Leading the Curriculum Process: Strategies and Protocols

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WHERE ARE WE AND WHAT WILL GUIDE OUR WORK?

- Concerns and starting points
- Setting priorities
- Establishing curriculum design principles that will guide the whole curricular process

A DEFINITION OF CURRICULUM
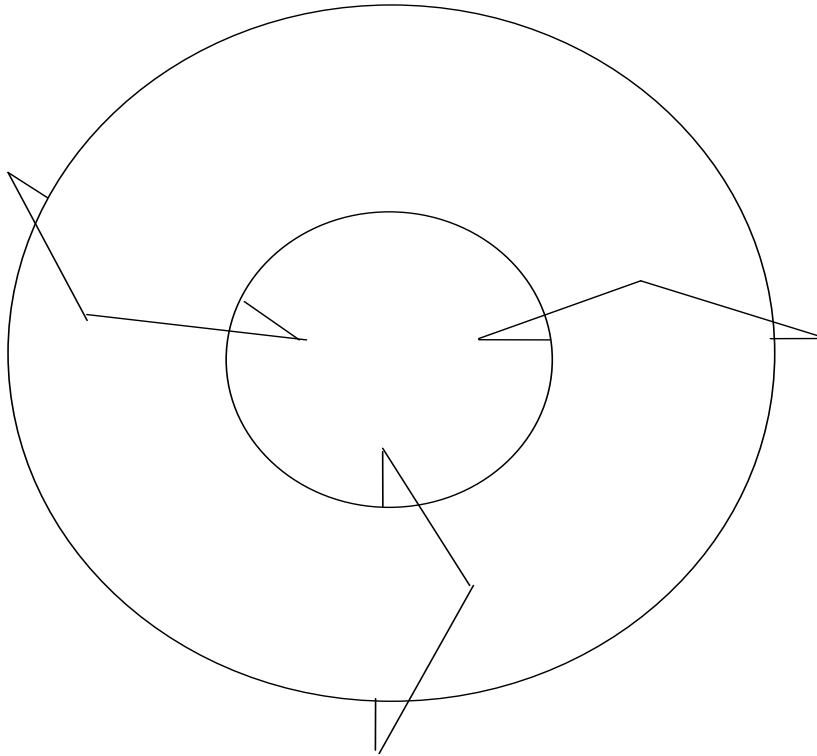
Who is the primary user of the written curriculum?
What is the purpose of a written curriculum?

WHEN THE CURRICULUM IS NOT GUARANTEED

		Yes	No
1.	Particular groups (or classes) of students fail to achieve to the level of those in other classes working with the same curriculum.		
2.	The data from common assessments is persistently inconsistent.		
3.	Parents consistently complain that their child is not doing the same kind of work as kids in other classes of the same grade.		
4.	Teachers consistently use different criteria to assess the same type of task.		
5.	Teachers feel free to substitute the school's learning outcomes/topics with topics they are more familiar with.		
6.	There is persistent arguing about what is important for kids to learn, with no real resolution.		
7.	The same 'topics' are taught in multiple years.		

WHEN THE CURRICULUM IS NOT VIABLE

		Yes	No
1.	Year after year, teachers report there is not enough time to complete the intended curriculum.		
2.	Too many students consistently fail to reach the expected standard for particular learning goals (writing, speaking, PE skills, artistic skill, critical thinking, etc.).		
3.	Department heads consistently ask for more time for their subject area.		
4.	Particular subject areas consistently ask for a different timetable, e.g. longer blocks, or shorter blocks more frequently.		
5.	Teachers complain of 'curriculum overload'.		
6.	Teachers cannot/do not teach parts of the curriculum, complaining of lack of resources.		

BIG IDEA

The curriculum is the 'contract' between the parents and kids and the school. It is our obligation to define what we 'guarantee' in the curricular contract.

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MY BELIEFS ABOUT CURRICULUM

		Agree	Disagree
	1. The written curriculum is an essential feature of an international school.		
	2. The primary purpose of the curriculum is to offer a few suggestions about what a child attending the school will learn.		
	3. Teachers should play a central role in the **writing** of curriculum.		
	4. Teachers should play a central role in the **monitoring and evaluation** of curriculum.		
	5. It is possible to make curricular decisions which are free of personal or group values.		
	6. There are some universal, core learnings which are appropriate for all students everywhere.		
	7. Accountability is a centerpiece of an effective curriculum.		
	8. There is a universal core set of understandings all students should be exposed to.		
	9. The curriculum should be tailored to the needs of the particular children in each school.		
	10. The written curriculum should be strictly adhered to.		
	11. Defining what's worth learning is primarily the job of the teacher.		
	12. The demands of the work world should play a large role in determining learning outcomes in a school curriculum.		
	13. The primary user of the written curriculum is the teacher.		
	14. A school can be reasonably effective in terms of student learning with a few curricular guidelines.		
	15. Assessment practices are an essential part of the written curriculum.		
	16. For teachers to have ownership of the curriculum, they must be involved in writing it.		
	17. The principal should be a key curriculum leader in an international school.		
	18. There are some core learning experiences all learners should have access to.		

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CURRICULUM STANDARDS

A guaranteed and viable curriculum:

	Yes	Not yet
1. Is understood to be the primary 'contract' that the school enters into with parents and their children.		
2. Clearly indicates WHAT learning ALL learners will have access to.		
3. Insists that all intended learning (expectations, standards, objectives) has value beyond school.		
4. Is consistent with the latest understanding about how learning happens.		
5. Clearly indicates what will form evidence of learning.		
6. Clearly indicates the essential learning experiences ALL learners will have access to.		
7. Is aligned (intended learning, assessment, instructional strategies, recording, reporting).		
8. Develops 'content' from 'best examples' of the standards at each developmental level.		
9. Truly assists teachers in their day to day work of teaching and assessing and causing the intended learning.		
10. Emphasizes conceptual understanding.		
11. Sets high expectations for ALL learners.		
12. Provides for a way to continuously refresh the curriculum.		
13. Is planned backward, beginning with the 'intended learning' as evidence of learning.		
14. Holds learning as the constant; everything else (tine, instructional groups, etc.) varies to support learning.		
15. Describes the intended learning as a set of evidence (standards or expectations) rather than a list of things to teach.		
16. Assumes learning will be measured according to the 'intended learning' described.		
17. Clearly maps where trans-disciplinary skills will be taught and assessed throughout all grade levels.		

SEVEN PRINCIPLES OF CURRICULUM DESIGN

1. Challenge and enjoyment
2. Breadth
3. Progression
4. Depth
5. Personalization and choice
6. Coherence
7. Relevance.

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EXAMPLES OF LEARNING PRINCIPLES

SAMPLE 1

1. Learning Involves the Whole Mind and Body. Learning is not all merely "head" learning (conscious, rational, "left-brained," and verbal) but involves the whole body/mind with all its emotions, senses, and receptors.

2. Learning is Creation, Not Consumption. Knowledge is not something a learner absorbs, but something a learner creates. Learning happens when a learner integrates new knowledge and skill into his or her existing structure of self. Learning is literally a matter of creating new meanings, new neural networks, and new patterns of electro/chemical interactions within one's total brain/body system.

3. Collaboration Aids Learning. All good learning has a social base. We often learn more by interacting with peers than we learn by any other means. Competition between learners slows learning. Cooperation among learners speeds it. A genuine learning community is always better for learning than a collection of isolated individuals.

4. Learning Takes Place on Many Levels Simultaneously. Learning is not a matter of absorbing one little thing at a time in linear fashion, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and paraconscious, mental and physical) and uses all the receptors and senses and paths it can into a person's total brain/body system. The brain, after all, is not a sequential, but a parallel processor and thrives when it is challenged to do many things at once.

5. Learning Comes From Doing the Work Itself (With Feedback). People learn best in context. Things learned in isolation are hard to remember and quick to evaporate. We learn how to swim by swimming, how to manage by managing, how to sing by singing, how to sell by selling, and how to care for customers by caring for customers. The real and the concrete are far better teachers than the hypothetical and the abstract - provided there is time for total immersion, feedback, reflection, and reimmersion.

6. Positive Emotions Greatly Improve Learning. Feelings determine both the quality and quantity of one's learning. Negative feelings inhibit learning. Positive feelings accelerate it. Learning that is stressful, painful, and dreary can't hold a candle to learning that is joyful, relaxed, and engaging.

7. The Image Brain Absorbs Information Instantly and Automatically. The human nervous system is more of an image processor than a word processor. Concrete images are much easier to grasp and retain than are verbal abstractions. Translating verbal abstractions into concrete images of all kinds will make those verbal abstractions faster to learn and easier to remember.

SAMPLE 2

1. The goal of learning is the use of knowledge in a variety of contexts.
2. Meaning is essential to learning; learning must make sense to the learner and teacher.
3. Learning is dependent on multiple opportunities to practice in a risk free environment.
4. Learning takes place best in context.
5. The more senses involved in learning the more effective the learning will be.
6. Each learner learns in different way
7. Feedback of the right type and timeframe is essential to learning.

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American School in London LEARNING PRINCIPLES
1. Learning is maximized when new knowledge is organized around the major concepts and ideas of the discipline.
2. Learning takes place best in context when students use what they already know to construct new understandings.
3. Learning is facilitated through reflection and metacognition.
4. Motivation, readiness, and the student's learning style all shape learning.
5. Learning is relational. When there is a connection between the student and the teacher, students work harder and learn more.
6. Deep and lasting learning occurs when students are able to apply their knowledge to novel situations.
7. Learning is a social process. Learning is enhanced through frequent opportunities for students to debate, to discuss, to collaborate, and to share their thinking.

RATE YOUR CURRICULUM

Our Curriculum...

1	=	fully addresses this issue and needs no revision in this area
2	=	addresses this issue, but it needs some work
3	=	does not address this issue and it is a priority
4	=	does not address this issue, but it is not a priority

WHAT IS CURRICULUM?	
1. There is school-wide agreement on a common definition of curriculum.	
WHAT IS THE PURPOSE OF CURRICULUM?	
2. There is school-wide agreement on the central goals of the curriculum.	
WHAT DO WE WANT LEARNERS TO UNDERSTAND?	
The written curriculum:	
3. reflects the schools mission and philosophy	
4. appropriately meets the needs of the current population of students	
5. has been developed with sufficient use of current research and knowledge of benchmark programs	
6. identifies broad, generic learning outcomes, such as life-long learning dispositions and skills for the school graduate	
7. identifies desired broad, school-wide understandings	
8. identifies the subject – specific knowledge, skills and dispositions that underpin the desired understandings	
9. organizes the above (6,7,8) in a logical, developmentally appropriate sequence	
10. promotes meaningful cross-curricular learning	
11. is in a user-friendly format for teachers	
12. includes a parent version of expected learning, typical assessments, and learning activities	
13. includes a student version (where applicable) of outcomes, typical assessments and learning activities	

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HOW WILL LEARNERS DEMONSTRATE UNDERSTANDING? Collecting evidence, evaluating, recording, reporting	
The curriculum:	
14. outlines suggested/required assessment procedures to systematically collect evidence of desired outcomes	
15. describes common/required procedures for recording evidence of learning	
16. Requires that learning progress is recorded according to learning standards rather than work types	
17. includes common descriptors for all' grading' schemes	
18. includes assessment guidelines which emphasize that the primary purpose of assessment is feedback to the student and teacher	
HOW WILL LEARNERS ACQUIRE UNDERSTANDING?	
The curriculum:	
19. describes essential teaching strategies necessary to achieve desired outcomes	
20. identifies differentiated learning expectations for different types of learners	
21. has built in flexibility so that teachers can incorporate the most recent understandings about how learning takes place	
HOW WILL OUR CURRICULUM BE DEVELOPED AND IMPLEMENTED?	
The curriculum:	
22. is developed according to a planned process	
23. is supported by sufficient **staff** to allow full implementation	
24. is supported by sufficient **materials** to allow full implementation	
25. is supported by adequate **facilities** to allow for full implementation	
26. is supported by sufficient **instructional time** to allow full implementation	
27. is supported by sufficient **curriculum planning time** for implementation	
28. is routinely employed to plan teaching	
29. is supported by sufficient **professional development** to assure effective implementation	
HOW WE WILL HOLD OURSELVES ACCOUNTABLE?	
The curriculum:	
30. is systematically evaluated by a well-understood and valid process which addresses the questions: Are students achieving desired outcomes? Is the curriculum being implemented? Is this still the 'right' curriculum?	
31. clearly describes the roles of teachers, teacher leaders and principals in the monitoring process	
32. outlines procedures for the routine use of assessment data to plan teaching, and shape additional curriculum development	

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OBSTACLES TO A GUARANTEED AND VIABLE CURRICULUM

In our international schools, we continue to be challenged by creating, implementing and monitoring an effective curriculum.   WHY?

IS THIS A REASON IN YOUR SCHOOL?	YES	NO
1. Principals and/or school heads lack training in curriculum processes.		
2. Key curriculum leaders such as department heads lack training.		
3. Teachers lack the training to be curriculum writers (and/or feel it is not their job).		
4. There is a belief is that a written curriculum is not essential to having an effective school, rather an administrative 'hoop'.		
5. While there is lip service about personalizing learning, so far there is not any real commitment to truly restructure and reorganize.		
6. Our philosophy of curriculum encourages teachers to be the primary decision makers about what is worth teaching.		
7. Our curriculum philosophy discourages ANY prescriptive learning or teaching.		
8. We lack the personnel and/or skill to collect the data on the extent and type of learning our curriculum is producing.		
9. Our beliefs about assessment encourage teachers to create their own tools and be the sole evaluators of their own students.		
10. The whole idea of written curriculum leaves a bad taste in the mouths of many; the hurdle is even in convincing people that it is worth doing at all.		
11. There is no real written curriculum and however we present it the task seems overwhelming.		
12. There is an overwhelming perception that no matter how we attack it, teachers will feel they are being asked to do more for no more pay.		
13. There is a perception that this is all a ploy to increase accountability to parents and stakeholders.		

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ADDRESSING PRESCRIPTION IN THE WRITTEN CURRICULUM

The written curriculum in your area of responsibility should make it possible for all teachers in to have clear answers to these questions

	It does provide a clear answer	The answer is…	Does not provide a clear answer
I. Do I teach everything that is in the written curriculum for my class/courses? If not, is there any further guidance that would help me know what is essential to teach and what I CANNOT teach?			
2. Is it OK to teach things which are not in the written curriculum for my class/courses? If yes, are there any additional guidelines?			
3. Do I assess everything that is in the written curriculum for my class/courses? If not, how do I make the decision about what is most essential to assess?			
4. Are all intended learnings in the written curriculum equally important?			
5. Are there any required assessments and parameters for assessments I make on my own?			
6. Is it OK to assess things (including addressing them in report cards) which are NOT in the written curriculum?			
7. Are there any required learning strategies?			
8. Are there any learning activities I should NOT be using?			
9. Are there clear examples of what the standard of learning should look like for my students (e.g. exemplars, etc.)?			
10. Are all 'standards or intended learnings' benchmarked in the same way? (descriptors, continua, Models of work, descriptive tasks)			

STRATEGY
Ensure curricular design principles are in place and you have your head out of the sand with regard to starting point.

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WHAT DO WE DO AND HOW DO WE DO IT?

- Big picture protocols
- Models for developing, implementing and monitoring
- Skills we need to be good at

PROTOCOL 1: HAVE A PRACTICAL VISION OF THE CURRICULUM

FEATURE	QUESTION	DESCRIPTION	EXAMPLES
LEARNING PRINCIPLES	What 'TRUISMS' about teaching and learning will guide the way we think about and plan for learning?	A concise list of what we know to be true about how learning happens.	• Brains learn best in context. • The brains first step is always to connect to prior learning.
CURRICULUM DESIGN PRINCIPLES	What are the fundamental premises upon which all curricular practices will be based?	A concise list of design premises (NOT beliefs)	Curriculum addresses the what, whether and how of learning. The primary purpose of written curriculum is to assist teachers in 'causing' desired learning.
UNDERSTANDING STANDARDS	What are the 'big ideas' students should take away from our school?	A collection of the important concepts that learners should come to understand. Some will transcend disciplines; others will be subject-specific.	• Human beings are interdependent with their environment. • Cultures change over time.
TRANS – DISCIPLINARY STANDARDS	What are the broad, life-long learning skills and dispositions we want all learners to achieve?	Targeted, observable actions and proficiencies that transcend subject areas.	• Problem-solving • Decision-making • Team skills • Inquiry skills • Empathy
BENCHMARKS	What do the understanding standards look like at particular grade levels?	The more specific understanding goals we hope student will reach through the individual units we design.	• Groups are defined as much by who is 'out' as who is 'in' • Estimation approximates exact quantities and can help us check calculations.
CORE INSTRUCTIONAL STRATEGIES	How will learners acquire understanding?	A short list of learning strategies ALL learners will have access to, generally specific to disciplines or age levels.	• Engage students in the writing process at least twice monthly • Engage students in mental math daily.
LEARNING MATRICES	How will learners develop understanding over time?	A matrix of grade levels (and/or courses) and intended learning (standards), skills and/or content, or tasks.	
UNIT PLANS	How can we best guide the day-to-day work of teachers?	The 'chunk' of time plan for each central idea/topic/problem which describes learning standards, essential questions, major assessments, key learning activities, resources *The unit plan is the actual teaching guide.*	
ASSESSMENT PRACTICES	How will we know what has been learned?	A systematic approach to assessment including school-wide and classroom assessments. Guidelines on suggested and required assessments that make clear what is to be taught and assessed in each unit. Actual samples of unit and or/ common assessments.	
RESOURCES	What materials will be used to support understanding?	List of resources which support the implementation of the curriculum.	• Texts • Videos • Software

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PROTOCOL 2: ESTABLISH PROTOCOLS FOR FACETS OF THE CURRICULUM PROCESS

FACET	WHAT WE DO
DEVELOPING CURRICULUM	
IMPLEMENTING CURRICULUM	
MONITORING, EVALUATING AND REFRESHING CURRICULUM	

AT THE BROADEST LEVEL

	Math	Sciences	PE	Social Studies	Art	Languages
DEVELOPING	13-14				13-14	
IMPLEMENTING				13-14		13-14
MONITORING		13-14	13-14			

DRILLING DOWN…

	Developing Strategies	Implementation strategies	Monitoring strategies
MATH	N/A	Begin 3 common assessments annually across all grade levels; conceptual tasks only	Use school-wide common assessment protocol to examine data and refresh curriculum
SCIENCES	Using established criteria for an effective standards, examine new common core science standards	ES / MS / HS	
ART	N/A	N/A	ES Collect work samples by Jan. / MS / HS

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CURRICULUM LEADERSHIP TOOLBOX

DEVELOPING THE CURRICULUM How do I best lead the development of the curriculum?		
CAN I:	**Yes**	**Not yet**
1. Lead the process of writing, confirming or selecting learning standards, including providing criteria for defining what constitutes an important and relevant standard		
2. Create a user-friendly model for documenting the curriculum, including criteria for determining vertical alignment		
3. Provide guidance and advice on how to write each part of a unit plan or scheme of work or know how to outsource this work		
4. Lead and advise on the process of aligning assessments with curricular intended learnings?		

IMPLEMENTING CURRICULUM How do I best lead the process of implementing the curriculum?		
CAN I:	**Yes**	**Not yet**
1. Advise on what curricular teams will be needed to ensure implementation of the curriculum.		
2. Lead the process of helping teachers establish a shared understanding of what 'meeting standards' looks like?		
3. Provide guidance on differentiating instruction so all can achieve the intended learning outcomes		
4. Lead the process of defining and monitoring essential instructional strategies		
5. Lead the process of designing and administering common assessments		
6. Ensure curricular teams or other involved in curricular decisions have continuing access to the latest research on teaching and learning.		
7. Model teaching strategies for a wide range of curricular areas.		

MONITORING THE CURRICULUM How do I best lead the process of ensuring that students are achieving curricular standards?		
CAN I:	**Yes**	**Not yet**
1. Lead the process of adopting and using protocols for regularly looking at student work for department/grade level and other curricular teams.		
2. Lead and advise on the process of analyzing learning results, including classroom and common assessments and making decisions about what to do with the data, including how to modify the curriculum?		
3. Provide meaningful feedback to team members on specific teaching and assessment strategies?		
4. Establish and oversee a school-wide assessment policy (a set of required assessment practices)		

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SPECIFIC PROTOCOLS

CORE COLLABORATIVE SESSIONS
Reorganize curriculum team (grade level, department or other) sessions around these core activities

1. **Developing /Improving Unit Plans or other curriculum plans**
2. **Writing/Improving Assessments**
3. **Modeling Instructional Practice**
4. **Examining Student Work and Results**
5. **Individual student learning issues (for teams that teach the same students)**

Use a part of the session for decision-making if needed.

BIG IDEA
Organize collaborative session in a rotation around the key, critical areas of curriculum work.

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SAMPLE PROTOCOL FOR DEVELOPING UNIT PLANS

1. Each team member evaluates on his own, either before a session (preferable) or at a team session.
2. Team leader collates responses in some way on the spot.
3. Reach agreement on which areas need to be modified.
4. Assign one person or a pair to do a next draft and repeat.

UNIT PLAN EVALUATION TOOL

1 = Needs work   2 = Meets the standard

	RATIONALE
	1. The unit is organized around one or two enduring understandings.
	2. The content of the unit is an excellent example of the enduring understandings, with some relevance beyond school.
	3. The understanding and topic are both developmentally appropriate (accessible by the intended age group).
	INTENDED LEARNING
	4. The number of benchmarks to be assessed is feasible.
	5. Benchmarks are complementary (e.g. content benchmarks 'live well' with skill benchmarks)
	6. Benchmarks include some skills.
	7. Benchmarks include some trans-disciplinary skills and/or dispositions.
	8. It is clear to the reader which standards and benchmarks are to be assessed and which are just some suggestions.
	ESSENTIAL QUESTIONS
	9. Address the essence of the unit.
	10. Are aligned with standards and benchmarks.
	11. Suggest powerful, open-ended inquiries.
	12. Open to multiple "content" examples.
	ASSESSMENTS
	13. Aligned with learning benchmarks; a good match between the tools and what each is designed to collect evidence of.
	14. Assessments are age appropriate.
	15. All essential learning is assessed more than once.
	16. There is at least one comprehensive form of assessment (such as a performance or contextual task).
	17. Rubrics/checklists written appropriately for both teacher and student use.
	18. Reflect the type of thinking and knowledge required by the essential questions.
	19. It is clear which assessments are required and which are suggestions.
	LEARNING STRATEGIES
	20. Engage learners actively.
	21. Engage a diverse range of learners.
	22. Address any agreed upon strategies (at department or grade level).
	23. Address a variety of learning styles.
	24. More active than passive.
	25. Are appropriately matched to the stated standards and benchmarks.
	26. Reflect current research on effective learning strategies.
	27. It is clear which learning strategies are required and which are suggestions.
	RESOURCES AND MATERIALS
	28. Variety and sufficient number of resources and materials.
	29. Resources address varied modalities and learning styles, appropriate to age level.
	30. Resources address multicultural perspectives.
	31. Resources include AV, technology.

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SAMPLE PROTOCOL FOR WRITING/IMPROVING ASSESSMENTS

IS THIS ASSESSMENT EFFECTIVE?

The individual assessment tool:	YES	Needs work: comments
1. Provides the BEST evidence of the learning it was designed to assess (e.g. the tool is an excellent match)		
2. Is as authentic and contextual as possible, given the desired learning.		
3. Provides clear directions for the learner.		
4. Provides clear criteria for the learner to be successful.		
5. The evaluation type (rubric, criteria, etc.) values the most essential learning more than the 'nice to know' learning.		
6. Provides meaningful enough data that a teacher could readjust teaching as a result of analyzing the data.		
7. Is used for the appropriate purposes (to feedback to learner, to record, to include in report).		
8. Is differentiated when needed to give BEST evidence.		
9. Allows for adequate (appropriate) amount of time; if a performance task, the time allotted simulates this task in real life.		
10. Includes some form of self-assessment		
11. Is clearly labeled (for both students and teachers) with the learning it is intended to assess		
The SET of assessment tasks for the unit, when viewed as a whole:		
1. Collects balanced evidence of ALL the unit standards and benchmarks.		
2. Represents a variety of strategies, matched to desired learning.		
3. Provides evidence for adjusting teaching.		
4. Primarily collects evidence of UNDERSTANDING, secondarily specific skill and content.		

EVALUATE AN ASSESSMENT IDEA FOR VALIDITY

How likely is it that a student could do well on the assessment only by:	Very Likely	Likely	Unlikely
1. trying random strategies?			
2. making clever guesses based on limited understanding?			
3. parroting back or 'plugging in' what was learned, without much thought or understanding?			
4. making a 'good-faith' effort, with lots of hard work and enthusiasm to produce nice-looking products /performances, but with limited understanding?			
5. meeting all the scoring criteria but without necessarily having understood the content very well?			
6. applying natural ability to be articulate and intelligent, without necessarily having understood the content well?			
7. really having understood the key ideas as reflected in wise use, explanation, justification, empathy, self-assessment etc.?			
8. providing lots of accurate and appropriate content knowledge, but without having to use much higher-order thinking (critical analysis, careful judgment, integrative thought, creative application etc.)?			

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SAMPLE PROTOCOLS: EXAMINING STUDENT WORK AND RESULTS

…a toolbox of ways to have a productive conversation about what works can tell us about learning.

And it ALWAYS begins with clear questions:

BEST RESOURCE: LOOKING AT STUDENT WORK   http://www.lasw.org/protocols.html

STARTING POINT ONE	STARTING POINT TWO
What questions do you have about the learning going on in your classroom?	What do the data we are already collecting suggest?

WHAT QUESTIONS DO WE HAVE?	WHAT DO THE DATA WE ALREADY HAVE SHOW?
1. What do we want to know? 2. What data will we need to collect? 3. How can we best collect it? 4. What do the data tell us? What do they NOT tell us? Explore and what other data might we need? 5. What are possible causes for these results? 6. What actions can/should we take based on these data?	1. What learning was this task/these data meant to provide evidence of? 2. What do we PREDICT we will see? 3. What do the data tell us? What do they NOT tell us? Explore and what other data might we need? 4. What are possible causes for these results? 5. What actions can/should we take based on these data?

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STARTING POINT TWO– WE ALREADY HAVE SOME DATA

WHAT ARE THESE DATA MEANT TO PROVIDE EVIDENCE OF?
SPECIFIC LEARNING
The purpose of this step is to be very clear about WHAT specific knowledge, skills, understandings and dispositions are represented through these data.

WHAT DO WE PREDICT THESE DATA WILL SHOW?
PREDICTIONS / ASSUMPTIONS
The purpose of the predicting step is to bring out our preconceptions, assumptions, and prior knowledge about the data we are about to work with.

Sentence starters:	Avoid:
• I predict…	• Because…
• I assume…	• Causes of results
• I wonder…	• Jumping to conclusions or solutions
• I expect to see…	

WHAT DO THE DATA TELL US/NOT TELL US?
EXPLORING / OBSERVING
The purpose of phase two is to remain in uncertainty and to look more deeply at what the data are telling us.
What important points seem to "pop out"?
What patterns, categories, or trends are emerging?
What seems to be surprising or unexpected?

Sentence starters:	Avoid:
• It appears…	• Because…
• It seems…	• Causes of data trends
• The data show…	• Trying to explain the data
• I see that…	

WHAT ARE POSSIBLE CAUSES FOR THESE RESULTS?
EXPLAINING
The purpose of the explanation phase is to dig deeper, to organize and integrate our thoughts, and then to generate possible and testable explanations of the data. It is important to stay open to a range of possibilities and keep multiple voices and perspectives in the conversation

Questions:
• What inferences, explanations, or conclusions might we draw?
• What do we know about previous attempts around this problem?
• What are some solutions we might explore as a result of our conversation?

WHAT ACTION MIGHT WE TAKE?
PLANNING ACTION STEPS (FOCI / STRATEGIES)
The purpose of this step is to develop strategies or foci to implement in our classrooms that will increase student achievement. In addition, this step positions us for future data-driven dialogues.

Questions:
• Do we need to look at additional data sources?
• What are some solutions we might explore as a result of our conversation?
• Is there a way to monitor our progress/growth using this solution? How would we do so?
• What do we do next?

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WHAT DO THESE DATA TELL US?

1. What do the data tell us?
2. What do they NOT tell us?
3. What stands out?
4. What else would we need to know before concluding there is an issue?
5. What questions do you have?

FURTHER QUESTIONS

- What do these data tell about student learning and performance?

- What patterns or changes do we see over time?

- Are there any surprises? What results are unexpected? What anomalies exist?

- Is there evidence of improvement or decline? If so, what might have caused the changes?

- What questions do these data raise?

- Are these results consistent with other achievement data?

- Are there alternative explanations for these results?

- By what criteria are we evaluating student work?

- What is the performance standard? How good is "good enough"?

- How do our results compare to those of similar schools?

DATA SET #1: MIDDLE SCHOOL

The following two sets of data are from the same group of 250 middle school students.

1. **Report Card Data**: (from Unit and on-going assessment quadrants).These data were compiled from three report card periods. They are based on the grades given by teachers on report cards. Each percentage represents the % of students who, according to the report cards, are in each of the categories.
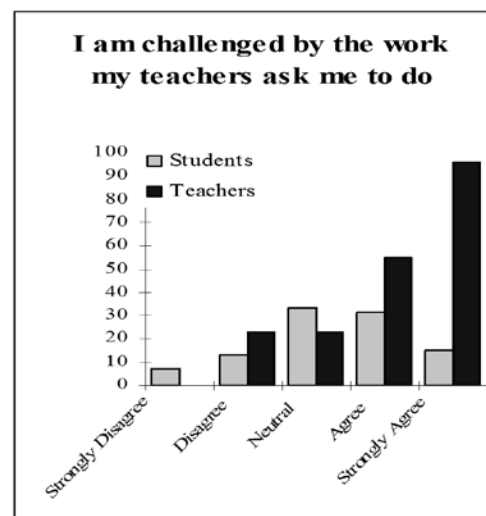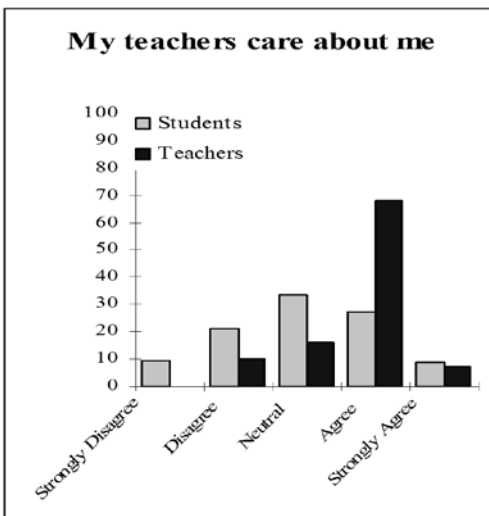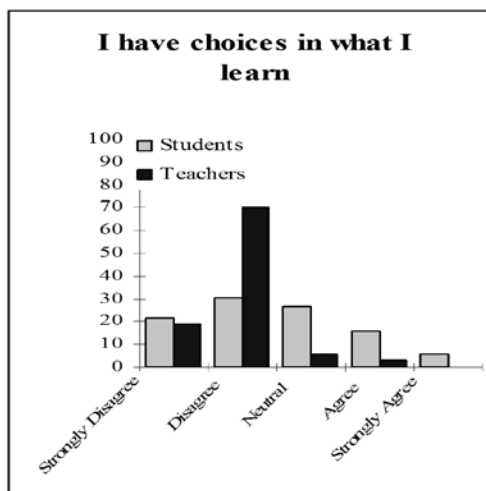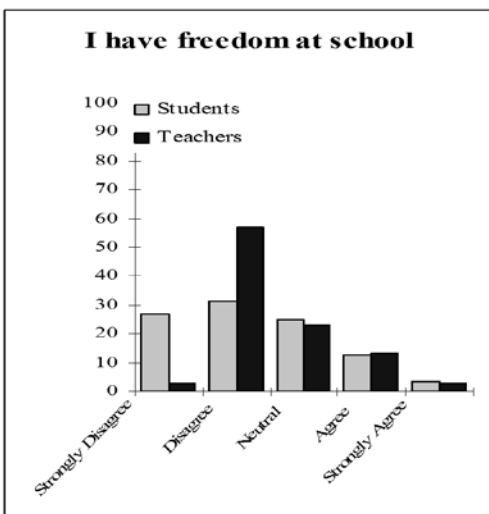
	Need significant improvement	Meeting Expectations	Exemplary
Writing	2%	13%	85%
Mathematics - application	55%	40%	5%
Mathematics- calculations	15%	73%	12%

2. **Standardized Test Data**: These data are from a standardized test given in grades 4-11 annually. The norm group for these comparisons was 'national' - students in state schools.

	Not meeting grade level expectations	Meeting Expectations	Exceeding Expectations
Writing	37%	60%	3%
Mathematics - application	50 %	40%	10%
Mathematics - calculations	5%	77%	18%

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DATA SET #2: STUDENT PERCEPTION/TEACHER PREDICTIONS

The teachers of students in grade 7 were asked to PREDICT how their students would answer each question. The data show the percentage of students that the teachers predicted would respond in each category. The student data show the percentage of students who actually responded that way.

I belong

I have fun learning

I have freedom at school

I have choices in what I learn

My teachers care about me

I am challenged by the work my teachers ask me to do

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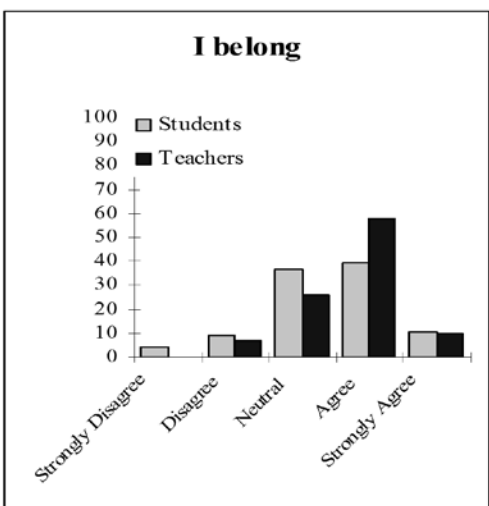
STUDENT WORK AS A FORM OF 'DATA"

PURPOSES
- To understand the progress of a single student
- To explore patterns of learning for a specific group of students

All protocols will ask these questions:
1. What was the target learning?
2. What learning is this work MEANT to show evidence of?
3. To what are we comparing the work?

BIG IDEA
The protocol is only useful if we understand what the work is being compared to.

QUESTIONS	RESPONSES
What did students understand?	Sample 1
	Sample 2
	Sample 3
What DON'T students understand and what do they MISUNDERSTAND?	Sample 1
	Sample 2
	Sample 3
What stands out?	Sample 1
	Sample 2
	Sample 3
What are the commonalities?	
What are some possible implications for instruction?	

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STRATEGIES FOR MONITORING CURRICULUM

MONITORING QUESTIONS

1. Is the planned curriculum being effectively implemented?

2. Does the curriculum produce the desired student learning?

3. Is it still the 'right' curriculum?(e.g. commensurate with the needs of students and current research?)

Q #	Curriculum Monitoring Strategies	Who?
	1. Regularly collect evidence of essential, agreed upon teaching methodologies using strategies such as walk-throughs, reviews of unit plans and lesson plans etc.	
	2. Compare samples of student work from a particular unit of study to the stated outcomes of that unit.	
	3. Check your curriculum against the standards being published in various subject areas by various countries.	
	4. Conduct a parent survey, asking parents to comment on whether the content their children are receiving matches their expectations.	
	5. Compare your school curriculum to what industry is saying the job market needs in terms of skills and knowledge in future employees.	
	6. Compare report card data to the results of an external exam.	
	7. Compare assessment tools for a particular unit to the standards it was designed to assess.	
	8. Compare samples of student work to similar work from another international school.	
	9. Use the results of school-based common assessment to collect evidence of progress toward curricular outcomes.	
	10. Periodically collect samples of student work and compare to overall curriculum outcomes.	
	11. Review weekly or monthly lesson plans against the written curriculum.	
	12. Compare your school curriculum to that of other schools.	
	13. Compare the results of a common assessment to the school-wide learning outcomes.	
	14. Conduct a survey about the curriculum amongst faculty to find out if they are using the curriculum document and if it is in a format which is user-friendly.	

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CURRICULUM PLANNER

FEATURE	WHO HAS IN PUT?	HOW WILL WE GET INPUT?	WHO MAKES FINAL DECISION	WHAT WILL THE PROCESS LOOK LIKE (INCLUDING TIME)?	WHAT SUPPORT TOOLS WILL BE DEVELOPED TO AID IMPLEMENTATION	WHO WILL NEED PROFESSIONAL DEVELOPMENT?	WHEN, IN RELATION TO OTHER PARTS OF THE PLAN?
TEACHING/ LEARNING PRINCIPLES							
DEFINING THE 'WHAT' Trans-disciplinary pieces							
DEFINING THE 'WHAT' Subject area pieces							
LEARNING MATRIX							

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DEFINE THE 'WHETHER' Guidelines Common tasks Rubrics for trans-disciplinary 'Whats'							
DEFINE THE HOW Essential learning experiences (Instructional Strategies)							
UNIT PLANS							
OVERALL USER GUIDE							
EVALUATION AND MONITORING PRACTICES							

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STRATEGIES FOR IMPLEMENTING CURRICULUM

Establish Essential Instructional Strategies

CRITERIA FOR ESSENTIAL INSTRUCTIONAL STRATEGIES	Yes	No
1. Is it a teaching strategy, meaning something observable we can see teachers doing in the classroom or getting learners to do?		
2. Is it a direct reflection of the adopted learning principles?		
3. Is it important for learning (e.g. not someone's 'pet peeve' about teaching)?		
4. Does it describe how frequently it should take place?		
5. Is it based in reasonable research about how learning happens?		

EXAMPLES AND NON-EXAMPLES	Example	Non Example
1. Students will write during math class at least once every two weeks.		
2. At least six different cultures will be studied during 5th grade social studies each year.		
3. Middle school teachers will communicate with elementary and high school science departments at least once per quarter.		
4. Each science unit must include some instruction via technology.		
5. Each student will have a balance curriculum of earth, life, and physical sciences in integrated units during the elementary school years.		
6. Each new concept in mathematics will be introduced in the context of a meaningful real world application.		
7. Venn Diagrams, flowcharts, and other graphic organizers will be used during each social studies unit.		
8. Students will be encouraged to use the writing process.		
9. All assessments and projects will include an element of student self-assessment.		
10. Students will engage in at least two periods per week of practical work in the science lab.		
11. Students will be exposed to the concept of empathy in history classes.		
12. At least twice per week students will engage in an individual speaking activity.		

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KEY PRACTICE FOR IMPLEMENTING and MONITORING

Address trans-disciplinary skills and dispositions

1. Make a list of 4-5 trans-disciplinary skills and/or dispositions which are taught and assessed in several subject areas.
2. Who will take primary responsibility for teaching and assessing each?

	English /ESL	Social Studies	Math	Science	Spanish	Art	Music Drama	PE

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GENERIC CRITERIA FOR TASKS INVOLVING GROUP WORK

Element	Possible	*Self*	*Teacher*
1. You come to the group prepared to work.			
2. You complete all individual tasks for the group on time and with quality.			
3. You participate in a constructive, positive manner.			
4. You encourage others to participate in a constructive manner.			
5. You listen actively, not just wait your turn to speak.			
6. You support your position in a strong and thoughtful manner.			
7. You disagree in an agreeable manner.			
8. You work at understanding others' ideas.			
9. You share the responsibility of helping the group get the job done according to directions on time.			
10. You help the flow of new ideas.			

TOTAL: _____ _____ _____

CRITERIA FOR EXCELLENCE IN RESEARCH

Preparation
- You brainstorm ideas and organize them visually (in lists, outlines, webs, concept maps).
- You narrow and focus your research question(s) to a manageable size.
- You identify what you already know.
- You decide what you still need to know.
- You list key words and concepts.

Search
- You identify potential search engines (library card catalog and databases; Web browsers; experts; community agencies).
- You use search engines and key words to locate a variety of sources.
- You decide which sources are relevant to your question(s).

Information Gathering
- You skim and scan to identify relevant information.
- You take accurate and sufficient notes, paraphrasing or quoting important facts and details.
- You classify, group, and label the information in your notes.
- You assess the nature and reliability of your sources (primary or secondary; fact or opinion; point of view; timeliness).
- You document your sources and compile a bibliography.

Interpretation
- You connect new information with what you know already.
- You recognize logical errors and omissions, cause and effect, and points of agreement and disagreement.
- You use the information you gathered to answer your research question(s).

Process
- You plan and manage your time effectively.
- You ask for help at appropriate points.
- You revise your question(s) as your research progresses.
- You reflect on your process and your work.

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LEVELS OF MONITORING

	Data Collection Questions
UNIT LEVEL Annually	1. Standards and Benchmarks for this unit: • Were there too many, too few, not sufficiently connected? • Which ones did students find most difficult to achieve, easiest to achieve? • Which, if any, would you add, delete, or modify? 2. Did the required assessment(s) provide enough data of the right type? Modifications? 3. Effectiveness of the required teaching strategies: any additions/modifications you would make to teaching strategies?
MACRO LEVEL Accreditation process IB inspection processes Host country inspections	The FULL six curriculum review questions: 1. Is there a user friendly, written curriculum available to all teachers? 2. Does the planned curriculum accurately reflect the school's values and philosophy? 3. Is the planned curriculum being effectively implemented? (e.g. are teachers ensuring that students have opportunities to achieve the stated learning outcomes?) 4. To what extent are students achieving the desired outcomes? 5. Is the curriculum commensurate with both current research and understanding about teaching and learning, as well as with the needs of the school's current population? 6. Is the curriculum appropriately and adequately resourced?
SLICE LEVEL	The six curriculum review questions applied to: • A subject area • One standard and/or benchmark • A grade level • A set of cross-curricular skills

GETTING KEY DECISIONS MADE

Who decides?
- Decisions at the heart of our work and why they may not get made

Clarifying overlaps and gaps with principals (and others)

Relationship #1

I am to _____ as

_____ is to _____,
Because…

Relationship #2

I am to _____as

_____ is to _____ _____,
because…

Relationship #3

I am to _____ as

_____ is to _____,
because…

Which of these is the least clear to you?

Which of these, because of the lack of clarity, poses the biggest challenge?

THINKING ABOUT DECISIONS…ON YOUR OWN

List the top 3-4 decisions that you feel have fallen through the cracks in some way (e.g. just never got made or perhaps were made but we lost track of them along the way?)

List 2-3 decisions that are OUT OF YOUR CONTROL that you feel having control over would make a real difference to learning in your school.

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WHO DECIDES?

Who decides:	Who decides NOW?	Who SHOULD decide?
1. On a final school wide unit plan format		
2. Based on analysis of the results of assessment, determine to what extent learning standards are being achieved and what to do next in a particular grade or subject area		
3. Establish core learning experiences within a grade level or subject curriculum		
4. Annual objectives for a grade level or subject area		
5. Which research a given subject will use as the basis of curriculum revision		
6. When and where in the curriculum trans-disciplinary skills will be taught and assessed?		
7. What common assessments will be given		
8. The agenda for what grade level and department teams do		
9. What professional development each teacher needs		
10. To modify the scope and sequence		
11. To discard a unit and replace it		
12. The plan for integrating the curriculum		
13. Who will be department heads, grade level leaders, or other curricular team members		
14. How we will report learning progress		
15. What curriculum housing software we will use		
16. Protocols for who can make changes to the curriculum		
17. A curriculum monitoring process		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

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ORGANIZATIONAL DESIGN QUESTIONS

An organizational design should be based in providing just enough structure to adequately address these questions:

	Who will be responsible for this?	How will we do this?
WHAT will students learn?		
HOW will they learn?		
How will we determine WHETHER the students have learned?		
What will we do when students do not learn?		
What will we do when student learn more than anticipated?		

HOW DO WE KEEP THE FOCUS ON LEARNING?

Ensure there is a strong, clear, assessment practices policy in place

Help principals set learning targets

Make assessment maps (see middle school example)

SET TARGETS

- **What standard of performance do you expect on each assessment tool?**
- **If 60% of the students achieve the intended standard, is that good enough?**
- **Must ALL the students achieve the standard?**
- **At what point will you take action for whom?**
- **What will trigger action?**
- **What will be the'red flags'?**

EXAMPLES OF TARGETS

Goal		Indicator	04-05	05-06	06-07	07-08	08-09
Goal 1- Student Achievement	1.A	Increase % of students in grades 1-5 who are reading at the instructional level on grade level passages on Language Arts Primary Observation (LAPO) and Early Reading Assessment (ERA)					
	1.B	Increase % of students who are scoring above the 40th NPR on the Degrees of Reading Power (DRP) in grades 6, 9 and 10.					
	1.C	Increase % of students taking the ACT test					
	1.D	Increase % of students scoring at or above 20 on the ACT test in grade 12					
	1.E	Increase % of students scoring at or above 30 on the ACT test in grade 12					
	1.F	Increase % of students proficient (above the 40th percentile) on ITBS/ITED in grades 3-12 in Reading, Math and Science					
	1.G	Increase % of students scoring at the "high" level (90th percentile and above) on ITBS/ITED in grades 3-12 in Reading, Math and Science					
	1.H	Increase % of students reading at or above grade level by the end of 2nd grade					
	1.I	Increase % of AP course participation					
	1.J	Increase % of students enrolled in AP courses, scoring 3 or above on AP test					
	1.K	Increase % of graduating class who complete Algebra 2					
	1.L	Increase # of student subgroups who are proficient on ITBS/ITED (240)					
	1.M	Increase % of graduating class that earn Advanced Placement Scholar Awards					

SETTING LEARNING GOALS

Turning data into an action plan

Step	Example
	Fewer than 80% of our elementary students are reaching the grade level reading standard.
	By June, 2004, 80% of Elementary school students will reach or exceed the grade level writing standard
	90% of all elementary students will reach or exceed grade level standard on the running record assessments.

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ELEMENTARY SCHOOL EXAMPLE: DATA TO GOAL TO ACTION

DATA REVEALED: Fewer than 60% of our elementary students are achieving grade level reading standards
GOAL: 90% of Elementary school students will reach or exceed the grade level reading standard.

STRATEGIES	EVIDENCE
• Use K – 5 set of running record assessments to determine instructional level. • Conduct regular guided reading groups according to instructional level. (K-5) • Provide menu of staff development options to support the implementation of effective practices. • Monitor progress using the K – 3 Reading Continuum and grade level running. • Develop a data base to track running record growth over time. • Design a balanced literacy plan and teaching schedule by grade level. • Develop a protocol and schedule for sharing and analyzing student work. • Identify and implement strategies to assist below grade level readers. • Design a plan for ES/MS articulation focused on the reliability of assessment and reporting. • Develop/refine a set of reading assessment tools to inform instruction and measure performance according to the grade level standards. • Clarify a coherent set of grade level standards.	• 90% of elementary students will reach or exceed grade level on running record assessments. * • 90% of elementary students (grades 3-5) will reach or exceed the 50th NCE on the Iowa Test of Basic skills (ITBS) – Total Reading Sub Test. • 90% of the elementary students (1-5) will reach or exceed the reading process skills and comprehension standards on the report card. * • 90% of all students including ESL and Resource students will demonstrate one year's growth on running record assessments (Aug – June). • 90% of sixth grade students who were reported as being on grade level in reading at during the 12-13 school year will reach or exceed standard on the MS 1st trimester report card. • A coherent set of reading standards and an assessment plan will be in place and used consistently. *Students who attended ( )during the entire academic year excluding resource and ESL*

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HIGH SCHOOL EXAMPLE: DATA TO GOAL TO ACTION

DATA: Fewer than 50% of High School students are achieving the grade level standard in writing.
GOAL #1:   80% of students in the high school will reach or exceed grade-level writing standards

STRATEGIES	EVIDENCE
1. All teachers assigning student writing will use the Write Traits rubric to evaluate writing. 2. A diagnostic writing assessment will be conducted in early September to determine areas of greatest strength and weakness. 3. Department Chairs (English, Social Studies, Science, M.L.) will ensure that this goal is a regular feature of departmental discussion/work. 4. All High School teachers will engage in several professional growth sessions on how to teach writing during TTT. 5. Writing products will be at least 50% contextual, with audience and purpose.	1. Common writing assessments for grades 9, 10 and 11, done in March, will show that 80% of those students are at, or above, grade-level standard. 2. ERB results will show 80% or more at or above grade level standards. 3. IB Extended Essay results will show 80% or more achieving a point or more. 4. At least 5 students will have wiring published in some source, local, national or international.

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MIDDLE SCHOOL TARGET MAP

EXTERNAL ASSESSMENTS	TARGET	COMMON ASSESSMENTS		TARGET
• NFER – Math Verbal	80% at or above Stanine 5	*Standards*	*Tools*	80% at or above 3.5 on write traits rubrics
		# 4 writing process skills # 5 variety of written forms	• 2 Grade-wide writing prompts • 2 Integrated writing process papers per grade level.	
• ERB Writing	80% at or above Stanine 5			
• OPI Spanish	80% meet exit standard for the level	• 2 Selected common Math tasks for exiting curriculum per grade level?		80% at or above "B"
• Pres/Fitness	50th percentile according to Pres. Award Qualifying Standards	• Computation		
		• 6 min. run		80% at or above age standard
		• 2-science lab. practicals		80% at or above "B"

UNIT ASSESSMENTS	TARGET	ON-GOING ASSESSMENTS	TARGET
• Minimum one contextual task per unit	80% at or above "B"	• Running records – reading?	90 % at grade level
• Cross Curricular standards and other selected standards	80% at or above "B"		
		• Dispositions rubrics	90 % better than previous
		• Types of questions asked survey	90% at highest level
		• % of HW completed	95%
		• How many kids try out for sports	60 %
		• How many participate in ex-curr.	75%

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JUST IN CASE…LEADERSHIP AND CHANGE

LEADING AND WORKING WITH YOUR TEAM MEMBERS

WHAT ARE YOU LEADING?

Think of a 'leader' you personally felt did an excellent job of leading. What did he or she do or not do to make you feel this way? Share at your table.

CHARACTERISTICS OF SUCCESSFUL LEADERS

Successful leaders demonstrate the following characteristics:
Write 'P' for the top 5 you PREDICT your team members would say are strengths for you
Write 'N' for the top 3 you need to acquire.

	CHARACTERISTIC
	1. A clear, practical vision
	2. Capacity to believe in myself and others
	3. Consuming passion for what I am doing
	4. An ability to inspire others by bouncing back from setbacks
	5. An ability to move forward in the face of obstacles
	6. A commitment to the pursuit of excellence
	7. An ability to view problems as opportunities
	8. Capacity to reflect on and learn from successes as well as failures
	9. Persistence and optimism
	10. Courage
	11. Capacity to be proactive
	12. Humility
	13. A sense of humor and an ability to laugh at themselves
	14. Personal integrity

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November 2013

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	15. A genuine desire to serve others
	16. A willingness to accept personal sacrifice
	17. A willingness to accept responsibility
	18. An ability to listen to and empathize with others
	19. Toughness and resoluteness
	20. An ability to inspire hope and courage in others
	21. An inclination to pay attention to the smallest details as well as the big picture
	22. A capacity to accept temporary messiness and confusion in pursuit of goals
	23. An ability to live with paradox and avoid the tyranny of either/or thinking

MOST DESIRABLE CHARACTERISTICS

LEADERS		FOLLOWERS	
CHARACTERISTIC	% Selecting	CHARACTERISTIC	% Selecting
Honest	87	Honest	84
Forward Looking	71	Cooperative	71
Inspiring	68	Dependable	71
Competent	58	Competent	70
Fair-minded	49	Intelligent	46
Supportive	46	Supportive	43
Broadminded	41	Straightforward	37
Intelligent	38	Broadminded	35
Straightforward	34	Imaginative	32
Courageous	33	Inspiring	31
Dependable	32	Forward-looking	27
Cooperative	30	Fair-minded	25
Imaginative	28	Ambitious	20
Caring	27	Caring	19
Mature	14	Determined	19
Determined	13	Independent	19
Ambitious	10	Loyal	16
Loyal	10	Courageous	14
Independent	5	Mature	13

Survey conducted by James Kouzes for his book *Credibility* [p.255]

UNDERSTANDING CHANGE

Motivation for Change

To be an effective change leader, you also have to understand what motivates people to make change happen. You need to recognize that different people are motivated by fundamentally different things, and keying in to these different types of motivations will help to get people working together.

The key motivating factors fit into three main categories:

- **Dissatisfaction**: this can be either positive (e.g., "We could be so much better") or negative (e.g., "Things are really terrible"), but people are rarely motivated to make things different when they are perfectly satisfied with things as they are. However, recognize that it is often more difficult to persuade people to act because of a brighter future than because of a current crisis. This fact may the result of the concreteness and visibility of a crisis. Use this knowledge to your advantage, by making the picture of the possible better future as visible and explicit as possible.

- **High probability of success**: when people perceive that change is unlikely to be successful, they are rarely motivated to act on their dissatisfaction. This is why small successes in the early stages of a project can be very important in shifting people's views. …Remember, the probability of success is really a question of perception. Moreover, an innovative idea can transform someone's view immediately, by making plausible what had previously been almost unthinkable.

- **High value of the change:** if the end result is not worth the expected effort, no amount of dissatisfaction or belief in the probability of success will motivate people to action. Furthermore, the result has to be worth the effort to *each individual person*. If the change will result in a loss of authority for someone or in a pay cut, that person will certainly not be motivated to make the change happen. As a leader, you have to be able to see the change from the point of view of those affected by it. People who see a brighter future - for themselves and for the organization - that is worth working for will be most likely to join the team

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ADOPTER STYLES: WAYS OF ADOPTING NEW INITIATIVES

ADOPTER STYLE	DESCRIPTION	Approx. %

CHANGE AT YOUR SCHOOL

Think of a substantial change or improvement your school recently went through or is in the process of going through.

Describe the change

Think of 4-5 teachers or others who were involved in some way in the process. List them here (no names – initials or something else).
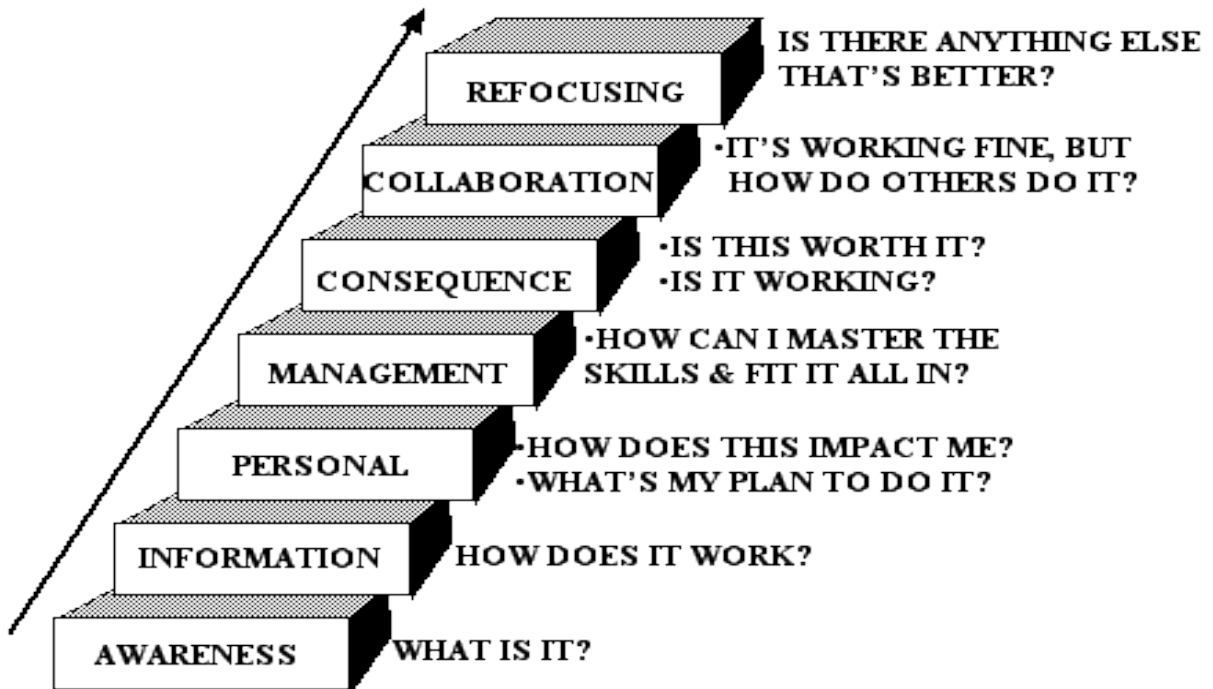
TEACHER OR OTHER	ADOPTER STYLE

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INDIVIDUAL STAGES OF CONCERN

Adopter style is the 'disposition' toward adopting change.
Stages of concern are the 'steps we pass through to eventually adopt the change.

STAGES OF CONCERN (CBAM)

Stage	Question
REFOCUSING	IS THERE ANYTHING ELSE THAT'S BETTER?
COLLABORATION	·IT'S WORKING FINE, BUT HOW DO OTHERS DO IT?
CONSEQUENCE	·IS THIS WORTH IT? ·IS IT WORKING?
MANAGEMENT	·HOW CAN I MASTER THE SKILLS & FIT IT ALL IN?
PERSONAL	·HOW DOES THIS IMPACT ME? ·WHAT'S MY PLAN TO DO IT?
INFORMATION	HOW DOES IT WORK?
AWARENESS	WHAT IS IT?

WHY DO SOME RESIST CHANGE?

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HELPFUL STRATEGIES IN ANY SCENARIO

1. Gather the ACTUAL facts. Do NOT put this on a team agenda yet

2. Determine whether this should be a team decision or one you make on your own

3. Be very clear about what the 'change' looks like – what WILL change and what will NOT

4. Pilot with one or two teachers

5. Model it yourself

6. Offer short, workshops on how to

7. Create a pre-assessment o help people identify their skill level

8. Use cognitive coaching one on one

HELPING MEMBERS DEAL WITH CHANGE

ACCEPT THE REALITY OF LOSS

- **Identify who is losing what and the importance of the subjective losses.**
- **Acknowledge losses openly and sympathetically.**
- **Don't be surprised at "over-reaction."**
- **Expect and accept the signs of grieving.**
- **Compensate for the losses where possible.**
- **Give people information, and do it again and again.**
- **Define what is over and what is not.**
- **Mark the endings.**
- **Treat the past with respect.**
- **Let people take a piece of the old way with them.**

NEXT STEPS

1. **What are 2-3 practices you will START doing as a result of this professional development opportunity.**

2. **What are 2-3 practices you will STOP doing?**

3. **What are some questions you still have and will need to research?**

4. **What do you believe will be the biggest challenges to improving your leadership practices?**