

FOCUSING *Students On Achievement*



A Leadership And Professional Development Program Within
THE CULTURE OF ACHIEVEMENT SYSTEM



FOCUSING STUDENTS ON ACHIEVEMENT DESCRIPTIVE DOCUMENTS



The **Focusing Students on Achievement** program, a part of the **Culture of Achievement** leadership and professional development system, seeks to achieve and sustain three goals.

FSA PROGRAM GOALS

1. **Create a productive relationship between the student and the teacher**
2. **Establish the relevance of school and the classroom to the student's personal and career goals**
3. **Move the locus of responsibility for learning from the teacher to the student**

This following collection of documents has been compiled to provide the reader with an understanding of how these goals are accomplished and what, specifically, is achieved. Further, it is hoped that the means for sustainability are conveyed. The documents included in this booklet are the following:

How the Program Operates

This is a description of how the program operates. Focusing Students on Achievement or FSA is conducted in a number of Sessions. These Sessions are described briefly so that the reader gets an overview of the program. You will note the Session numbers noted in parentheses () attached to each Session description. That Session number relates to the flow chart that follows. The use of the flow chart is described just below

Program Flow Chart

Prior to the program beginning there is a process employed by Metis Leadership Group that is called the Mutual Understanding Process (MUP). This is composed of two pre-sessions. First, Metis meets with a responsible district administrator such as the superintendent or assistant superintendent and the school principal. This is usually held at the district

office. A mutual understanding of what FSA is and how the program operates is established at this level. A second session is conducted at the school with the principal and her or his formal or informal school leaders. It is at this point where the Flow Chart is employed. After the school-level leaders understand how FSA operates, they and the Metis fellow use the flow chart to create a calendar of when each Session is to be conducted. Together, the previous document and the flow chart describe how and when things will be conducted over the program's time, usually a school year or less.

Sessions, Instructional Units, and Products of Work

This description provides the next level of detail outlining Session content and it states the expected outcomes of each Session (called Products of Work). Sessions are composed of Units and the conduct of a Session's Units is guided by participants' performance on Unit formative assessments. Formative assessments are found in the FSA Trainer's Guide's Unit header pages.

Program-level Outcomes

The Unit content and activities prepare teachers and school leaders to be successful on formative assessments. Completion of all content, activities, and Session-level Products of Work cause the participants to demonstrate competency on Program-level Outcomes (summative assessments). Please note that summative assessments are performance measures that show that each individual has actually provided a demonstration of competence in a real, authentic setting.

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.

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 enable 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.

Program Operation

The FSA leadership and professional development program begins with a 3-hour group instructional session (1) during which a Metis Fellow provides the principal, school leaders, and teachers with the fundamental skills needed to conduct a basic-level Goal-Focused Communication conversation with a student. Within this session, teachers practice with colleagues who act as surrogate students. Subsequent to this first formal instructional 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 Communication conversations. Generally, this session (2a) takes one and a half hours to complete. This leadership team also drafts a plan for implementation of FSA in their school.

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 (2b). They model a basic-level Goal-Focused Communication conversation with students. The teacher, in turn, conducts a brief Goal-Focused Communication conversation focused on classroom goals.

The Metis Fellow models the Guided Practice and feedback with each school leader so that the leader can, subsequently, model the process and mentor teachers to conduct this type of communication at the basic level. There is no need to "pull-out" teachers for guided practice 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 culminating sessions follow a sequence similar to those already described. There is a 3-hour formal instructional session (3) that addresses the intermediate level of Goal-Focused Communications. Teachers, the principal, and school leaders participate.

On the following day there is an AM session (4a) 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 formal instructional session and takes about one and a half hours to complete. This team of school leaders also completes the FSA school wide Implementation Plan.

On the afternoon of the same day, the second guided practice session (4b) 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. The Implementation Plan provides the leadership team with the continuing charge to work with existing and new staff



FOCUSING STUDENTS ON ACHIEVEMENT *Flow Chart*



SESSIONS, INSTRUCTIONAL UNITS, & PRODUCTS OF WORK



The end result of the **Focusing Students on Achievement** program is to provide teachers (and school leaders) with a set of structured and practiced **Goal-Focused Communication** skills that cause students to clarify their career, school, and classroom goals and to take personal responsibility for achieving them.

SESSION 1: BASIC LEVEL GOAL-FOCUSED COMMUNICATION

- Unit 1.1 Four Elements of a Teaching-Relationship**
- Unit 1.2 Communication Styles**
- Unit 1.3 Goal-Focused Communication (GFC)**

Product of Work:

- Using prompt cards, conduct a Basic Goal-Focused Communication conversation with a colleague that includes the three Questions (What, Where, and How)

SESSION 2a: CONDUCTING BASIC LEVEL GFC GUIDED PRACTICE FOR SCHOOL LEADERS

- Unit 2a.1 GFC Implementation Plan**
- Unit 2a.2 Conducting Basic GFC with Students**
- Unit 2a.3 Providing Constructive Feedback (Basic)**

Products of Work:

- School leaders conduct Basic Goal-Focused Communication conversation using colleagues as surrogate students
- GFC Implementation Plan draft created

SESSION 2b: BASIC LEVEL GFC GUIDED PRACTICE FOR TEACHERS

- Unit 2b.1 Review of Applied GFC Conversation**
- Unit 2b.2 Teacher-Conducted GFC Conversation**

Products of Work:

- Without the aid of prompt cards, conduct a Basic Level Goal-Focused Communication conversation that includes the three questions (What, Where, and How) with students in the teacher's class
- In addition to the three questions, teachers repeat the student's plan and make a follow-up appointment
- Principal submits "Activity Sheet" for each teacher to Metis Fellow

SESSION 3: INTERMEDIATE LEVEL GOAL-FOCUSED COMMUNICATIONS

- Unit 3.1 Review of Basic FSA**
- Unit 3.2 GFC Characteristics and Structure**

Product of Work:

- Each teacher conducts with a colleague an intermediate level Goal-Focused Communication conversation that is Congruent, Accepting, Respectful, and Encouraging and which structure includes Affirmation, Reason, Three Questions, Plan, and Appointment



SESSION 4a: CONDUCTING INTERMEDIATE LEVEL GFC GUIDED PRACTICE FOR SCHOOL LEADERS

**Unit 4a.1 Conducting Intermediate GFC
with Students**

**Unit 4a.2 Providing Constructive Feedback
(Intermediate)**

Unit 4a.3 GFC Implementation Plan Refinement

Products of Work:

- School leaders conduct Intermediate Level Goal-Focused Communication conversation using colleagues as surrogate students
- Finalized GFC Implementation Plan created and submitted to Metis Fellow by the Principal

SESSION 4b: INTERMEDIATE LEVEL GFC GUIDED PRACTICE FOR TEACHERS

Unit 4b.1 Leader-led Intermediate GFC

**Unit 4b.2 Teacher-Conducted Intermediate GFC
Conversation**

Products of Work:

- Teacher conducts three intermediate level Goal-Focused Communication conversations with students in his/her classroom that are Congruent, Accepting, Respectful, and Encouraging and which structure includes Affirmation, Reason, Three Questions, Plan, and Appointment and that are focused on student's career, school, or classroom goals
- Principal submits "Rubric" for each teacher to Metis Fellow

PROGRAM LEVEL OUTCOMES



There are three program-level performance outcomes for the **Focusing Students on Achievement** program. These outcomes provide the knowledge and skill foundations for the program's goals to be achieved by the school.

When participating teachers conduct a Goal-Focused Communication conversation to the criteria found on the Session 4b rubric they have achieved that which was prescribed. This level of performance deems them eligible to be awarded the Metis Focusing Students on Achievement Teacher certification.

When all participating teachers, mentored by the principal and school leaders, meet the Session 4b rubric criteria and the rubrics for all participating teachers are submitted to the Metis Fellow and the implantation plan for sustained use of FSA within the school is submitted by the principal to the Metis Fellow, the principal and school leaders are eligible to be awarded the Metis Focusing Students on Achievement School Leader certification.

END OF COURSE FSA OUTCOME FOR TEACHERS

Given two formal classroom learning sessions and two guided practice sessions in conducting basic and intermediate Goal-Focused Communication conversations, each participating teacher will conduct a Goal-Focused Communication conversation in his or her classroom that causes a student to clarify his or her career, school, or classroom goals and causes that student to elicit a plan for reaching those goals. Teacher-led conversations will meet the criteria comprising the rubric for the Intermediate Level Guided Practice, Session 4b.

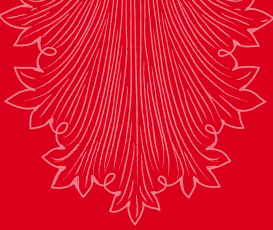
END OF COURSE FSA OUTCOMES FOR PRINCIPALS AND SCHOOL LEADERS

Given:

- Successful accomplishment of teacher-level Focusing Students on Achievement certification
- Completion of two Focusing Students on Achievement leadership sessions
- Participation in at least two Metis mentored guided practice sessions (basic and intermediate levels)

Each school leader, including the principal, conducts at least one in-class Goal Focused Communication conversation guided practice session at the basic and intermediate level with a teacher until all participating teachers have completed Session 4b rubrics.

An implementation plan for sustained use of Goal Focused Communication is developed by the principal and school leaders and submitted to the metis Fellow.



ABOUT THE GROUP

Metis Leadership 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.

Metis Leadership group achieves its mission by developing leadership and professional development programs that are sustainable by the school.

FOR FURTHER INFORMATION

For more detailed information about the Culture of Achievement system and its component programs:

- Focusing Students on Achievement
- Managing Classroom Behavior
- Building a Healthy School Climate

explore the web site or contact
Metis Leadership Group by phone or email.

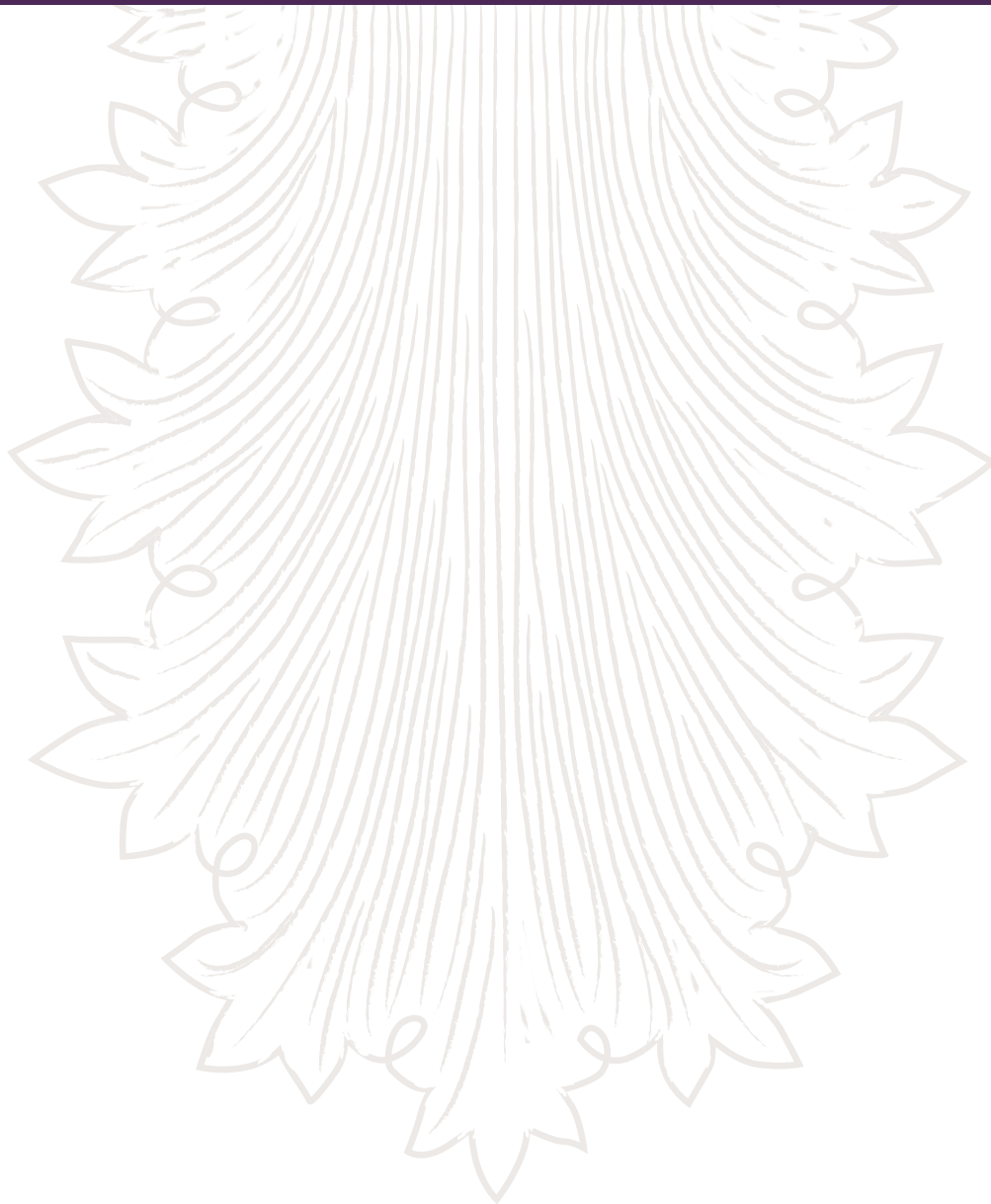
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