



Focusing Students on Achievement **Instructional Structure and Performance Documentation**

This document provides detailed instructional and performance documentation for the Metis Leadership Group's Focusing Students on Achievement (FSA) leadership and professional development program.

The end result of the Focusing Students on Achievement program is to provide teachers 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

FSA PROGRAM GOALS AND OUTCOMES

PROGRAM GOALS

- 1. Create a productive relationship between the student and 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*

PROGRAM OUTCOMES

Following are the Program-Level Outcomes.

When 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 the teacher capable of conducting a Goal-Focused Communication conversation and has demonstrated this via an authentic, criterion-referenced assessment.

When all teachers mentored by a principal or an individual school leader meet the Session 4b rubric criteria, that principal or school leader has demonstrated that he or she has performed that which the end of course objective/outcome details. When the principal submits the final school-level FSA implementation plan to the Metis Fellow she/he demonstrates that there is a plan for sustained use of FSA.

Specifically, the program outcomes are

Teacher Outcome

1. Each teacher conducts a Goal-Focused Communication conversation 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 Goal-Focused Communication conversations meet the criteria comprising the rubric for the Intermediate Level Guided Practice, Session 4b.

Principal and School Leader Outcomes

2. The principal and school leaders mentor teachers during and after the two guided practice sessions per the procedures in the Basic and Intermediate Level Guided Practice Guidelines and to the degree that the teachers mentored conduct Goal-Focused Communication conversations that meet the criteria comprising the rubric for the Intermediate Level Guided Practice, Session 4b.

3. The principal and his/her school leaders prepare and submit through the principal a GFC implementation plan for continued use of GFC by teachers and mentoring by the principal and school leaders.

SESSIONS, INSTRUCTIONAL UNITS, UNIT OBJECTIVES, UNIT FORMATIVE ASSESSMENTS AND SESSION PRODUCTS OF WORK

Session 1 BASIC-LEVEL GOAL FORCUSED COMMUNICATION

Instructional Units

Unit 1.1 Four Elements of a Teaching-Relationship

Content

- In the service of the student
- Care about the student
- Enjoy teaching the subject
- Focus on Results

Objective

- Describe, identify, and set up a teaching-relationship

Formative Assessments

- State the 4 elements of a Teaching-Relationship
- Identify what happens when an element is missing
- Identify the missing element(s) and suggest corrective action

Unit 1.2 Communication Styles

Content

- Directing
- Informing
- Engaging

Objective

- Select the appropriate communication style for the desired behavior

Formative Assessments

- Use the Turning Point “clickers” to match the communication style to the purpose given

- Identify the desired behavior change and the best communication style for the purpose, using a prepared scenario

Unit 1.3 Goal-Focused Communication (GFC)

Content

- 3 Questions (to focus students on achievement)
 - what
 - where
 - how

Objectives

- Conduct a complete basic GFC conversation
- Identify 3 or more uses for GFC during a school day

Formative Assessments

- State the 5 elements of a GFC
- Brainstorm daily uses of GFC
- In triads, use prompt cards to conduct a GFC conversation and complete a Skill Sheet

Session 1 Products of Work:

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

Session 2a CONDUCTING BASIC-LEVEL GFC GUIDED PRACTICE FOR SCHOOL LEADERS

Instructional Units

Unit 2a.1 GFC Implementation Plan

Content

- School mission, goals, and initiatives
- School schedule structure
- Previous implementation strategies
- Identification of tasks, individuals responsible, and tentative follow-up

Objective

- Participants will create a plan for teacher use of GFC beyond those practiced in training

Formative Assessments

- With a Metis Fellow as facilitator, the school leaders will brainstorm a list of different ways to use GFC between teachers and students in school
- With a Metis fellow as facilitator, the school leaders will create a plan for implementing the use of GFC between teachers and students

Unit 2a.2 Conducting Basic GFC with Students

Content

- Reminder of essential GFC components
- Strategies for guiding students toward specific next steps
- Strategies for guiding students toward identifying unknown information and resources
- Strategies for eliciting responses from quiet or non-cooperative students

Objective

- Participants will conduct a basic GFC conversation with students

Formative Assessment

- Each participant will conduct a Basic GFC conversation with a student while a partner completes a GFC Skill Sheet, which will be submitted to the Metis Fellow

Unit 2a.3 Providing Constructive Feedback (Basic)

Content

- Common pitfalls
- Strategies for guiding teachers toward appropriate GFC technique

Objective

- Participants will provide feedback to a colleague conducting a basic GFC conversation with a student

Formative Assessment

- In a triad, each participant will provide feedback to his or her colleague as one partner conducts a basic GFC conversation with a student and the other completes a GFC Skill Sheet, which will be submitted to the Metis Fellow

Session 2a Products of Work:

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

Session 2b BASIC LEVEL GFC GUIDED PRACTICE FOR TEACHERS

Instructional Units

Unit 2b.1 Review of Applied GFC Conversation

Content

- Personal introduction and teacher affirmation
- Obtaining permission and assistance from class
- Conducting a demonstration
- Transitioning to the teacher

Objectives

- Teachers will prepare to conduct a basic GFC conversation with a student
- School leaders will prepare to and will conduct Guided Practice (Basic) with a teacher

Formative Assessments

- As the student volunteers prepare for the teacher's practice conversation, the Metis Fellow or school leader will review the teacher's notes and/or questions
- Prior to the metis Fellow's departure (either in a group or individually), the Fellow will review each school leader's notes and/or questions; the Fellow also will observe the school leader's classroom introduction and provide constructive feedback

Unit 2b.2 Teacher-Conducted GFC Conversation

Content

- Supporting a teacher's basic GFC conversation
- Providing constructive feedback during teacher feedback
- Conducting a follow-up to teacher practice

Objectives

- Teachers will conduct a basic GFC conversation with a student
- School leaders will prepare to conduct and will conduct Guided Practice with a teacher

Formative Assessments

- Each teacher will conduct a basic GFC conversation with a student in his/her classroom while another volunteer student completes a GFC Skill Sheet, which will be submitted to the Metis Fellow
- Prior to the Metis Fellow departure (either in a group or individually), the Fellow will review each school leader's notes and/or questions; the Fellow also will observe the school leader's Guided Practice and provide constructive feedback

Session 2b Products of Work:

- Without the aid of prompt cards, conduct a Basic Level Goal-Focused 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

Instructional Units

Unit 3.1 Review of Basic FSA

Content

- Teaching-relationship review
- Communication style review
- Basic GFC review

Objective

- Participants will identify the goal and 3 questions of GFC

Formative Assessment

- Using a Turning Point illustration of a statement, each participant will identify each of the 3 questions and the goal of GFC

Unit 3.2 GFC Characteristics and Structure

Content

- 4 characteristics
 - Congruent
 - Accepting
 - Respectful
 - Encouraging
- 5 steps of a complete GFC
 - Affirmation
 - Reason
 - 3 Questions
 - Next Steps
 - Appointment

Objective

- Participants will conduct a complete, structured intermediate-level GFC conversation

Formative Assessment

- Dividing into triads and using prompt cards, each participant will conduct an intermediate-level GFC conversation. The observing member of the triad will complete a GFC Rubric indicating that all four characteristics and all five steps were present

Session 3 Product of Work:

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

Session 4a CONDUCTING INTERMEDIATE LEVEL GUIDED PRACTICE FOR SCHOOL LEADERS

Instructional Units

Unit 4a.1 Conducting Intermediate GFC with Students

Content

- Reminder of GFC Character and Structure
- Strategies for demonstrating congruence
- Strategies for demonstrating acceptance
- Focus on results

Objective

- Participants will conduct an intermediate GFC conversation with students

Formative Assessment

- In a dyad, each participant will conduct a GFC conversation while a partner completes a GFC Rubric, which will be submitted to the Metis Fellow

Unit 4a.2 Providing Constructive Feedback (Intermediate)

Content

- Common pitfalls
- Strategies for guiding teachers toward appropriate GFC technique

Objective

- Participants will provide feedback to a colleague conducting an intermediate GFC conversation with a student

Formative Assessment

- In a triad, each participant will provide feedback to his/her colleague as one partner conducts a GFC conversation with a student and the other completes a GFC Rubric, which will be submitted to the Metis fellow

Unit 4a.3 GFC Implementation Plan Refinement

Content

- Assessment of current progress
- School mission, goals, and initiatives
- Future school-led FSA training
- Clarification of desired next steps
- Identification of tasks, individuals responsible, and tentative follow-up

Objective

- Participants will evaluate and update their plan for use of GFC in their school

Formative Assessment

- With a Metis fellow as facilitator, the school leaders will review and revise their plan for implementing FSA and the use of GFC in school, a copy of which will be

given to the Metis Fellow (and the district superintendent or responsible district administrator)

Session 4a 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

Instructional Units

Unit 4b.1 Leader-led Intermediate GFC

Content

- Personal introduction and affirmation
- Obtaining permission and assistance from class
- Conducting a demonstration
- Eliciting feedback from class
- Transitioning to teacher

Objectives

- Teachers will prepare to conduct a GFC (intermediate) conversation with a student
- School leaders will prepare to conduct and will conduct Guided Practice (intermediate) with a teacher

Formative Assessments

- As the student volunteers prepare for the teacher's practice conversation, the Metis Fellow or school leader will review the teacher's notes and/or questions
- Prior to the Metis Fellow's departure, the Fellow will review (either individually or in a group) the school leader's questions; the Metis Fellow will observe the school leader's classroom introduction and provide constructive feedback

Unit 4b.2 Teacher-Conducted Intermediate GFC Conversation

Content

- Supporting a teacher's intermediate GFC conversation
- Providing constructive feedback during teacher practice
- Conducting follow-up to teacher practice

Objectives

- Teachers will conduct an intermediate GFC conversation with a student
- School leaders will prepare to conduct and then will conduct an intermediate Guided Practice with a teacher

Formative Assessments

- Each teacher will conduct an intermediate GFC conversation with a student in his/her classroom while another volunteer student completes an intermediate GFC Rubric which will be submitted to the Metis Fellow
- Prior to the departure of the Metis Fellow (either individually or in a group) the Fellow will review each school leader's questions; the Metis Fellow also will observe the school teacher's Guided Practice and provide constructive feedback

Session 4b 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