact of each strategy. Which provided the most effective solution?

How will you adapt the strategy (and/or the other strategies) to increase the positive impact?

APPENDIX B.45: REFLECTIONS ON PROFESSIONAL READING

DIRECTIONS: Use the following format for recording and reporting what you or your small group has learned from professional reading. Add your reflections to your personal learning log or share them with colleagues.

Team name: ______________________________

Members: ______________________________

TITLE:	AUTHOR/SOURCE:

Reflections on what we learned

IMPORTANT POINTS TO REMEMBER/“AHA” MOMENTS:	CONNECTIONS TO WHAT WE ALREADY DO:

Future actions based on what we learned

WHAT WE NEED TO KNOW MORE ABOUT OR HAVE QUESTIONS ABOUT:	PERSONAL ACTIONS WE’LL TAKE TO IMPLEMENT WHAT WE LEARNED: