Culture of Achievement Programs; Communication Skills Development

Culture of Achievement (COA) programs are communications programs

Teachers, principals, school leaders, parents, and students all must communicate purposefully. They must conduct and/or participate in Goal-Focused Conversations that foster a Culture of Achievement.

During the three COA programs the following Goal-Focused Conversation stages are learned and practiced to a specified level of competence.

- One to one (Focusing Students on Achievement)
- One to a Group (Managing Classroom Behavior)
- One to many groups and many groups among themselves (Creating a Healthy School Climate)
  - o Students
  - o Teachers
  - o Principal
  - o School Leaders
  - o Parents
  - o "Community Stakeholders"

This progressive communications model builds skill sets over the course of two to three school years

All three stages of communication provide immediate benefits.

- Focusing Students on Achievement
  - o Students, clarify personal career, school, and classroom goals and set plans to meet them
  - o Responsibility for learning moved from teacher to student
- Managing Classroom Behavior
  - o Students exhibit more respect for learning, other people, and other peoples' property
  - o Responsibility for behavior moved from teacher to student – students become more self-regulated
- Building a Healthy School Climate
  - o Students, parents, teachers identify goals, establish and carry out a plan for the school to be more safe, happy, and productive
  - o Responsibility for safe, happy, and productive school environment shared by students, teachers, principal, school leaders, parents and community stakeholders

There is utility provided after the first pull-out and guided practice sessions of Focusing Students on Achievement Program.

Assessing communication skills acquisition

How is it known if the participants learn these communication protocols? The proof is in the application and what results from the application. Each of the Metis Leadership Group's Programs is based on measureable objectives and end of program outcomes. There is an authentic summative performance assessment attached to each of the end of course outcomes. Successful completion of these assessments demonstrates that not only can the participant do what is specified but also that they actually have done so in a live, real-time setting.

For a far more comprehensive description of what is to be learned and how that is assessed, refer to the following documents.
- Assessing Program and Session Effectiveness
- Program Level Objectives/Outcomes for Focusing Students on Achievement
  (One of three such Program-specific documents)
- Focusing Students on Assessment – Sessions & Instructional Units
  (One of three such Program-specific documents)