

Focusing Students on Achievement

How the Program Operates



Focusing Students on Achievement is one of the programs that compose the Culture of Achievement System developed and tested by the Metis Leadership Group.

The Culture of Achievement System is a tightly organized and logically structured leadership and professional development series for teachers and school leaders that Metis Leadership Group delivers to school communities in the form of three programs

Focusing Students on Achievement; the Program

Students learn better and are more cooperative when they believe school is relevant to their own personal goals.

Focusing Students on Achievement (FSA) equips teachers and principals with strategies that make the classroom relevant to students so that they are personally invested in their school success. The program equips the teacher to cause the students to clarify their personal career, school, and classroom goals. It shows teachers how to move the locus of responsibility for achievement onto the student.

Goal-focused students are more engaged learners.

Focusing Students on Achievement; Program Operation



The FSA leadership and professional development program begins with a 3-hour pull-out session when a Metis Fellow provides the principal, school leaders, and teachers with the fundamental skills needed to conduct a basic-level Goal-Focused Conversation with a student. Within this session, teachers practice with colleagues who act as surrogate students.

Subsequent to this first formal “pull-out” session there are two sessions generally conducted on the following day.

In the AM the principal and school leaders selected by the principal work with the Metis Fellow who prepares them to mentor teachers as they conduct basic-level Goal-Focused Conversations. Generally, this session takes one and a half hours to complete.

In the afternoon of the same day the Metis Fellow and one or more school leaders go into a teacher’s classroom to conduct guided practice. They model a basic-level Goal-Focused Conversation with students. The teacher, in turn, conducts three brief Goal-Focused Conversations. Those conversations focus on career, school, and classroom goals.



The Metis Fellow models the Guided Practice and Feedback with each School Leader so that the leader can, subsequently, model and mentor teachers to conduct this type of communication at the basic level.

There is no need to “pull-out” teachers since all work is done in the classroom with the teacher and students.

The remaining teachers go through the same guided-practice during the next 2-5 weeks with the principal or school leader(s) modeling the communication protocol and reviewing the teacher’s conversations. Typically, conversations are videoed by a student in the class and a student and the school leader use a specially designed review rubric so that the teachers receive feedback relative to fixed criteria.

The concluding sessions follow a sequence similar to those already described.

There is a 3-hour pull-out session that addresses the intermediate level of Goal-Focused Communications. All teachers, the principal, and school leaders participate.

On the following day there is an AM session with the school leaders and principal being informed of the mentoring and reviewing process that is triggered by intermediate level Goal-Focused Communication demands. Generally, this is conducted the morning after the second pull-out session and takes about one and a half hours to complete.



On the afternoon of the same day, the second guided practice session is conducted in the manner of the basic-level guided practice session. The Metis Fellow works with each school leader and the principal so that they, in turn, conduct guided practice with the remaining staff. Again the teachers’ conversations are videoed and reviewed by the school leader, the principal, or the Metis Fellow in addition to the student.

The conduct of the guided practice is designed to move the locus of responsibility for mentoring teachers from the Metis Fellow to school leaders and the principal. This is designed to provide the skills to insure the sustainability of the program.

Metis Leadership Group

The Group is a cause-focused organization of experienced psychologists and educators providing the practical wisdom to establish a Culture of Achievement in every school. That is the Group’s mission. Its vision, which naturally follows, is success for every student.

The Metis Leadership Group achieves its mission by providing leadership and professional development programs that are sustainable by the school.



Focusing Students on Achievement

Program Flow Chart

