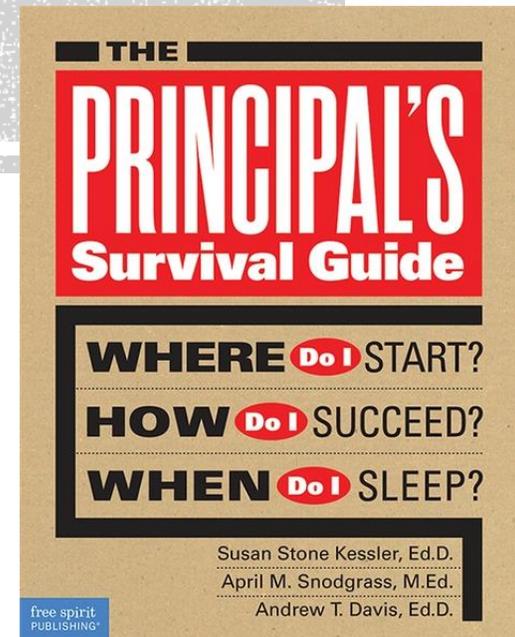


# EDUCATORS' SURVIVAL:

Practical PD for K-12 Educators by K-12 Educators

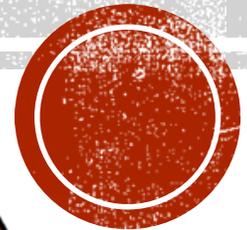


# WHO WE ARE

**Dr.  
Susan  
Kessler**

**Ms. April  
Snodgrass**

**Dr.  
Brad  
Meyers**



**Principal?**

**Assistant  
Principal?**

**Other?**

**WHO ARE YOU?**

**District Level  
Coordinator?**

**Instructional  
Coach?**

**Superintendent?**

**New school?**

**New initiative  
to implement?**

**WHERE ARE YOU IN YOUR  
PROFESSIONAL LIFE?**

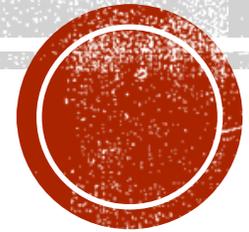
**New content  
or grade  
level?**

**New  
job?**

**New  
role?**

**Same  
Everything?**

**WHERE DO I START?**

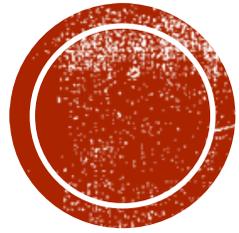




Why fit in  
when you  
were born to  
stand out?

Dr. Seuss

NO MATTER WHERE  
YOU ARE GOING, YOU  
NEED TO BE SURE OF  
WHO YOU ARE AND  
WHO YOU WANT TO BE.



# DEVELOPING A PERSONAL PHILOSOPHY



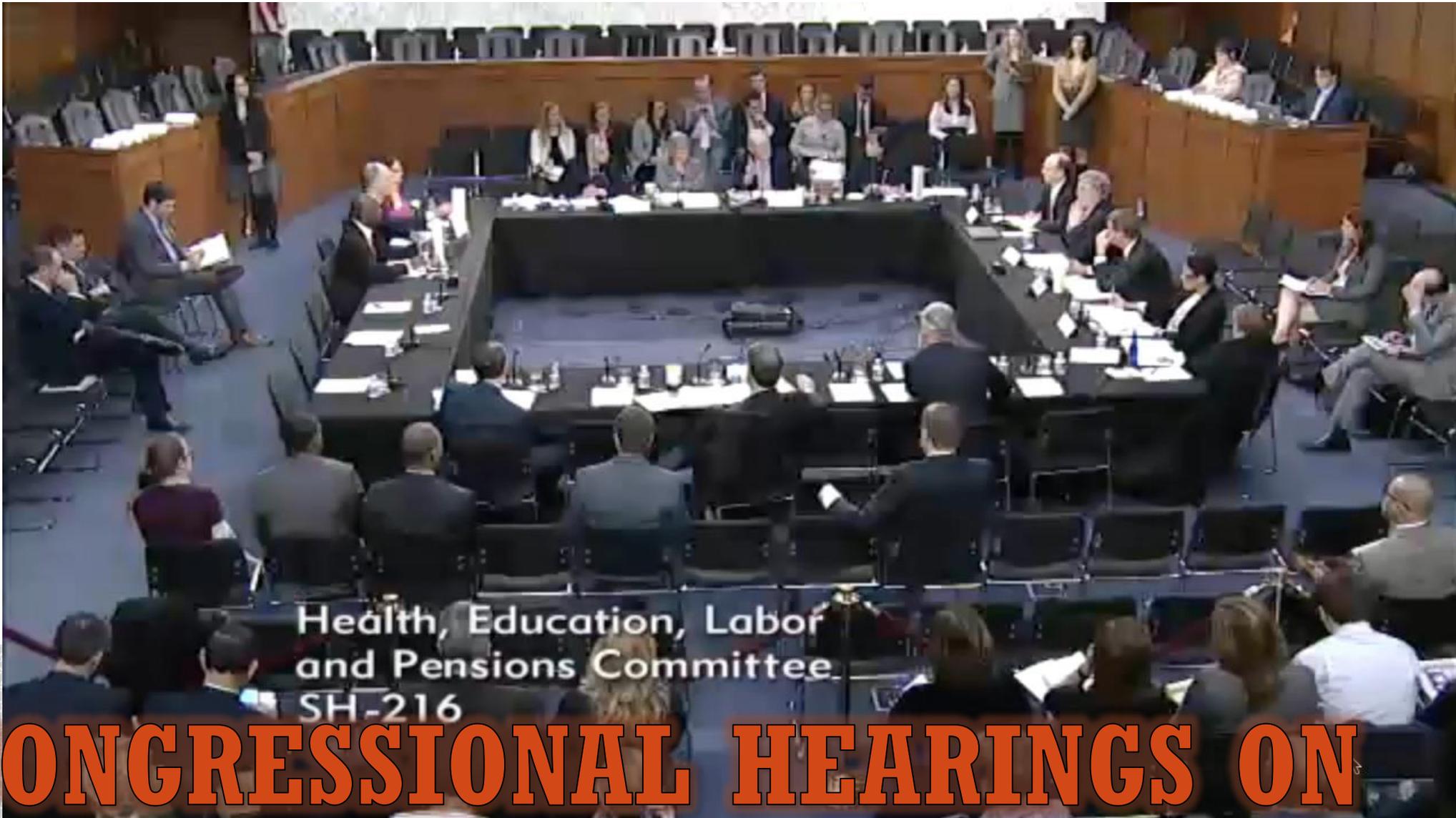
# DEVELOPING A PERSONAL PHILOSOPHY

In moments when you are put on the spot and have the chance to share who you are and what you believe, you need to be ready.

It may be...

- When interviewing for a job
- When interviewing others for a job
- When leading any group of people
- When introducing yourself to students, parents, peers, etc.
- Or....





# CONGRESSIONAL HEARINGS ON INNOVATIONS IN EDUCATION

# DEVELOPING A PERSONAL PHILOSOPHY

We have individual ones...

“In everything be first, best, or different.”

“Always err on the side of the kid.”

“Be a positive influence because you may be the only one.”

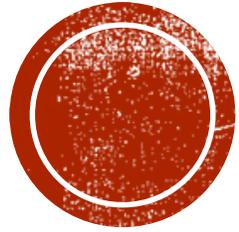
And collective ones....

“Your Kids are our Kids too.”

“Never punish the whole for the mistakes of the few.”

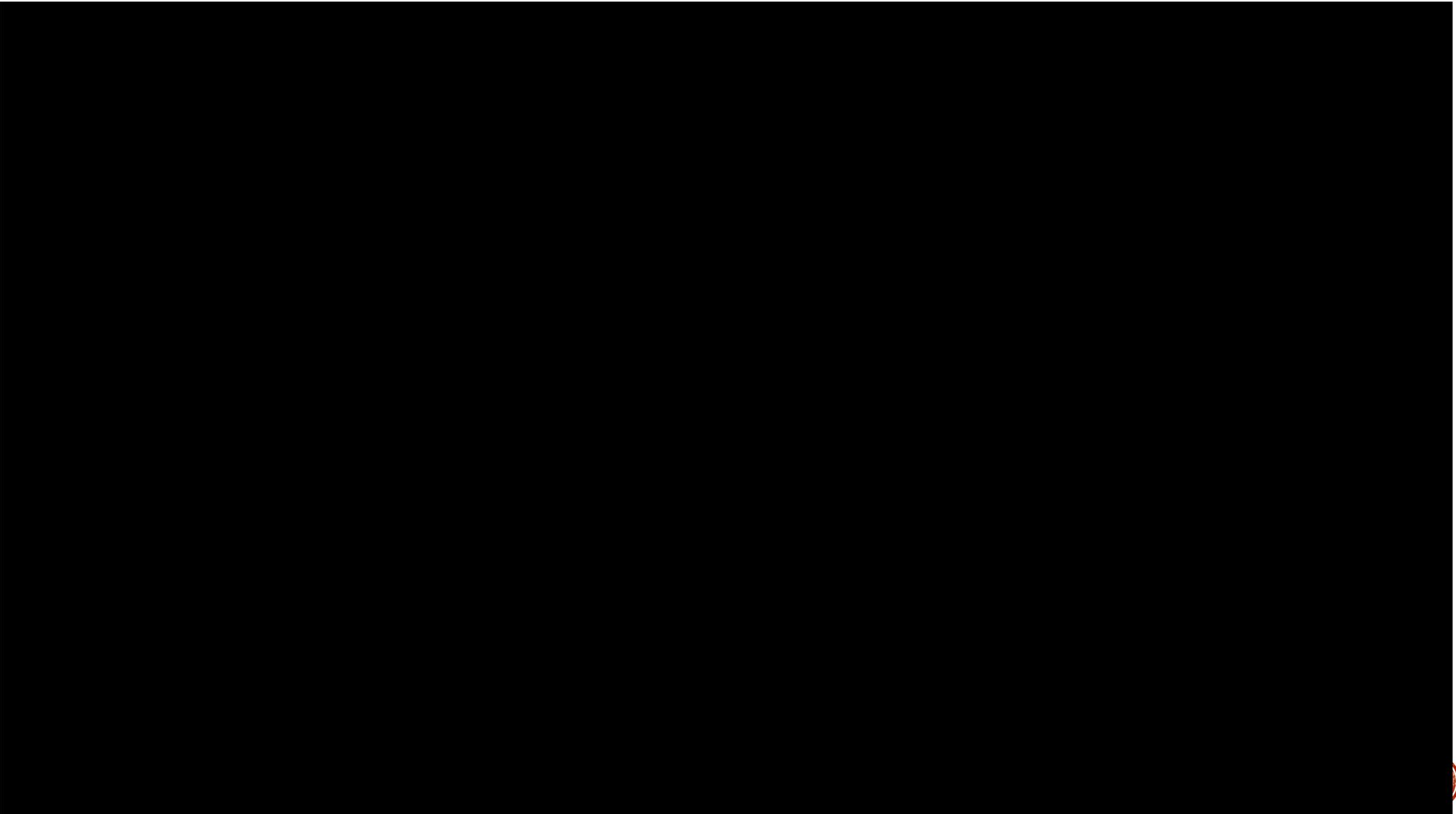
“If there is no learning, then there is no teaching.”





# LETTER TO YOUR 1<sup>ST</sup> YEAR TEACHER SELF





# WRITE YOUR PROFESSIONAL EULOGY

- Think about the following questions:
  - What do you want people to say about you as a professional when you are gone?
  - What do you most want to be remembered for?
  - What matters to you as an educator?
  - What do stand for?
  - What do you believe in?
- Using these as guides, take 15 minutes to write out what you hope your professional eulogy would be. It could just be bullet points of ideas or a full eulogy. Be specific, move beyond loves kids or great educator, and get into the heart of who you are.

# GOING FROM PROFESSIONAL EULOGY TO PERSONAL PHILOSOPHIES

When developing your philosophies, think about the following:

- Do you really believe it?
- Are you able to give examples that show it in practice?
- Is it clear and understandable?
- Would it give someone an idea of how you would handle different situations?



# GOING FROM PROFESSIONAL EULOGY TO PERSONAL PHILOSOPHIES

A Personal Education Philosophy is a clear statement that summarizes a belief that you have about education that impacts how you work with students.

It is...

- Clear
- Concise
- A way you can communicate who you are and what you believe.
- Something that drives your decision making.

It is not...

- Trite
- Cookie-cutter
- Something that someone else can decide for you
- Something you say but don't mean



# GOING FROM PROFESSIONAL EULOGY TO PERSONAL PHILOSOPHIES

Based on what you would like said about you in your professional eulogy and what we have discussed about personal education philosophies, put yours into words.

It may be one or multiple.

If you already have yours, think about you communicate them to others and how they influence your practice.

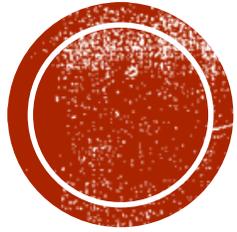


**STARTING A NEW  
SCHOOL YEAR IN  
THE SAME ROLE?**

# REVIEW YOUR PRIOR WORK

- Get feedback from your boss
- Get feedback from supervisors, leaders in the school, peers, etc.
- Get feedback from students
- Review Data
- Review your own thoughts and feelings
- Ask yourself the following questions:
  - What was getting in the way of student learning?
  - When did I see true learning occur?
  - Where did students show growth?
  - What aspects can I control?

# STARTING A NEW JOB OR TAKING ON A NEW LEADERSHIP POSITION?



# FIRST 5 THINGS TO DO WHEN YOU HAVE A NEW JOB

1 – Know what you are walking into....

Research the school

Review available data

Talk to people who work there

2 – Interview your boss

3 – Solidify your personal philosophies

4 – Develop your vision

5 – Create a plan to get short term wins

**And don't forget  
to breathe!**



# FIRST DAY ON THE JOB

- Everyone is judging you
- Be who you are
- Don't try too hard
- Have a plan of what you want to learn and do that first day, but be prepared to spend the whole day just greeting everyone who comes to visit you



# FIRST DAY ON THE JOB

- Take notes of who you meet and what they say
- Be wary of making any decisions too quickly or of people who say things have to be decided at that very moment.



# FIRST DAY ON THE JOB

Know that it is okay to say...

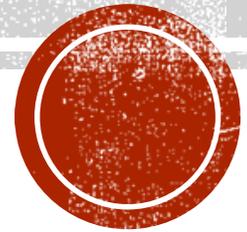
“Let me get back to you.”

“I need to research that.”

“I’m not sure, but I will find out.”



**“Power is like being a lady...if you have to tell people you are, you aren’t.” — Margaret Thatcher**



# HOW TO GET USEFUL FEEDBACK FROM STAKEHOLDERS

Ask a variety of people in a variety of formats

**If you are a new principal...**

**Talk to...**

- **Your predecessor**
- **Your teachers**
- **Your leadership team**
- **Your parents**
- **Your community partners**
- **Your students**

**If you are a new assistant principal or new to a leadership position...**

**Talk to...**

- **Your administrative or leadership team**
- **Your teachers**
- **Your parents**
- **Your students**



# HOW TO GET USEFUL FEEDBACK FROM STAKEHOLDERS

Once you have the feedback, you need a way to compile it, share it out (as needed) and act upon it (as needed)

Look at the “Developing an Initial Feedback Plan” in your participant hand out.

**I don't go to where the puck  
is, I go to where I think the  
puck will be." — Wayne Gretzky**



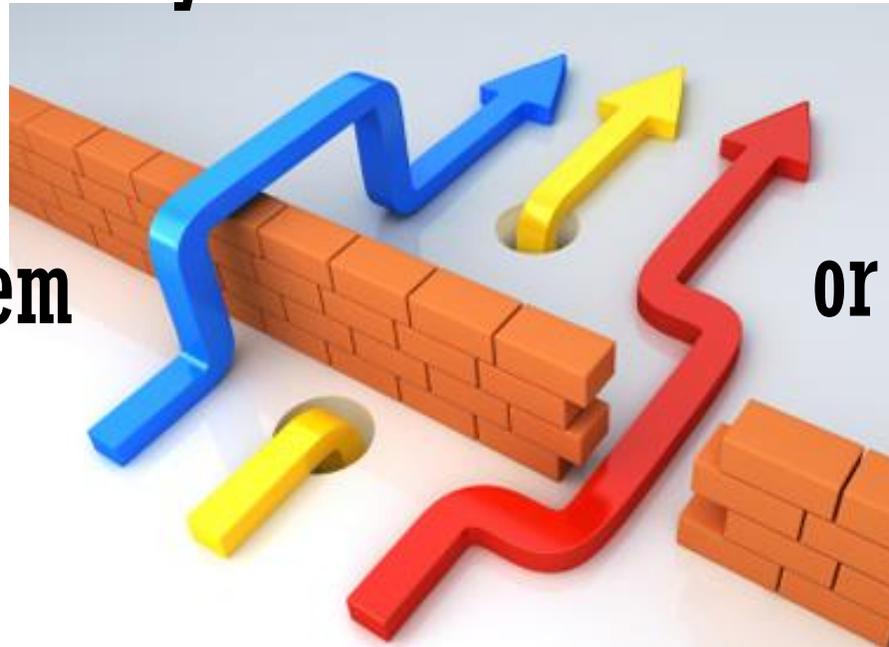
# HAVE A VISION

Your personal philosophies must drive your decision making.

Decide what your non-negotiables are.

Uncover your barriers to success

find ways around them



or through them!



# WHEN YOU ARE STARTING OUT...

1. Remove things that are harmful to students
2. Remove barriers to student learning
3. Remove barriers to effective teaching



# CREATE SHORT TERM WINS

- Find short term wins for each stakeholder group
- Publicize those wins
- Give credit where credit is due



Students in the student section  
at a home football game



# BEGIN WITH THE END IN MIND

We have all heard that when it comes to creating a quality lesson or unit; now apply it to the bigger picture.

After a year, what does your classroom(s), school, etc., look like and sound like? How will you know that you were successful?

Take 10 minutes to list out what your idea of what success looks like. Be specific. The more specific you are, the easier it will be to plan the steps to get where you need to go.



# SET YOUR GOALS AND CREATE A PLAN

Now that you have defined what success means to you, you need to set concrete goals and a plan to work toward those goals.

- You need to have goals to help keep you focused or you will try to work on everything and actually get nothing accomplished.
- We recommend having one academic goal, one school culture goal, and one community/family goal
- Make sure that your goals are not in conflict with those of your supervisor, school, district, etc.

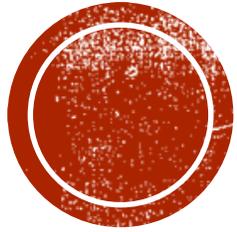


# SET YOUR GOALS AND CREATE A PLAN

When developing strategies for getting to those goals think about:

- What will be your first step(s)?
- What help or resources may you need?
- How will you know that you have meet your goals?
- How often will you assess?

# THE CHANGE PROCESS



# THE CHANGE PROCESS: PART ONE

When deciding what needs to change, keep these three key points in mind:

1. Remove things that are harmful to students
2. Remove barriers to student learning
3. Remove barriers to effective teaching



# THE CHANGE PROCESS: PART ONE

Sometimes it is easier to see what needs to be disrupted when you are on the outside looking in. What do you notice in this clip?

Ally's F



# THE CHANGE PROCESS: PART ONE

Now think about your own school. While you may not see something this extreme, we all have examples of things that are not serving students well.

**1<sup>st</sup>** Identify what those things are

**2<sup>nd</sup>** Prioritize what needs to be fixed first

**3<sup>rd</sup>** Implement the change needed to fix the problem

Be wary of making changes for changes sake or making changes without doing your homework first.



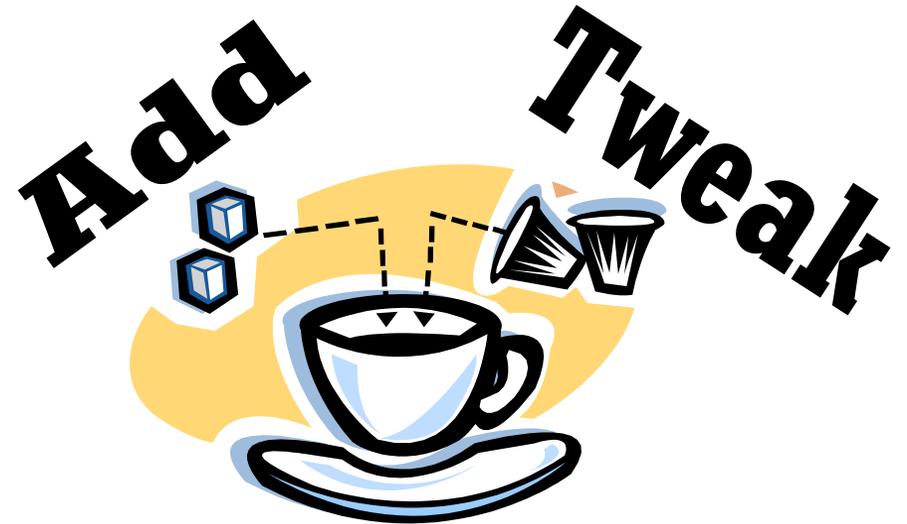
**You can't  
just**

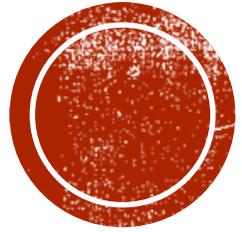


**You'll end up  
with an  
empty cup.**

**You have to ...**

**Prioritize**

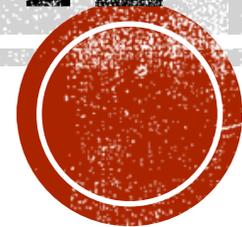




# GETTING YOUR TEAM



**“YOU HAVE TO DO IT BY  
YOURSELF, AND YOU CAN'T DO  
IT ALONE.” — MARTIN RUTTE**



# GETTING YOUR TEAM

Whether you are hiring people and just putting a group together to accomplish a task, find the right people is imperative.

Figure out who...

- To bring with you
- To move
- To get “on board”
- To push “overboard”



# INTERVIEWING

- Being skilled at interviewing takes time.
- Work to develop and refine questions over time.
- Have in mind what the “right answers are and what you are listening for.
- Trust your gut
- Assess overall communication ability during an interview



# QUESTIONS WE OFTEN USE

**“If I were in your class bell to bell, what would I see?”**

## **“Listen fors”:**

Introductory activity/students are engaged in learning immediately

Activities that change frequently enough for the age group

Differentiation plan to work with all students

A level of innovation

Students have opportunities to practice new skills

A built-in plan to assess student learning

## **“Red Flags”:**

Expectations that all students will learn all skills the first time

# QUESTIONS WE OFTEN USE

## “What do you know about our school?”

### “Listen fors”:

Having an answer (If they knew in advanced they would be interviewing with you)

A connection between the interviewee and what they saw about the school

A generally positive attitude

### “Red Flags”:

Excuses about why they didn't have time to look it up

A negative attitude about the school or students

A totally misguided attitude about the school or students.

# QUESTIONS WE OFTEN USE

**“You have asked a student to stop blurting out in class (or another typical student misbehavior) and the student stops, but then quickly begins the behavior again. What do you do?”**

## **“Listen fors”:**

Consistent rules and consequences  
Description of undesired behavior as opposed to undesirable child  
Partnering with parents  
No group punishments  
Desire to understand why the behaviors are happening

## **“Red Flags”:**

Extreme Punishments  
Plan to quickly refer to the office  
Negative descriptions of students  
Allowing the behavior to continue

# QUESTIONS WE OFTEN USE

**“If you have given a formative assessment and 50 percent of the students have not done well, what would you do? What if it were 25 percent? What about 80?”**

## **“Listen fors”:**

Teacher ownership of results  
Re-teaching for those who need it  
Analysis of assessment  
Re-assessing after re-teaching

## **“Red Flags”:**

Blaming the students  
The same plan no matter the percentage of students who were successful

# QUESTIONS WE OFTEN USE

## “What is an acceptable failure rate?”

### “Listen fors”:

A determination to re-teach and re-assess after student failure

Teacher ownership

Understanding of all that can cause students to fail

### “Red Flags”:

An actual number

Blaming students

A belief no students will ever fail

# QUESTIONS WE OFTEN USE

## “What are you looking for in a principal?”

### **Common Answer:**

Someone to support me

### **Better Answer:**

Someone to help me grow

### **“Listen fors”:**

What the interviewee values in a principal

How the interviewee defines support or whatever s/he says s/he is looking for

### **“Red Flags”:**

Negative comments about former principals

Wildly unrealistic expectations

Ideas about the role of a principal that do not align with yours

# SHARE YOUR OWN INTERVIEW QUESTIONS

## Possible topics you may cover in an interview

- Content knowledge
- Teacher experiences
- Flexibility, creativity, and adaptability
- Responsiveness
- Teacher use of data
- Dedication
- Beliefs and Philosophies
- Teacher/Student Relationships

describe a failure and how you responded



I applied to a better company but they didn't hire me, so I applied here



wow... seriously?



I know! But you know, desperate times and all...



# SHARE YOUR OWN INTERVIEW QUESTIONS

Go to your participant packet and begin to write your own questions and what answers you are listening for.

We will be role playing to evaluate the questions rather than the person who is answering the questions.



# SHARE YOUR OWN INTERVIEW QUESTIONS

Now that you have created your questions, it is time to try them out and see how well they work.

Do they lead people to give you the answers that you are looking for or do you get something totally different?

Do you need to create follow up questions?

Do you have too many questions?

Too Few?



# SHARE YOUR OWN INTERVIEW QUESTIONS

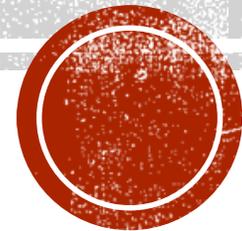
Get into groups of 4 and then pair up within the groups to begin.

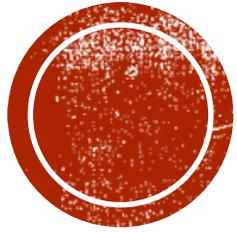
Each person in the pair will take turns being the interviewer and the interviewee. This is a great time to get practice at both sides of the process.

The other pair in your group will watch and give feedback.



**HOW DO I  
SUCCEED?**





# THE CHANGE PROCESS



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

- Be consistent
- Explain the why
- There will be an implementation dip
- Adjust as needed
- Stand your ground, but admit when things go wrong.
- Things will always go wrong.



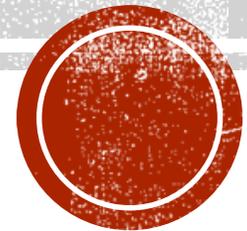
Dilbert.com DilbertCartoonist@gmail.com



10-29-12 ©2012 Scott Adams, Inc. /Dist. by Universal Uclick



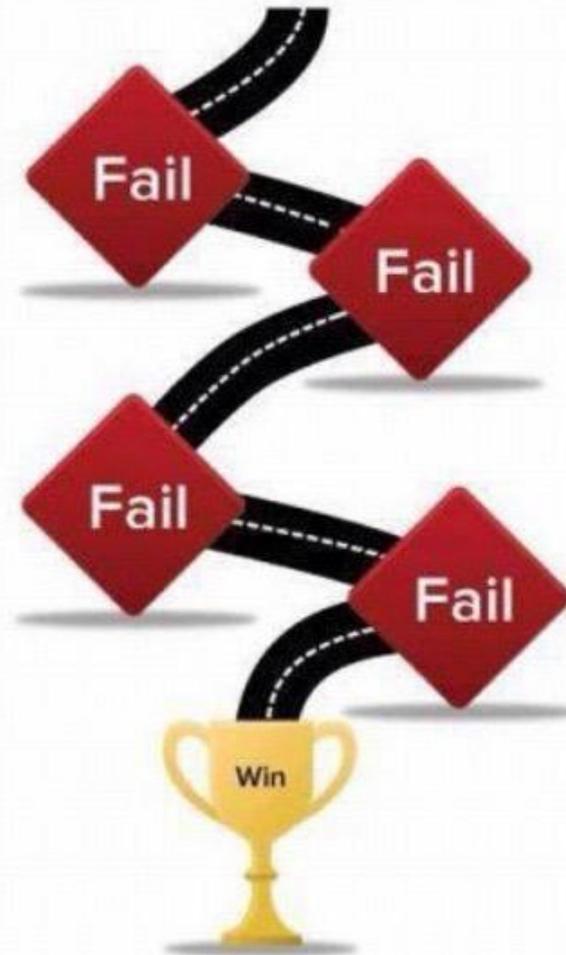
**“I’VE LEARNED SO MUCH FROM  
MY MISTAKES, I’M THINKING OF  
MAKING A FEW MORE.”**



## What Most People Think



## What Successful People Know



@douglaskarr



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

Some changes are philosophical while others are procedural.

In either case, leading change involves three critical characteristics of the leader:

- Being Transparent
- Accepting Responsibility
- Sharing Leadership



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

## Being Transparent

- Something that is talked about often, but hard to identify.
- Tell the truth.
- You may not always be able to tell everything, but you never need to lie. If you can't reveal something, don't say anything.
- Explain the rationale for your decisions.
- Share information with all, rather than some, in a stakeholder group.
- When everyone receives information at the same time, that shows equity—and that breeds trust.



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

## Accepting Responsibility

- Making mistakes can be embarrassing, but you must accept responsibility.
- “At our school, we won’t always do the right things, but we will do things for the right reasons.”



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

## Sharing Leadership

- Whenever possible, get the people affected involved in the decision making process.
- Don't have pretend shared leadership; if you have already decided, don't ask people's opinions.
- Sharing the leadership prevents that “us vs. them” mentality that isolates people from one another and interferes with collegiality and the improvement of the school.



# THE CHANGE PROCESS PART 2: HOW DO I CHANGE IT?

## When do you consider abandoning a change?

- It is causing more harm than the status quo
- It is overwhelmingly not supported by those who are impacted by it
- It is opposed by those who rarely complain



# WHAT ABOUT WHEN YOU CAN'T CHANGE THINGS?

## Examples of things you can't change

- Student's home life
- State testing
- District policies
- Who your supervisor is
- Who you work with for this current year



# WHAT ABOUT WHEN YOU CAN'T CHANGE THINGS?

## Think about instead

- How can you change your perspective?
- How can you change your attitude about it?
- How can you have an impact even if you can't change?
- How can you minimize the negative effect it is having?
- How can you set up to be able to change it in the future?



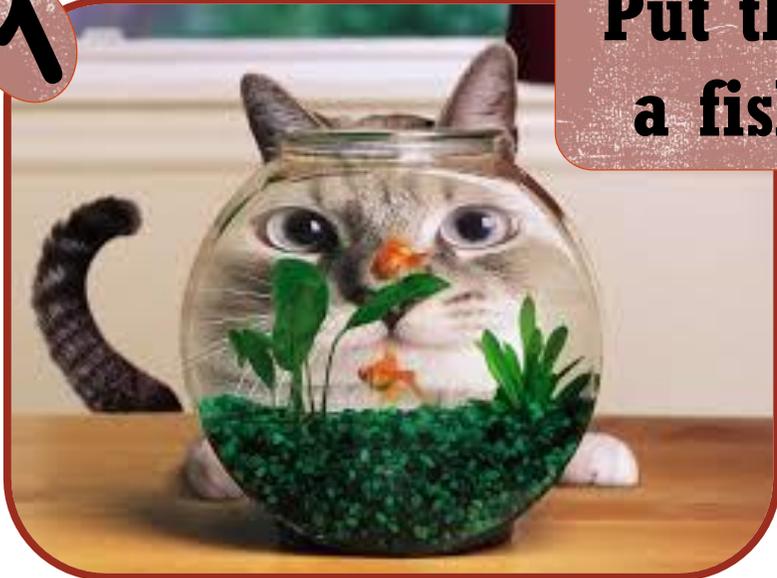
# DEALING WITH DIFFICULT STAFF

1<sup>st</sup> define  
difficult

To us, difficult teachers are teachers who are teacher centric  
& not student centric

## Top 10 Ways to Deal with Difficult Staff

1



Put them in  
a fishbowl

&

don't be afraid to  
embrace conflict.



Principals &  
Assistant  
Principals



# DEALING WITH DIFFICULT STAFF

**2** Make them uncomfortable with a poor quality work

Everyone

**3**



Document...  
Document...  
Document...

Principals, Assistant Principals,  
& others as assigned

**4** Rock their world

Principals

**5**

Weaken their influence

Everyone



# DEALING WITH DIFFICULT STAFF

6

Empower the leaders  
who are your followers



Principals, Assistant Principals,  
& others as assigned

7



Slaughter  
Sacred  
Cows

Principal

8

Approach them  
on your terms

Everyone



# DEALING WITH DIFFICULT STAFF

9



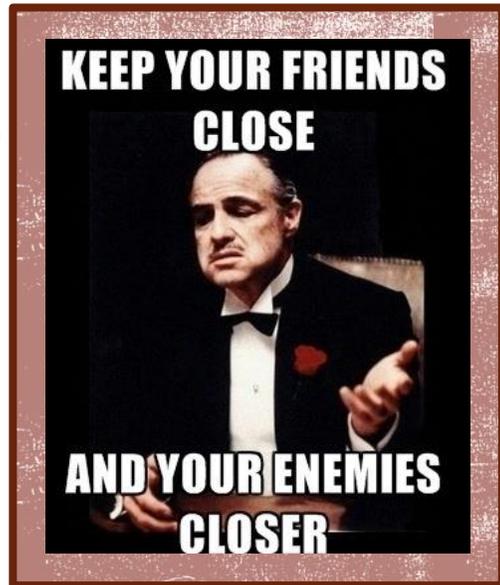
but



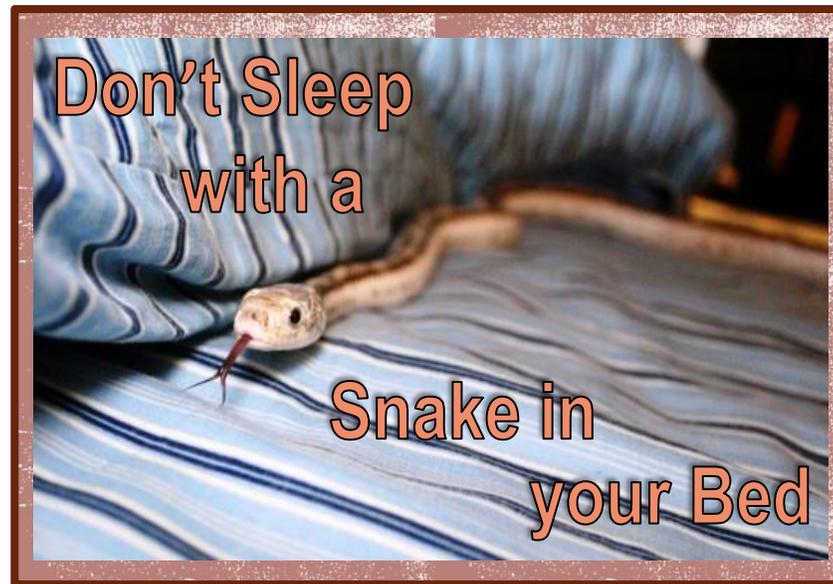
Everyone

10

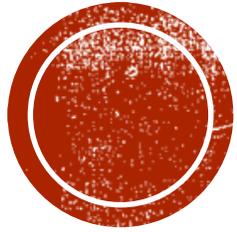
Decide



OR



Everyone



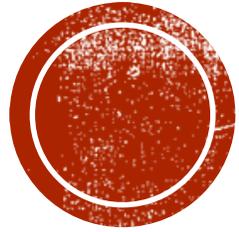
# CREATING A STUDENT CENTERED ENVIRONMENT



# CREATING A STUDENT CENTERED SUPPORTIVE ENVIRONMENT

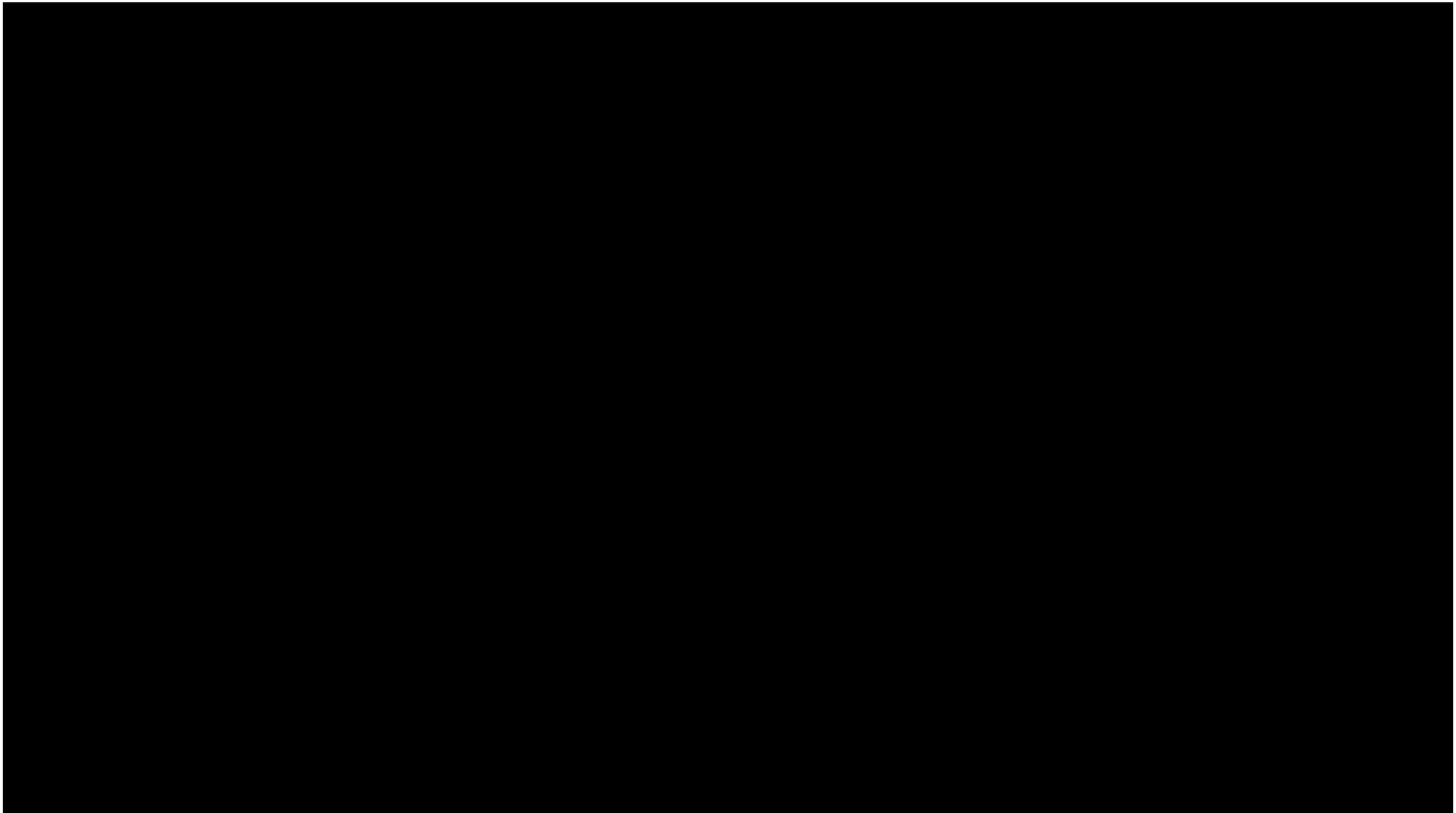
A student centered environment is not one where teachers don't matter. It is one where teachers are cared for and supported so that they can do what is best for students, and ultimately the welfare and education of students is at the heart of every decision.





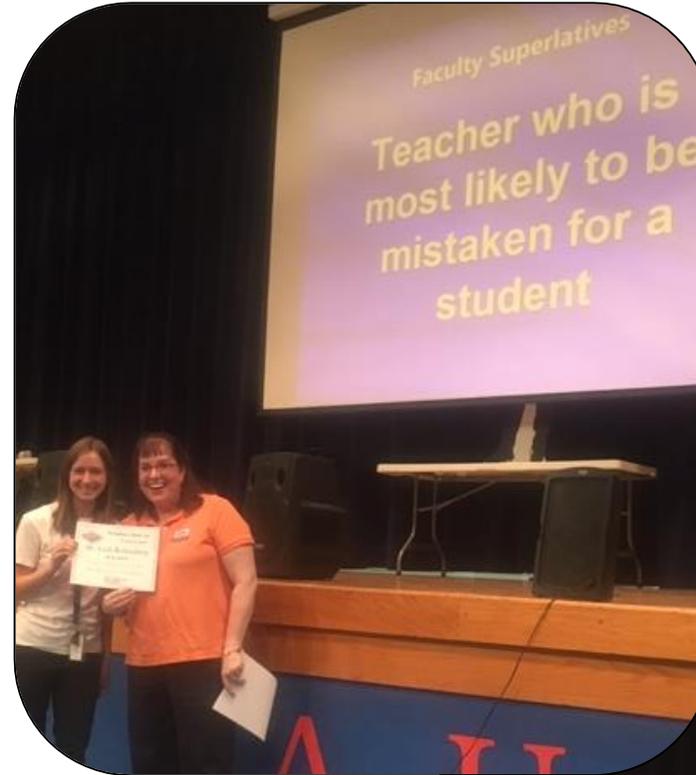
# IMPORTANCE OF ENGAGED EMPLOYEES



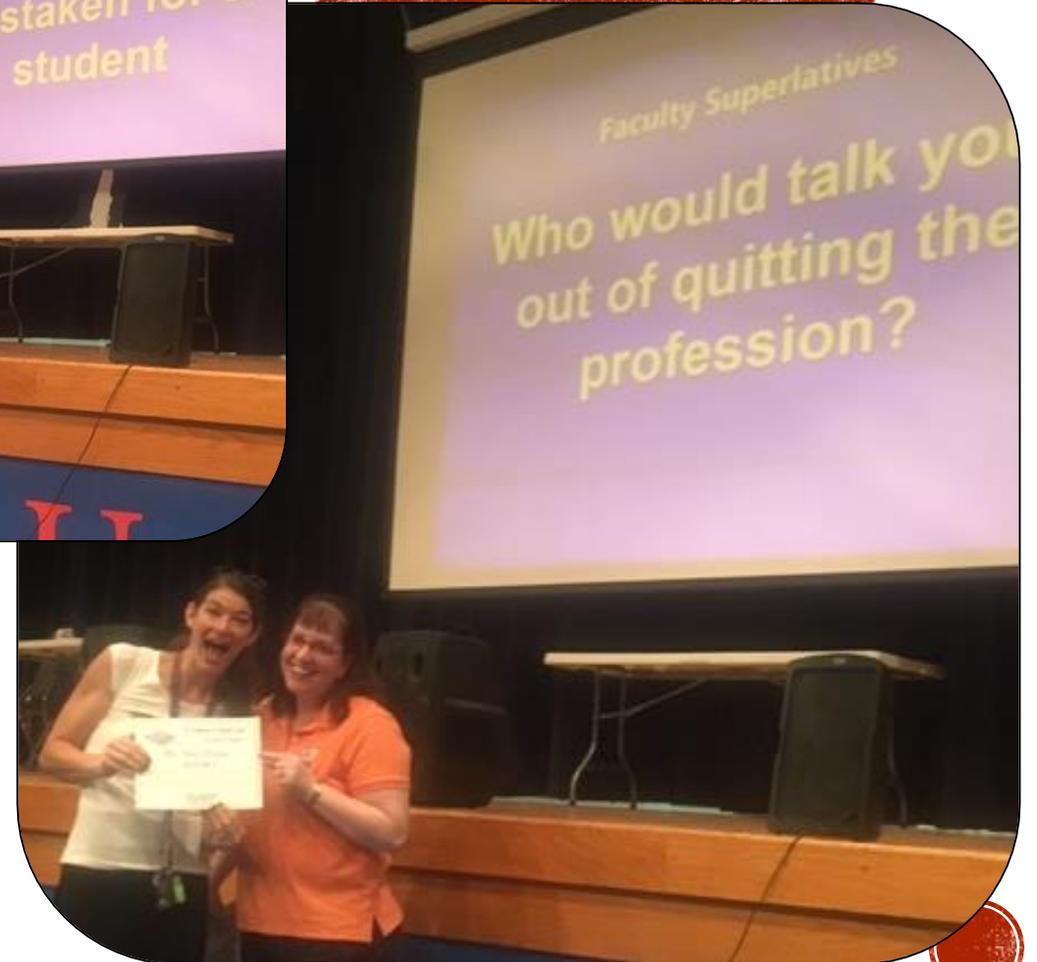


# TEACHER MORALE IDEAS

## Holiday Certificates of Appreciation

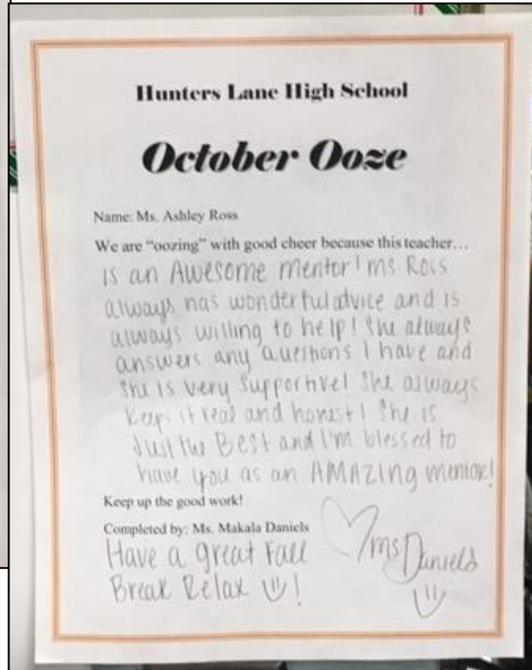
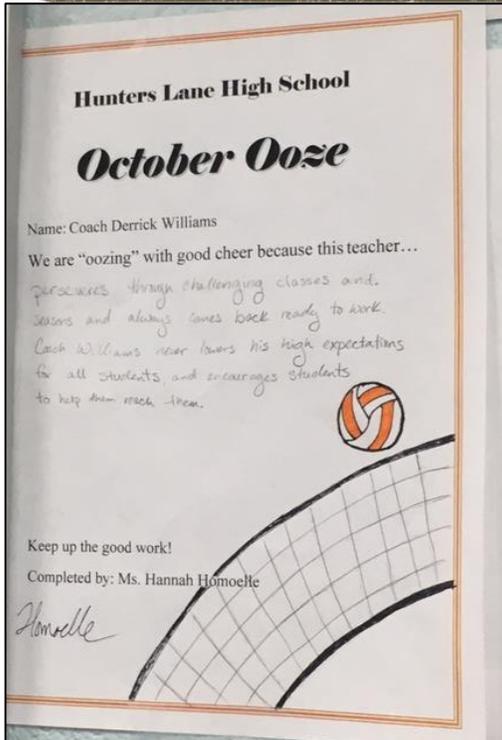


## Faculty Superlatives



# TEACHER MORALE IDEAS

October Ooze (or  
September Spotlight,  
November Notables, etc.)



## Fabulous February



**Hunters Lane High School**

*Fabulous February 2019*

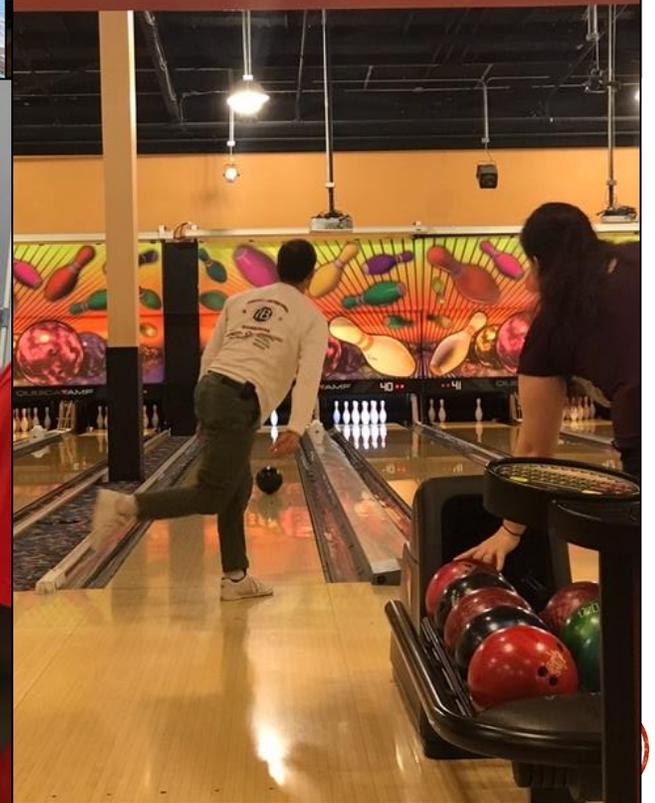


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27 Update grades every Monday	28 B Day	29 A Day	30 B Day Warrior Time COLLEGE DAY	31 A Day	1 B Day Football Foods Friday	2 
3 Update grades every Monday	4 A Day	5 B Day TEA benefits rep in conf room during planning	6 A Day No Warrior Time	7 B Day	8 A Day Fiesta Friday Warrior Time Progress Reports	9 
			13 B Day Warrior Time	14 A Day 	15 B Day Favorite Dessert Friday	20 B Day No Warrior Time
			20 B Day No Warrior Time	21 A Day	22 B Day Fruity Friday	23 
			27 A Day Warrior Time COLLEGE DAY	28 B Day	1 A Day	2 

*Warrior Vision: The faculty, staff, and students of Hunters Lane High School will provide a nurturing environment where personal growth and responsibility are valued, and academic excellence is a daily pursuit.*

# TEACHER MORALE IDEAS

## Teacher Morale Committee



# TEACHER MORALE IDEAS

## New Teacher Support & Mentoring

**WELCOME!**  
**HUNTERS LANE HIGH SCHOOL**  
*Warrior Meet & Greet*



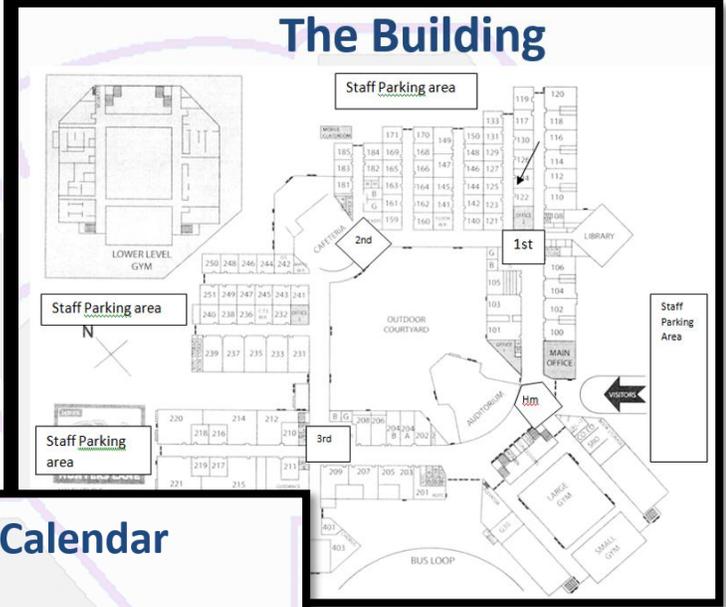
METRO NASHVILLE PUBLIC SCHOOLS



**Help!**

- Col. Sprouse
- Your mentor, team leader, deans & instructional specialists
- Your academy principal
- Dr. Kessler

### Make it ok to ask questions



**Expectations for HL Staff**

- Professional dress
- No negative signage
- Everything starts on time
- “Your kids are our kids too.”

### Set Clear Expectations

**Mark Your Calendar**

- Last day for room prep for \$100: Tuesday
- First day for teachers: Wednesday! Report time 8am.
- Open House: August 30<sup>th</sup> 5-7 pm \*\*\*
- Homecoming: September 21st
- Prom: April 13<sup>th</sup>
- Graduation: May 18, 2019\*\*\* [UNCONFIRMED]

\*\*\*Mandatory Events



# TEACHER MORALE IDEAS

## New Teacher Support & Mentoring

- Must be on going
- Must be structured as well as organic
- Make it clear who to ask
- Cover school specific vocabulary, procedures, school tour, etc.
- Include discussion of belief and philosophies



# TEACHER MORALE IDEAS

## New Teacher Support & Mentoring

- Include frequently asked questions
- Involve them in events
- Choose mentors carefully
- Everyone new needs a mentor, but to varying levels



# TEACHER MORALE IDEAS

## New Teacher Support & Mentoring

### Benefits of a mentor program

- Higher teacher retention
- More consistency for students
- Chance for leadership for the mentor teacher
- Improves overall school climate

### Choosing mentors

- People you trust
- People who will have the right answers or know who to ask
- People who share your beliefs
- People who relate well to adults

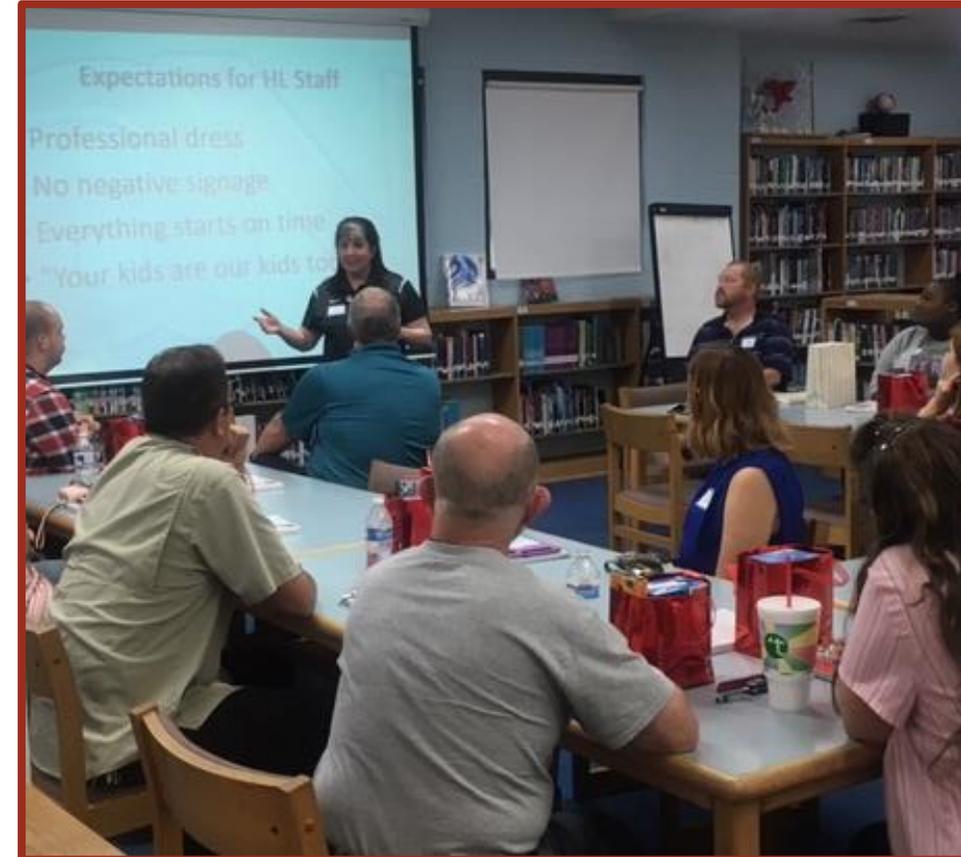


# TEACHER MORALE IDEAS

## New Teacher Support & Mentoring

Consider the following when pairing mentors & mentees

- Years of experience
- Age
- Life experiences
- Personalities
- Subjects/Grade levels taught
- Proximity



# TEACHER MORALE IDEAS

## Designing a Mentoring Program

- Will vary based on your school, number of teachers, number of new teachers, etc.
- Needs to provide opportunities in and out of school through out the year for mentors and mentees to interact
- Needs to be structured prior to the school year starting but flexible



# TEACHER MORALE IDEAS

## Designing a Mentoring Program

Provide mentors with a list of what you want them to review with their mentees and monitor through out the year such as

- Classroom management
- Lesson planning
- Assessments
- Academic Success of students
- Grading
- Paperwork
- Relationships with students, parents, peers, administration
- New teacher's overall health and wellbeing



# TEACHER MORALE IDEAS

## Designing a Mentoring Program

A Variety of communication methods should be used including

- Emails
- Phone calls
- Texting
- Classroom visits
- Face-to-face conversations



# TEACHER MORALE IDEAS

Transparency about...

- Budget
- Who makes what decisions
- Why things are done the way that they are
- Philosophies and beliefs
- Expectations



# TEACHER MORALE IDEAS

Have opportunities for ...

- Teacher Ownership
- Teacher Leadership
- Teacher Voice



# TEACHER OWNERSHIP

- Allowing teachers to be a part of the development process for new initiatives
- Creating an environment where teachers feel comfortable sharing new ideas and trying new things in the classroom.
- Having teacher run PDs
- Having teacher initiated pilot programs



# TEACHER LEADERSHIP

## Examples of Leadership Opportunities in Schools

- Team lead (grade level, content, etc.)
- Mentor (For students or teachers)
- Instructional coach
- Special Event Sponsor
- Club Sponsor
- Athletic coach



# WAYS TO ENCOURAGE TEACHER LEADERSHIP

- Be observant
- Give small chances for leadership both volunteered for & assigned
- Engage in conversation about the future with your staff
- Ask others that you trust for their assessments

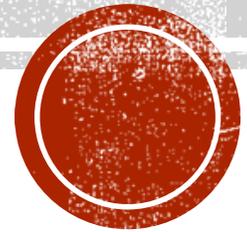


# **TO IDENTIFY OTHER LEADERS IN THE BUILDING LOOK FOR PEOPLE WHO...**

- Takes responsibility
- Doesn't try to get out of doing work
- Solves problems
- Pushes people forward
- Has the respect of others
- Doesn't have a negative attitude about students



**“Being in charge doesn’t make  
someone a leader.”**



# TEACHER VOICE

It is important to have an “open door” policy, but if this is your only strategy for hearing from teachers, you will hear from the same people over and over again and never hear from others.

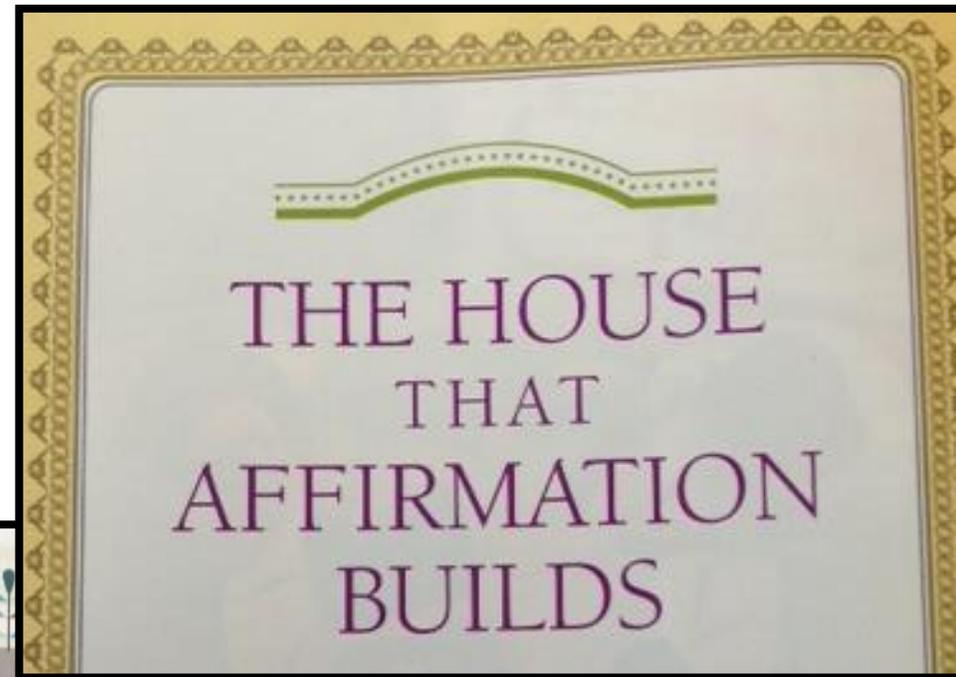
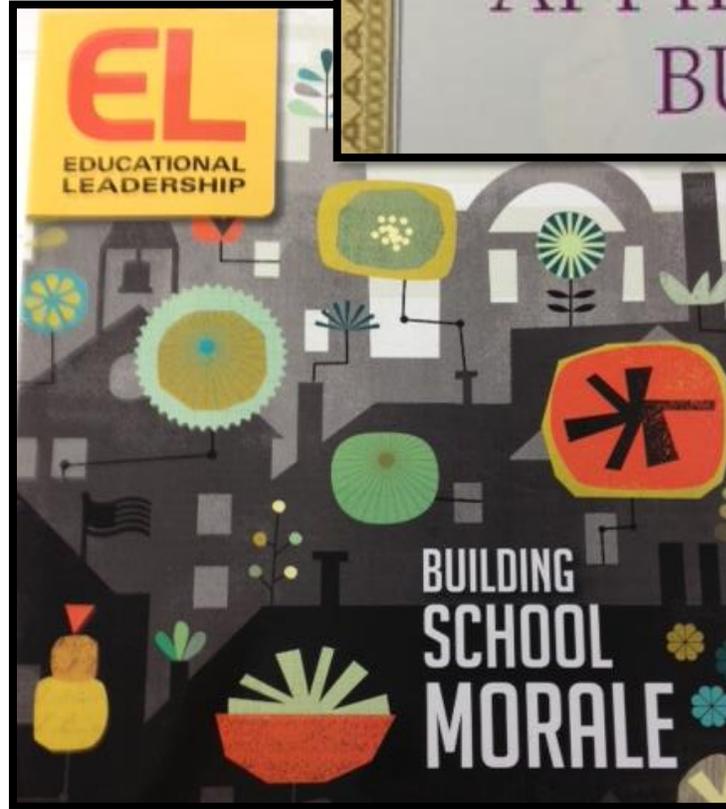
You need to have structures in place to hear from teachers, ways to vet what is being shared with you, and ways to let teachers know what you are going to do about them.



# TEACHER VOICE

## The H.A.W.D.? Process

- Done on a quarterly basis
- Administered in a variety of formats
  - Small Group
  - Online
  - Individual
- Allows teachers to share concerns on a variety of issues
- If two or more teachers share a concern, it is added to the list of what is addressed by the administration



# TEACHER MORALE IDEAS

As you have worked in schools, what morale boosters and teacher supports have mattered to you?

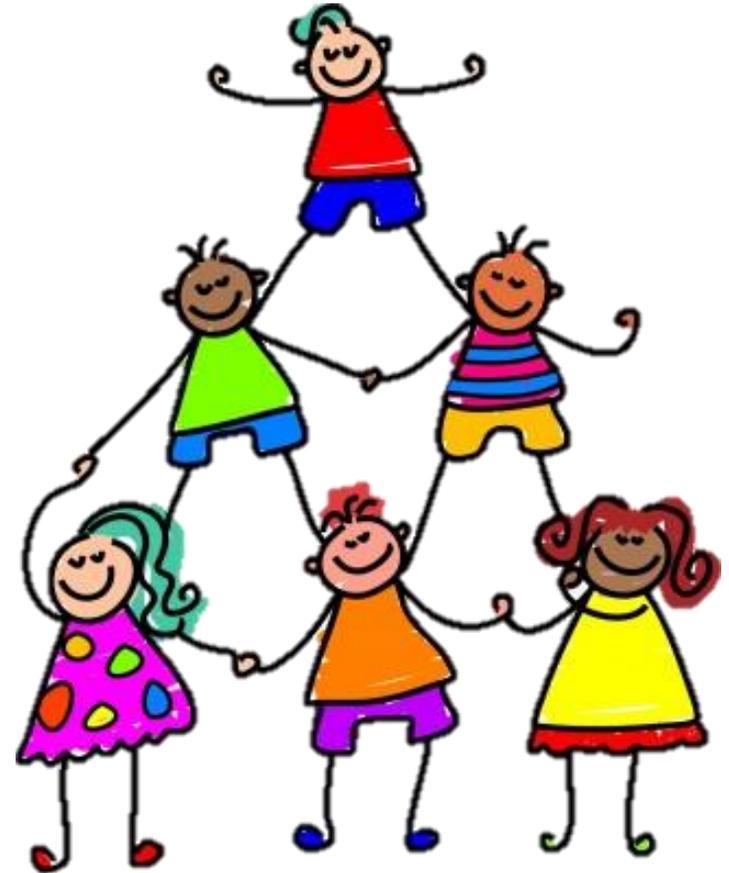
Why?



# CARE FOR THE WHOLE CHILD

Includes caring for students

- Academically
- Emotionally/Socially
- Physically



# **CARE FOR THE WHOLE CHILD - ACADEMICALLY**

## **Academic Interventions**

- Based on students needs as seen in their past and current data
- Skills deficits are focused on mainly in the freshman year
- Standards deficiencies are addressed in all classes particularly in tested subjects



# **CARE FOR THE WHOLE CHILD - ACADEMICALLY**

## **“Intervention Teachers”**

- A pool of teachers who do not teach a tested subject
- Assigned to a tested teacher’s class on a regular basis
- Continues the class while the teacher works with students with standards deficiencies



# **CARE FOR THE WHOLE CHILD - ACADEMICALLY**

## **Student Ownership of Data**

- Student data is shared and explained to students receiving skills deficit help through out the progress monitoring process.
- Data charts before and after benchmark assessments
- Student academic progress is a part of discipline and always discussed at parent conferences regardless of the main focus of the conference



# **CARE FOR THE WHOLE CHILD - ACADEMICALLY**

## **Individualized & Efficient**

- Intervention teacher model
- Use of blended learning model to provide students with individualized help and discreetly provide additional supports
- Use of One Lunch time to do both skill and standards remediation through academic lunch detention
- Social emotional supports in a variety of ways



# **CARE FOR THE WHOLE CHILD – SOCIALY/EMOTIONALLY**

- Access to mental health providers at school
- Restorative Practices/Restorative Circles
- Small Learning Community Model
- Advisor/Advisee Program – “Warrior Time”
- Freshman Seminar
- Growth Mindset incorporated into TN Ready Classes



# **CARE FOR THE WHOLE CHILD – SOCIALLY/EMOTIONALLY**

## **Behavior Intervention Classes**

- 45 minutes long
- Taught by school counselors
- Used instead of or in conjunction with punishment to try to stop unwanted behaviors
- Topics
  - School Success – Academic
  - School Success – Behavior
  - Positive Interaction with Adults
  - Anger Management
  - Conflict Resolution



# CARE FOR THE WHOLE CHILD – PHYSICALLY

- “Packed with Love”
- Clothing provided for students in need
- “Free” t-shirts for students who return forms
- Access to technology in classes and during one lunch
- Warrior Free Bookstore

## Hunters Lane High School Free SSA T-shirt

Turn in signed by parent & student to pick up your free SSA approved t-shirt!



- **Permission form**
- **Signature required form**
- **Fee waiver form\***

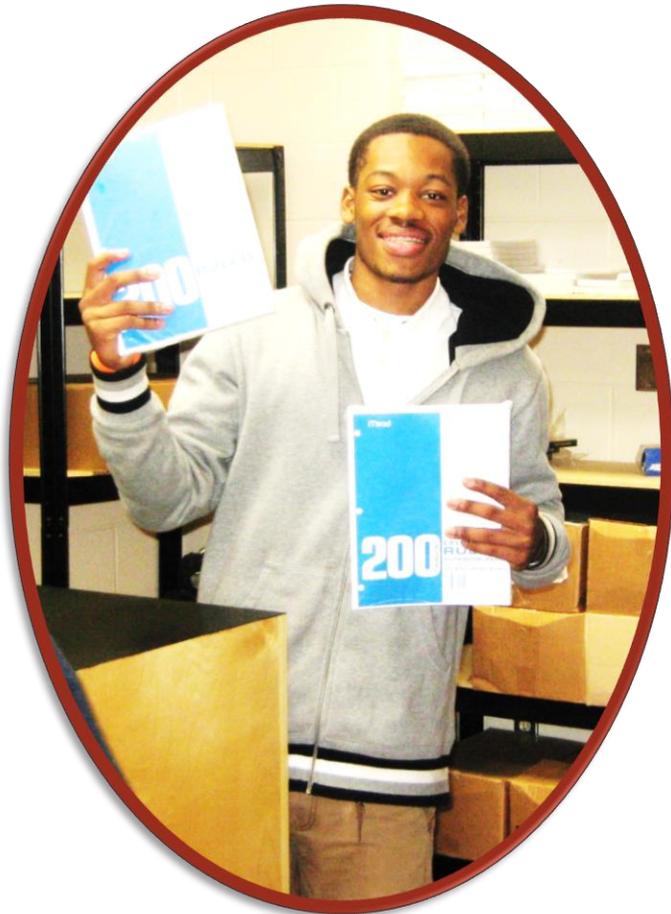


<p><b>PERMISSION FORM</b></p> <p>I consent to my child's participation in the following:</p> <p><b>MEDIA USE THE HANDBOOK FOR MORE DETAILED INFORMATION:</b>          HAVTS has permission to feature my child's picture in printed web publications.          HAVTS has permission to photograph or digitally record my child's performance in the photograph or digitally record my child's media.  <b>IMMEDIATE REGISTRATION FOR THE HANDBOOK FOR MORE DETAILED INFORMATION:</b>          HAVTS has permission to share contact information about it in HEALTH SCREENINGS USE THE HANDBOOK FOR MORE DETAILED INFORMATION.          My child has permission to participate in the health screenings.  <b>CLIPPING:</b>          My child has permission to check out a library book. The school librarian or staff member must be instructed to the library will be 5000.</p> <p>Name print: _____          Student Name (First, Middle, Last): _____          School Name: _____          Parent/Guardian Name (First, Middle, Last): _____          Address: _____          City: _____          Phone: _____ E-mail: _____          Parent or Guardian Signature: _____</p>	<p><b>SIGNATURE REQUIRED</b></p> <p>Parent or Guardian Signature: _____</p> <p>Student Signature: _____</p>	<p><b>Metro Nashville Public Schools Fee Waiver Form 2018-19 School Year</b></p> <p>Parent Name: _____          Student Name: _____          School Name: _____          City, State, Zip: _____</p> <p>Student's number of the household (please enter the last four digits of the student's ID number): _____</p> <p>Student's number of the household (please enter the last four digits of the student's ID number): _____</p> <p>Parent or Guardian Signature: _____</p> <p>Student Signature: _____</p>
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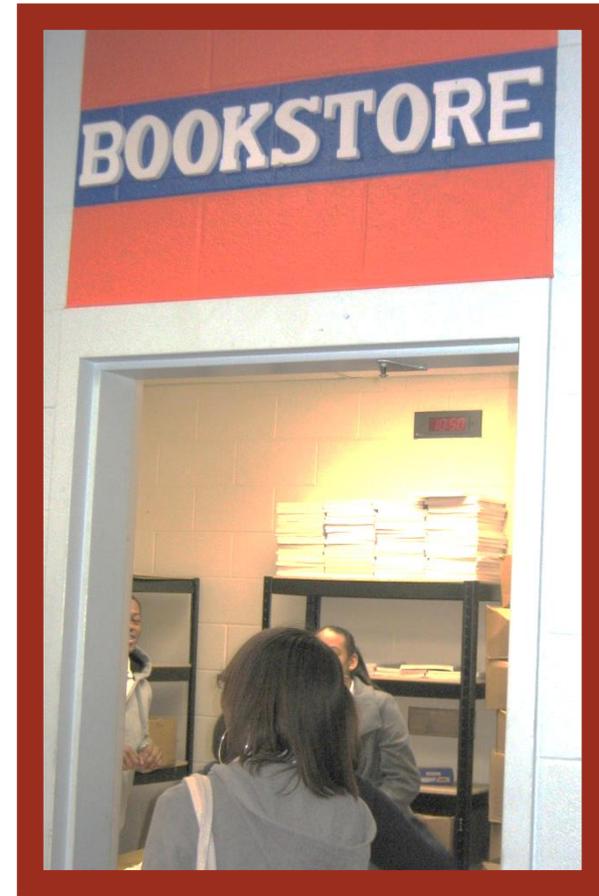
\*This form must be completed to have waiver of IB/AP testing costs, field trip fee waiver, etc. Declining to complete the form will mean the parent must pay all associated costs.

# WARRIOR FREE

# BOOKSTORE



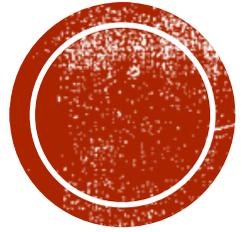
**Marketing II  
students run  
the Warrior  
Free Bookstore  
during One  
Lunch & keep  
an inventory of  
the items.**



# ULTIMATE PARADOX

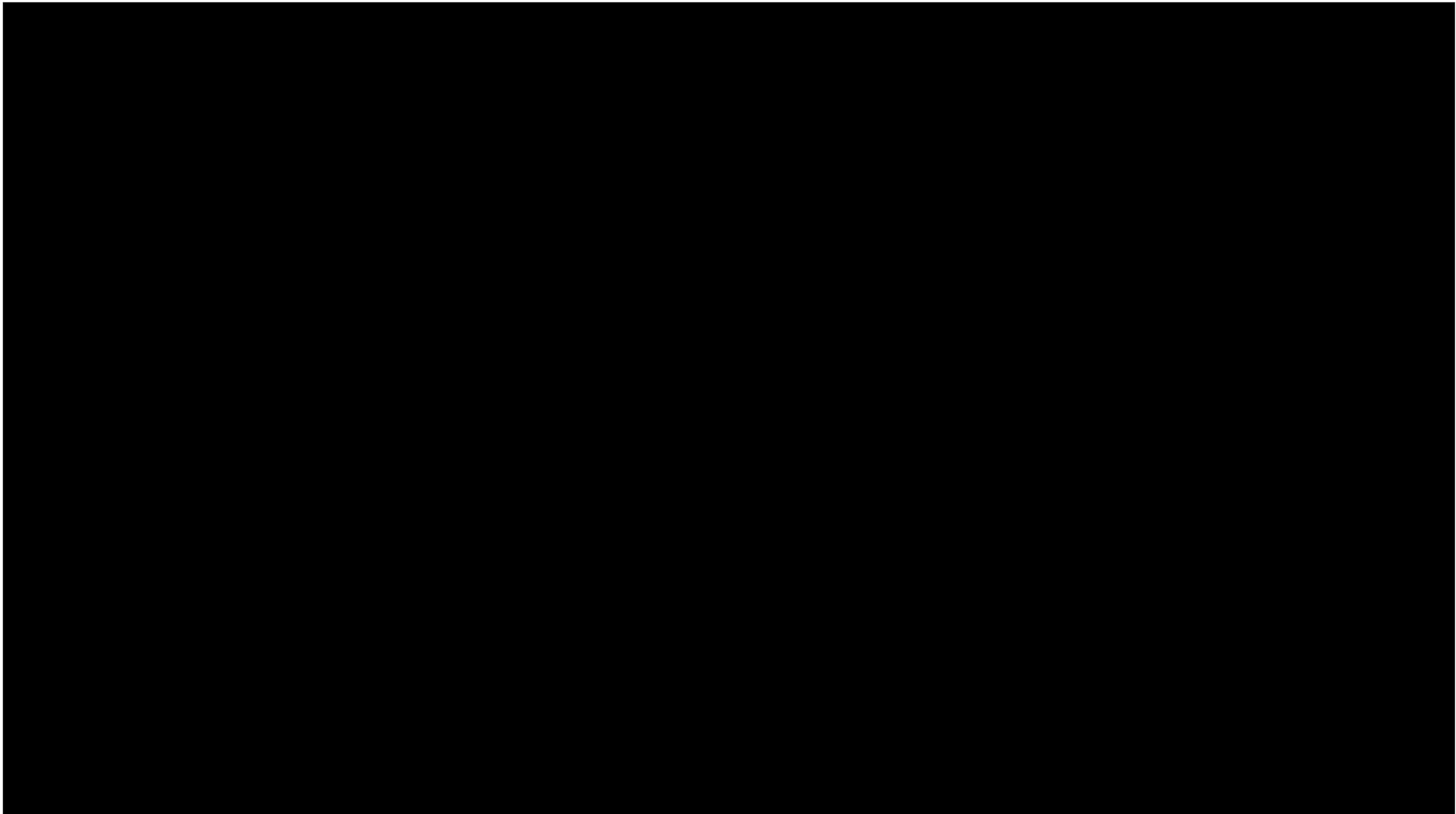
- To gain control you must give control to the students
- Give students more freedom and choice in a structure environment
- Instead of constantly making the environment more restrictive and punishing all students for the mistakes of a few, add fun and student centered activities to your school environment and work to build a sense of personal responsibility in students by making hold individual students accountable for his/her own actions.





# THE WORLD'S DEEPEST BIN





# ULTIMATE PARADOX

**Problem:** Student's unengaged in & misbehaving at school activities such as pep rallies

**Traditional Solution:** Stop all pep rallies

**Effect:** Students continued the trend of misbehaving and were even more unengaged

**Ultimate Paradox Solution:** Restart pep rallies

**Effect:** Students participated and there have been ZERO discipline incidents during pep rallies

**How it works:**

- Set forth clear expectations for behavior
- Over-supervise
- Students who receive ISS, OSS, or Restricted Lunch during the week leading up to the pep rally attend “alternative pep rally”, while everyone else is at the pep rally.



# ULTIMATE PARADOX

**Problem:** Students causing disruptions at lunch; students skipping class to be with their friends at lunch

**Traditional Solution:** Requiring all students to sit during lunch; not allowing anyone to enter the cafeteria once lunch had begun.

**Effect:** Disruptions continued, skipping continued

**Ultimate Paradox Solution:** One Lunch

**Effect:** Reduced disruptions at lunch; zero skipping during lunch

**How it works:**

- All students go to lunch at the same time
- Students can eat in the cafeteria, courtyard, halls, picnic tables, or teacher's classrooms
- Access to computer labs, clubs, activities, and tutoring
- All teachers have a club, activity, tutoring, or supervision duty, but also get their 30 minutes to duty free lunch.
- "Restricted Lunch volunteers"



# ULTIMATE PARADOX

**What is your current problem that could benefit from an “ultimate paradox” solution?**

**Problem:**

**Traditional Solution:**

**Effect:**

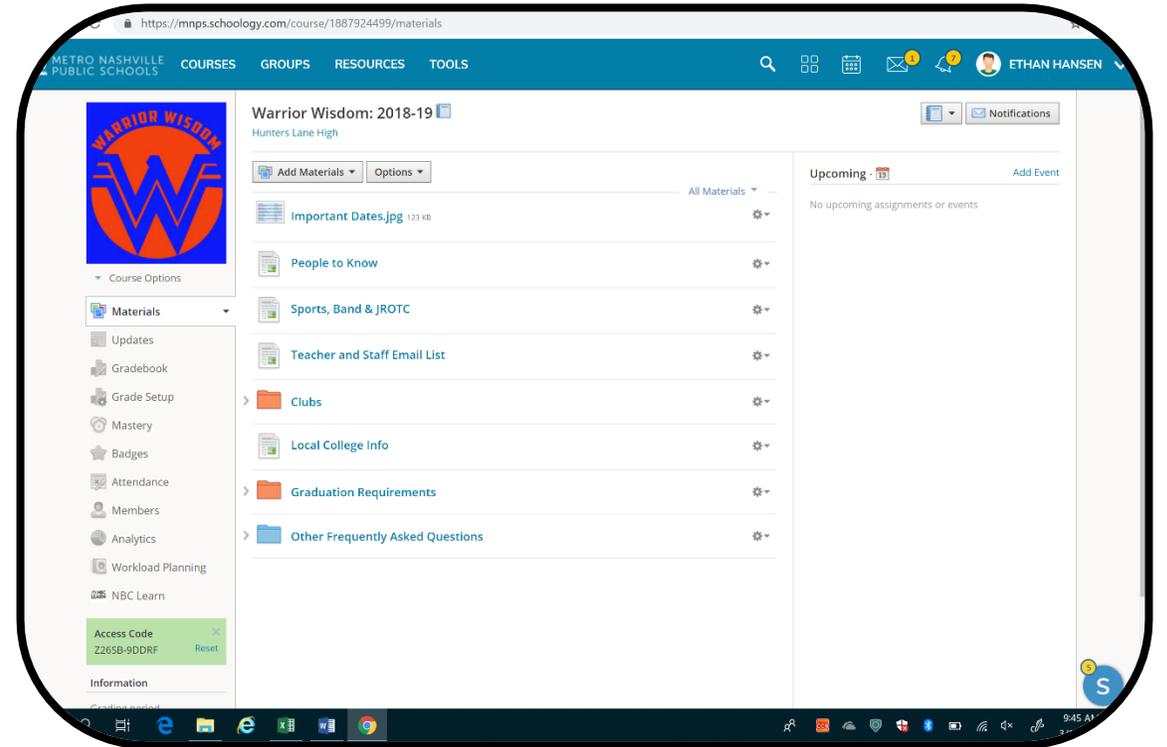
**Ultimate Paradox Solution:**

**Desired Effect:**

**How it could work:**

# BLENDED LEARNING

- All classes are taught both in the classroom and online
- One platform for whole school
- Variety of ways for students to access the online classroom
- Online classroom can be customized for individual students to provided need supports



# BLENDED LEARNING

## What matters

- Vision for what effective instruction looks like in a blended environment
- Teacher training for how to set up a blended classroom
- Teacher training for how to teach effectively in a blended environment
- Tolerance for teacher comfort level differences
- Accountability to monitor teacher compliance



# **BLENDED LEARNING**

## **Role of the Teacher**

- Move from large group to more individualized instruction – data-based intervention
- Facilitator of learning
- Think outside the box – change traditional lesson design to blended design
- Incorporate different learning experiences
- Adaptive assessments lead to immediate feedback, more time to plan instruction and engaging activities



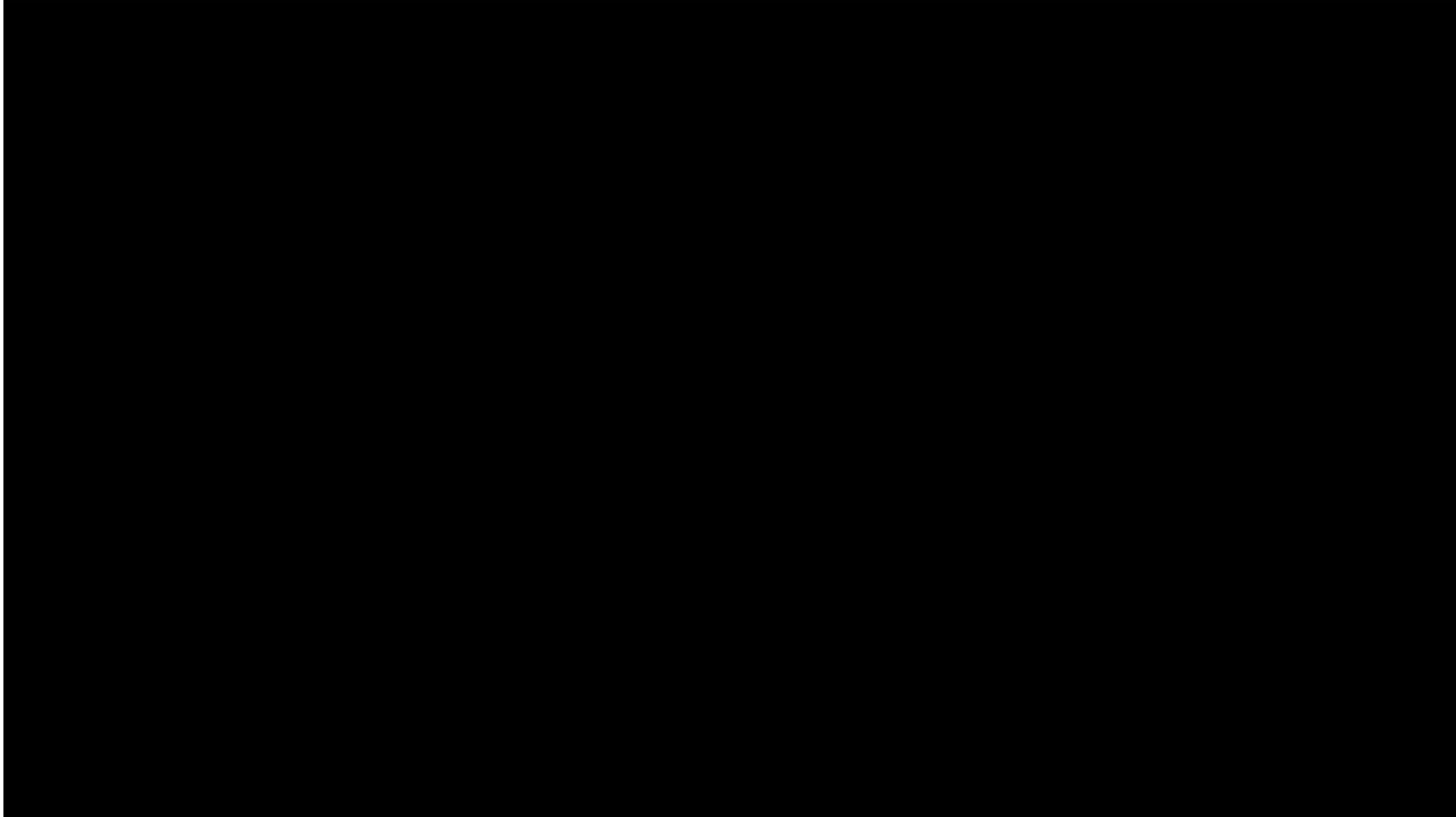
# BLENDED LEARNING

## Why It is Worth It for Students

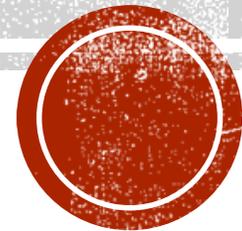
- Ease of access
- Maintain assignments
- Collaborate with peers and teachers
- Individualized learning
- Immediate feedback



# BLENDING LEARNING



**DAY 2**



# VIRTUAL REALITY

## How it works...

- Get the right teachers connected that can use the equipment and the curriculum effectively
- Have a dedicated space and/or a dedicated person to be responsible for the equipment
- Make connections to content clear for students



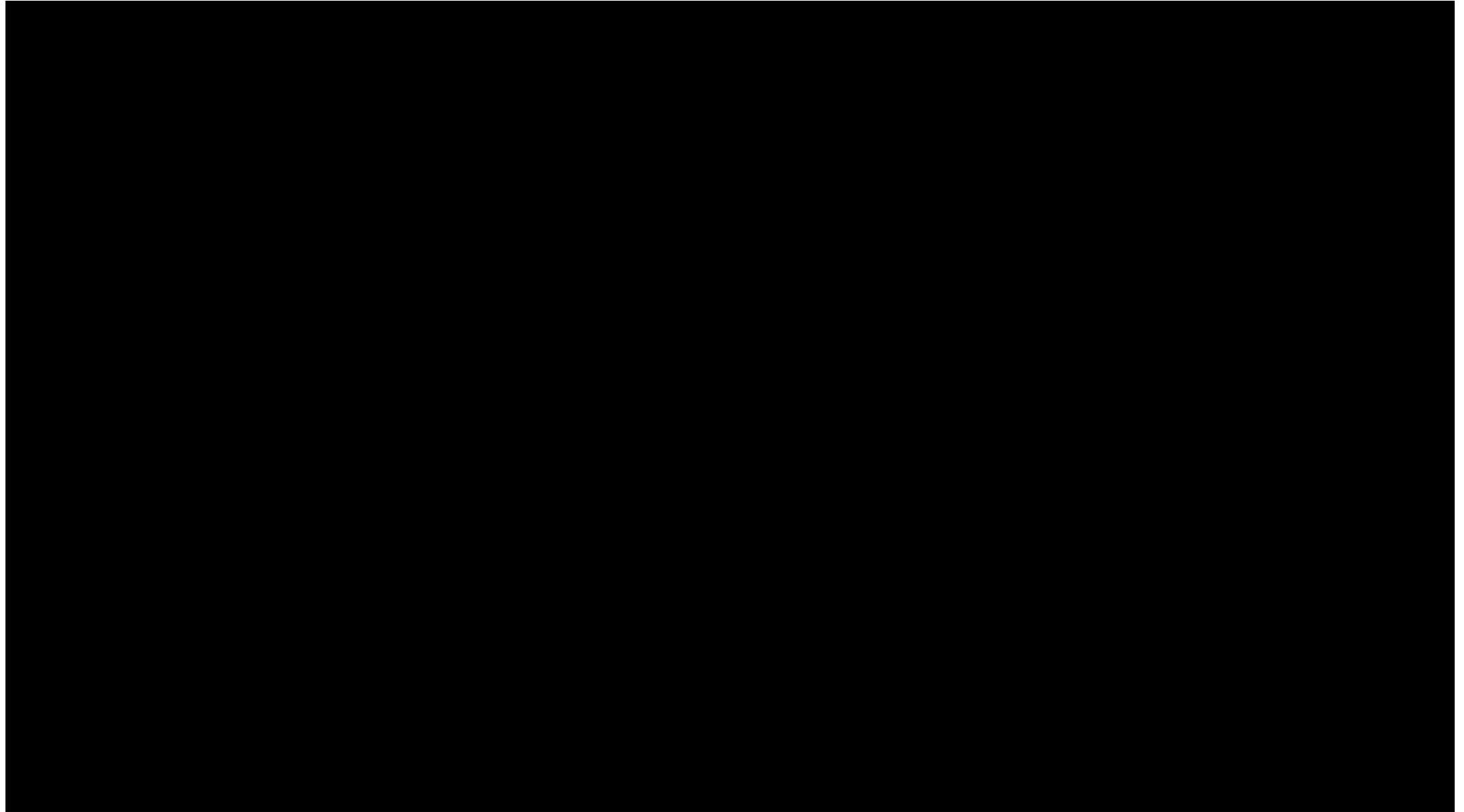
# VIRTUAL REALITY

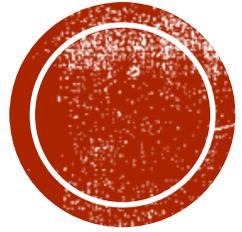
## Why it is worth it for students...

- Once in a lifetime experience
- Makes learning more tangible
- Experience with new and developing technologies
- High Student Engagement



# VIRTUAL REALITY





# **BUILDING YOUR TEAM**



# BUILDING YOUR TEAM

- When developing leaders (students, peers, teachers, principals), you need to be consistent and explicit in your practice.
- Talk about the why behind decisions
- Give examples of leadership and non-leadership



# COMMON LEADERSHIP ERRORS...

- Moving people up too quickly or with little thought process behind the move
- Asking teacher leaders to do supervisory jobs
- Not clearly communicating why leadership decisions were made
- Sharing too much; teacher leaders should not be made privilege to other teachers personal information



# TIPS FOR SUCCESSFUL LEADERSHIP DEVELOPMENT...

- Know yourself and be able to articulate your leadership beliefs
- Remember that you are not creating a “Mini-Me”
- Know your people
- Find the correct placements for individuals



# TIPS FOR SUCCESSFUL LEADERSHIP DEVELOPMENT...

- Clearly define roles
- Set people up for success
- Have realistic expectations
- Create a safe environment
- Be prepared for them to leave



# WHAT TO DO IN THE BEGINNING...

- On board whenever a person is given a new leadership position
- Clearly define what the role is and is not to the person & those effected by the position
- Create a transition plan looking at potential early problems, resistant co-workers, common errors, etc.



# WHAT TO DO IN THE BEGINNING...

- Set specific expectations
- Discuss his/her areas of confidence and areas of concerns
- Make asking questions & asking for help ok



# WHAT TO DO ON A REGULAR BASIS...

- Check in; don't always make them come to you
- Be observant; look for signs of stress or struggle
- Explain your thought processes and the whys behind your decisions
- Help determine which battles need to be fought



# WHAT TO DO ON A REGULAR BASIS...

- Be a sounding board
- Review or help craft communications
- Draw attention to potential pitfalls
- Help to prepare for new situations or interaction with new people
- Provide praise
- Give feedback

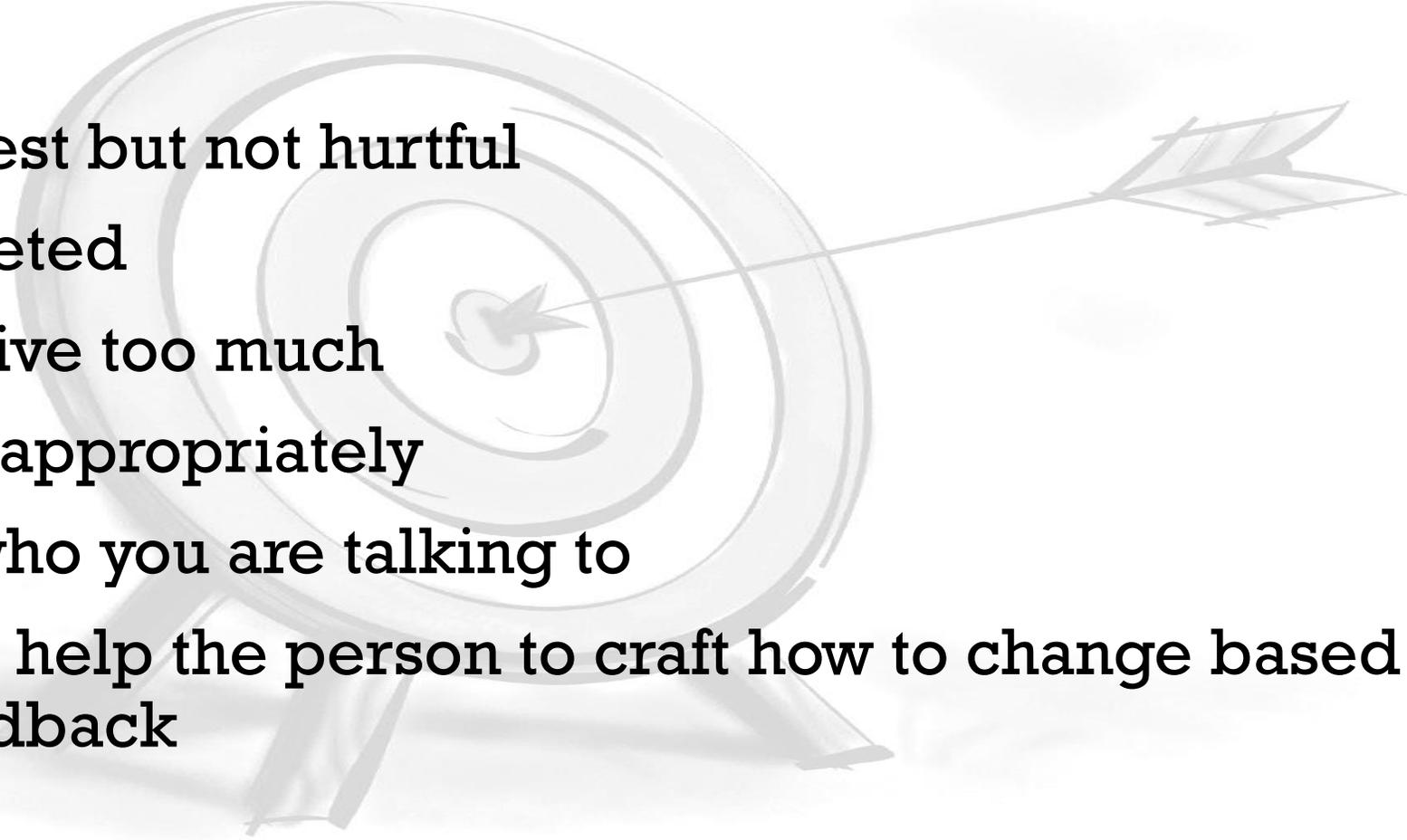


# WHAT TO DO ON A PERIODIC BASIS...

- Check of expectations & progress
- Provide specific leadership development
- Give big picture overall feedback
- Move them towards more autonomy



# HOW TO GIVE FEEDBACK EFFECTIVELY...

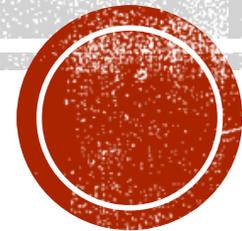
- Be honest but not hurtful
  - Be targeted
  - Don't give too much
  - Time it appropriately
  - Know who you are talking to
  - Give or help the person to craft how to change based on the feedback
- 



# **LEADERSHIP DEVELOPMENT REVIEW**

Go to your participant packet and complete the leadership development review.

**MIND YOUR PS & QS**



# THE NUTS & BOLTS

“It’s all about the money”

- Be transparent
- Understand the financial policies of your state and district before you ever sign a single check
- It’s not your money



# THE NUTS & BOLTS

- “Know the rules if you are going to play the game”
- Pay attention to supreme court rulings, state laws, and district policies
- Don't make rules you can't or won't enforce
- Know the union agreement



# EXAMPLES OF WHAT TO DOCUMENT

- All Communications
- Financial expectations
- Teacher handbook
- Post of Duty
- IEP modifications page
- Grades
- Testing
- ADA Request for Accommodations



# DOCUMENTATION FOR BETTER SUPERVISION

## Email

- Email follow ups to faculty & staff after meetings
- Email yourself details of a encounter with a faculty or staff member
- Email yourself notes about what you have said you will do.

## Calendar

- Put reminders on your calendar about how things went or what you want to do differently this year.
- Use a paper calendar to document your day and your interactions with others



# LAWS AND POLICIES

- TN State Law (TCA)
- TN State Board of Education Policies
- Federal Law
- District policies



# 2017 Tennessee Code

## Title 49 - Education

- Chapter 1 - State Administration
- Chapter 2 - Local Administration
- Chapter 3 - Finances
- Chapter 4 - Financial Aid
- Chapter 5 - Personnel
- Chapter 6 - Elementary and Secondary Education
- Chapter 7 - Postsecondary and Higher Education Generally
- Chapter 8 - State University and Community College System
- Chapter 9 - University of Tennessee
- Chapter 10 - Special Education
- Chapter 11 - Career and Technical Education
- Chapter 12 - Interstate Compacts
- Chapter 13 - Tennessee Public Charter Schools Act of 2002
- Chapter 14 - Higher Education Accountability Act of 2004
- Chapter 15 - Cooperative Innovative High School Programs
- Chapter 16 - Virtual Education
- Chapter 17 - Energy Efficient Schools Initiative (Eesi) of 2008
- Chapter 18 - Course Access Program Act
- Chapter 50 - Miscellaneous

**Each  
section  
has MANY  
sections  
within of  
TN State  
Law**



**2017 Tennessee Code  
Title 49 - Education  
Chapter 5 - Personnel  
Part 4 - Employment and Assignment of Personnel  
§ 49-5-409. Teachers -- Continuing contract law --  
Termination of contracts.**

**Universal Citation:** [TN Code § 49-5-409 \(2017\)](#)

(a) Teachers in service and under control of the public elementary and high schools of this state shall continue in such service until they have received written notice from their board of education or director of schools, as appropriate, of their dismissal or failure of reelection.

(b) The notice must be received within five (5) business days following the last instructional day for the school year to be applicable to the next succeeding school year; provided, that the director of schools may transfer any teacher from one (1) position to another at the director's option. Nothing contained in this section shall affect any rights that may have accrued, or may hereafter accrue, on behalf of any teachers or principals in any local school system under any law providing a tenure of office for the teachers and principals.

(c) Nothing in this section shall prohibit a board from abolishing a position after June 15, for sufficient, just and nondiscriminatory reasons; provided, that the person holding the position is notified immediately in writing stating the reasons for abolishing the position and the person is entitled to the next position that the person is qualified to hold and that opens within the school system during the remainder of the school year. The determination of whether a teacher is qualified for an open position shall be made by the director of schools, and the teacher's most recent evaluations may be a factor in such determination.

**Guarantees  
teachers/admin  
current pay for  
next year if not  
notified by 5  
days after the  
last instructional  
day of the school  
year.**



## Chapter 5 - Personnel

### Part 4 - Employment and Assignment of Personnel

#### § 49-5-411. Teachers -- Resignations -- Breach of contract.

**Universal Citation:** TN Code § 49-5-411 (2017)

(a) The conditions under which it is permissible to break a contract with a local board of education are as follows:

- (1) The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the local board of education;
- (2) The drafting of a teacher into military service by a selective service board; and
- (3) The release, by written mutual consent, by the local board of education of the teacher from the contract that the teacher has entered into with the local board of education.

(b) A teacher shall give the director of schools written notice of resignation at least thirty (30) days in advance of the effective date of the resignation. A teacher who breaks a contract with a local board of education without a justifiable reason as listed in this section shall be subject to the following penalty:

- (1) The local board of education, upon a motion recorded in its minutes, may file a complaint with the commissioner of education and request a suspension of the teacher's license;
- (2) The request shall be supported by facts documenting the charge that the teacher broke the contract contrary to this section;
- (3) The teacher shall receive a copy of the charges and facts at the same time they are filed with the commissioner;
- (4) If the commissioner finds that, in fact, the contract was broken, the commissioner shall suspend the teacher's license for no less than thirty (30) and no more than three hundred sixty-five (365) days;
- (5) The suspension of a license according to this section shall occur only after the commissioner has provided the teacher an opportunity for defense, in person or by counsel, against the charges during a full and complete hearing within thirty (30) days following the filing of the complaint; and
- (6) A license that has been suspended because of breach of contract shall have recorded on it the date the suspension was in effect and the cause for the suspension.

**Teachers must  
give 30 days  
notice or the  
risk losing  
their license.**



**2017 Tennessee Code**  
**Title 49 - Education**  
**Chapter 5 - Personnel**  
**Part 10 - Teacher Code of Ethics**  
**§ 49-5-1003. Educator's obligations to students.**

**Universal Citation:** TN Code § 49-5-1003 (2017)

(a) An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

(b) In fulfillment of this obligation to the student, an educator shall:

- (1) Not unreasonably restrain the student from independent action in the pursuit of learning;
- (2) Not unreasonably deny the student access to varying points of view;
- (3) Not deliberately suppress or distort subject matter relevant to the student's progress;
- (4) Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
- (5) Not intentionally expose the student to embarrassment or disparagement;
- (6) Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly:
  - (A) Exclude any student from participation in any program;
  - (B) Deny benefits to any student; or
  - (C) Grant any advantage to any student;
- (7) Not use professional relationships with students for private advantage; and
- (8) Not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

**Educators  
have a  
code of  
ethics to  
follow.**



**2017 Tennessee Code**  
**Title 49 - Education**  
**Chapter 5 - Personnel**  
**Part 10 - Teacher Code of Ethics**  
**§ 49-5-1004. Educator's obligations to the education profession.**

**Universal Citation:** TN Code § 49-5-1004 (2017)

(a) The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

(b) In fulfillment of this obligation to the profession, an educator shall not:

- (1) Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;
- (2) Misrepresent the educator's professional qualifications;
- (3) Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
- (4) Knowingly make a false statement concerning the qualifications of a candidate for a professional position;
- (5) Assist a noneducator in the unauthorized practice of teaching;
- (6) Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;
- (7) Knowingly make false or malicious statements about a colleague; and
- (8) Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

**Educators  
have a  
code of  
ethics to  
follow.**



# Chapter 5 - Personnel

## Part 5 - Teachers' Tenure

**§ 49-5-511. Dismissal or suspension of teachers -- Causes for dismissal -- Position reduction -- Written notice -- Preferred list for employment -- Convictions -- License revocation.**

**Universal Citation:** TN Code § 49-5-511 (2017)

(a)

(1) No teacher shall be dismissed or suspended except as provided in this part.

(2) The causes for which a teacher may be dismissed or suspended are: incompetence, inefficiency, neglect of duty, unprofessional conduct, and insubordination, as defined in § 49-5-501.

(3) A director of schools may suspend a teacher at any time that may seem necessary, pending investigation or final disposition of a case before the board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a department of children's services investigation, and if no charges have been made pursuant to subdivision (a)(4), a suspension pending investigation shall not exceed ninety (90) days in duration. If vindicated or reinstated, the teacher shall be paid the full salary for the period during which the teacher was suspended.

(4) When charges are made to the board of education against a teacher, charging the teacher with offenses that would justify dismissal of the teacher under the terms of this part, the charges shall be made in writing, specifically stating the offenses that are charged, and shall be signed by the party or parties making the charges.

(5) If, in the opinion of the board, charges are of such a nature as to warrant the dismissal of the teacher, the director of schools shall give the teacher a written notice of this decision, together with a copy of the charges and a copy of a form, which shall be provided by the commissioner of education, advising the teacher as to the teacher's legal duties, rights, and recourse under the terms of this part.

## **Dismissal Reasons:**

- **Incompetence**
- **Inefficiency**
- **Neglect of Duty**
- **Unprofessional Conduct**
- **Insubordination**





STATE OF TENNESSEE  
 DEPARTMENT OF EDUCATION  
 NINTH FLOOR, ANDREW JOHNSON TOWER  
 710 JAMES ROBERTSON PARKWAY  
 NASHVILLE, TN 37243-0375

BILL HASLAM  
 GOVERNOR

CANDICE MCQUEEN  
 COMMISSIONER

November 15, 2016

Dear Susan Kessler:

Please accept this letter as official approval of your application for exemption for the Tennessee Academy for School Leaders academy requirement, based on T.C.A. 49-5-5703.

*"...the requirement for attendance at the principal-administrator academy shall be optional to any principal, supervisor, or other administrator who would otherwise be required to attend, however classified, with fifteen (15) or more years of experience as a principal, supervisor, or other administrator, unless the local board requires such attendance."*

While you are no longer required to earn TASL credits, you are encouraged to continue participating in high quality professional learning opportunities. It is important to note, however, that should your school district decide to once again require your attendance at TASL events, you will be responsible for notifying the TASL office of your changed status.

Thank you for the leadership you provide to your school and community. Please feel free to reach out to me if I may be of further assistance to you.

Sincerely,

Martha A. Moore  
 Director of Leader Effectiveness

Cc: Dr. Shawn Joseph, Director of Schools  
 Metro Nashville Public Schools

**Administrators can  
 be exempt from TASL  
 credit after 15 years  
 of being an admin.**

School Leaders academy requirement, based on T.C.A. 49-5-5703.

*"...the requirement for attendance at the principal-administrator academy shall be optional to any principal, supervisor, or other administrator who would otherwise be required to attend, however classified, with fifteen (15) or more years of experience as a principal, supervisor, or other administrator, unless the local board requires such attendance."*



## Rules and Policies

---

Pending Rules and Policies

---

Rules

---

Policies

---

## Guidance

---

Attorney General Education Law Opinions

# Guidance

State Board of Education guidance represents items passed by the Board that are neither rules nor policies. Often these items provide further tools or interpretation.

Select Topic

1 to 6 of 6 records

Search:

Topic	Guidance	Date
Personnel	State Minimum Salary Schedule - <a href="#">State Minimum Salary Schedule for the 2017-18 School Year</a>	May 2017
Personnel	Basic Education Program (BEP) - <a href="#">Allocations for Fiscal Year 2017-18</a>	July 2017
Personnel	<a href="#">Teacher Code of Ethics</a>	2018
Instructional Program	<a href="#">Guidelines for K-12 Instruction on Adoption</a>	July 2015
Instructional Program	<a href="#">Revision to Special Education Guidelines and Standards</a> reflected in the Special Education Framework	July 2017
Teacher Leadership Standards	<a href="#">Teacher Leadership Standards</a>	January 2011



	Letter of Formal Reprimand	Suspension of 3 months up to and including 6 months	Suspension of 6 months up to and including 1 year	Suspension of 1 year up to and including 18 months	Suspension of 18 months up to and including 2 years	Suspension of 2 years up to and including revocation	Revocation	Permanent Revocation
Minor Testing Breach								
Failure to Report								
Negligence w/o Harm or Potential Harm								
Inappropriate Physical Contact w/o Harm								
Unprofessionalism – Inappropriate Communication (Non-Explicit)								
Unprofessionalism – Inappropriate Use of School Property								
Possession/Use/Under Influence – Off School Premises/Property w/o Children Present During School Related Activity								
Possession/Use/Under Influence – Off School Premises/Property w/ Children								

**Discipline Schedule**  
**This chart outlines the least and greatest disciplinary ranges for the offenses listed.**



STATE OF TENNESSEE  
**STATE BOARD OF EDUCATION**  
615-741-2966  
<http://www.tn.gov/sbe/>

**Director's Report Regarding Licensed Teacher/Administrator**

Pursuant to Tennessee State Board of Education Rule 0520-02-03-.09(2), submit to:

Office of Educator Licensure State Department of Education 12<sup>th</sup> Floor, 710 James Robertson Parkway Nashville, TN 37243 FAX: 615-532-1448

Date of Action: \_\_\_\_\_

Name of Teacher/Administrator: \_\_\_\_\_ Teacher/Administrator License #: \_\_\_\_\_ S.S. # \_\_\_\_\_

School: Grade Level Last known address and phone number:

---

Nature of LEA employment action (circle): Suspension | Termination | Resignation

Following allegations of conduct, which, if substantiated, would warrant consideration for license suspension or revocation (circle):

1. Conviction of a felony;
2. Conviction of possession of illegal drugs;
3. Being on school premises, at a school-related activity involving students, or on official school business, while possessing or consuming alcohol or illegal drugs;
4. Falsification or alerting of a license or documentation required for licensure;
5. Denial, suspension or revocation of a license or certificate in another jurisdiction for reasons which would justify denial, suspension or revocation under this rule;
6. Negligence in the commission of duties as educator that does not result in harm to student;
7. Negligence in the commission of duties as education that does result in the harm to student;
8. Inappropriate communication with a student that is non-explicit;

State Board of Education Rev. E, April 2018

9. Inappropriate communication with a student that is explicit;
10. Inappropriate use of school property;
11. Inappropriate physical contact with a student that does not result in harm;
12. Inappropriate physical contact with a student that does result in harm; or
13. Other good cause. Conduct that calls into question the fitness of an educator to hold a license including, but not limited to, noncompliance with security guidelines for TCAP or successor tests pursuant to T.C.A. § 49-1-607, failure to report licensure actions as required under these rules, or violation of any provision in the Teacher Code of Ethics as contained in T.C.A. § 49-5-1001, *et seq.*

# FEDERAL EDUCATION LAW

- Title IX
- Title VI of Civil Rights Act of 1964
- Individuals with Disabilities Act
- Title II of Americans with Disabilities Act
- ESSA (formerly NCLB)



# TITLE IX

- Protects Title IX protects people from sex discrimination when they are engaged in education programs and activities that receive federal financial assistance.
- Enforced through the Office of Civil Rights (OCR)

# TITLE VI

- Prohibits educational institutions from discriminating on the basis of race, color, or national origin.



# **IDEA: INDIVIDUALS WITH DISABILITIES ACT**

- The primary law covering special education, which gives disabled children equal access to the education system.
- Disabilities under IDEA include mental retardation, autism, vision impairment, speech impairment, hearing impairment, emotional disturbance, traumatic brain injury, learning disabilities, and other impairments as defined by the law.



# TITLE II

- Provides comprehensive civil rights protection to qualified individuals who have disabilities, and it requires state and local governments to make reasonable modifications to any policies or practices that deny equal access to individuals with disabilities, except if a fundamental alteration to the program would result.



# ESSA: EVERY STUDENT SUCCEEDS ACT

- Replaced NCLB
- The purpose is to make sure public schools provide a quality education for all kids. Requires states to evaluate schools based on four key groups:
  - Students in poverty
  - Minorities
  - Students who receive special education
  - Those with limited English language skills



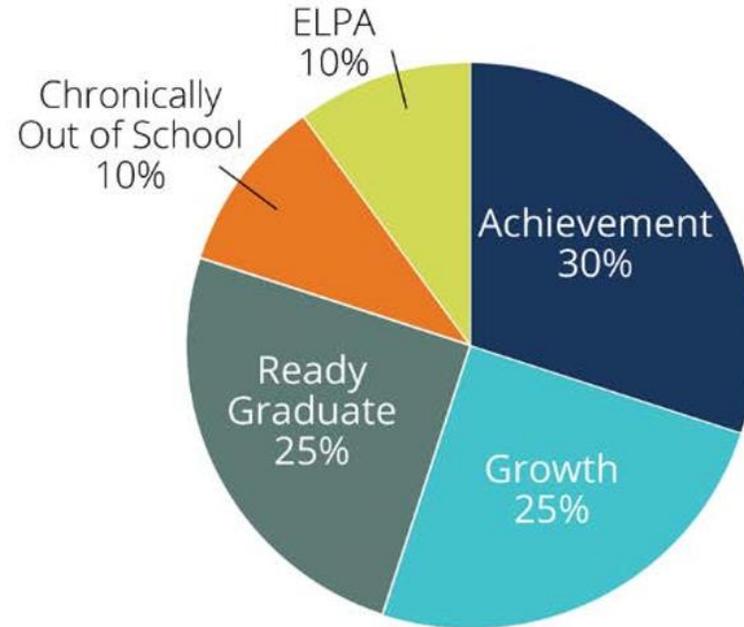
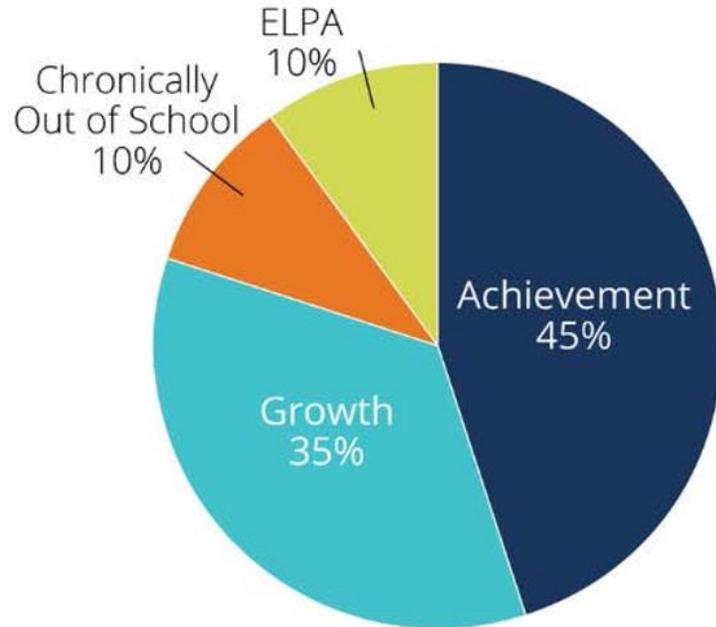
# TENNESSEE'S ESSA PLAN

## K-8 Schools

## High Schools

*(Schools that serve grade 12)*

Starting with data from 2017-18, all schools that pass the minimum performance goal will receive a letter grade based on the performance of all students and historically underserved student groups in the following areas.



*Except for growth, all indicators provide schools two opportunities to show success, through either absolute performance or growth in school performance.*

## GUIDING PRINCIPLES

All schools should have the opportunity to earn an "A" • All means all  
All growth should be rewarded • Reporting should be transparent



# WHAT ARE YOUR DISTRICT'S POLICIES ON?

- Employee discipline procedures
- Student social media postings
- Teacher social media postings
- Teacher evaluation
- Employee MOU decisions (start/end times, employee dress, faculty meeting restrictions, expectations for staff for breaking up a student fight, etc)
- Parent Objections to Literature/class content



# POLICIES, PRACTICE, AND PROCEDURES

- A **policy** is a rule that governs how members of the school conduct their business.
  - Policies can be sent down from the federal, state, or local government or be developed by the school board or the principal.
- A **practice** is how the business of the school is conducted.
  - Practice is how policies are actually implemented.
  - Without solid practice implementation, policies will often fail.
- **Procedures** are the steps that result in routines, habits, and expectations that define our practice.
  - Procedures are often imbedded in policies or developed later to help with the implementation of policies to help improve practice.



# POLICIES, PRACTICES, & PROCEDURES

## How to Decide if a Policy, Practice, or Procedure Needs to be Changed Immediately



\* A policy where students don't have to practice writing after the state writing test is over is different from a policy where students are not ever required to read on their own. A principal needs to judge the seriousness of the situation and make changes accordingly.

\*\* If the policy still does not seem right to the principal then s/he needs to ask why and depending on the answer make the final decision. It is important to remember when making a change if the principal cannot explain the why of the change then s/he is unlikely to get full support for the change.



# **POLICIES, PRACTICE, AND PROCEDURES**

**Every school needs 3Ps that are clear, thorough, and aligned with district policies in the following areas:**

- **Grades**
- **Finances**
- **Employee Relations**
- **Emergencies and Other Contingencies**
- **Running the School**

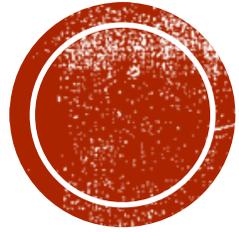
**Every classroom needs 3Ps that are clear, thorough, and aligned with district and school policies in the following areas:**

- **Grades**
- **Parent Relations**
- **Student Relations**
- **Emergencies and Other Contingencies**
- **Running the Classroom**



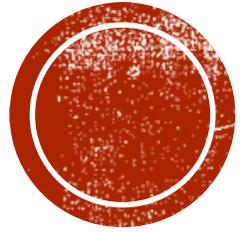
# POLICIES, PRACTICE, AND PROCEDURES

- Choose one of the areas listed on the previous slide and review your policies, practices, and procedures.
- Go through the flow chart provided to determine the effectiveness of your policies, practices, and procedures.



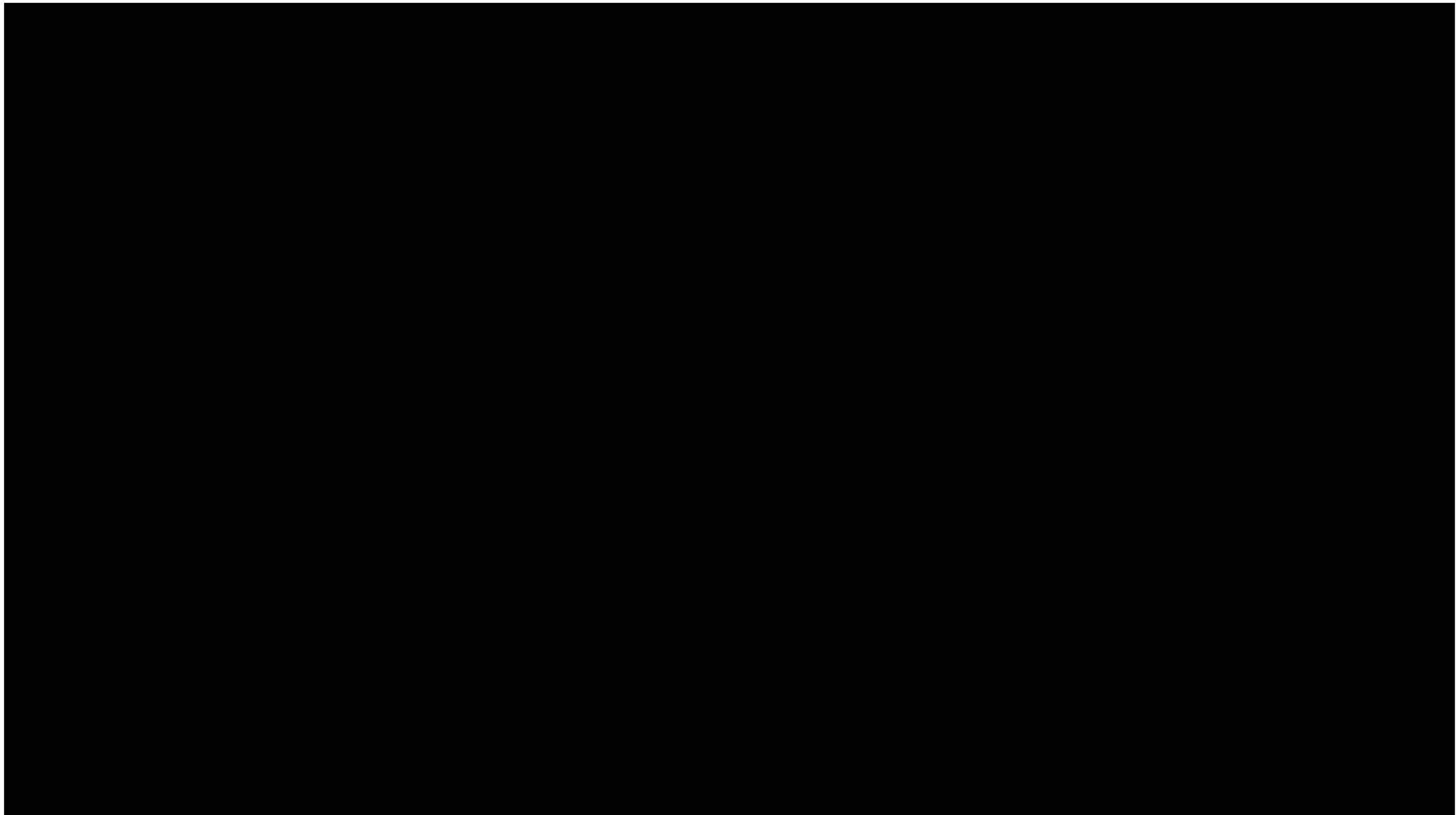
**COMMUNICATION,  
COMMUNICATION,  
COMMUNICATION**





# THINGS YOU DON'T SAY TO YOUR WIFE





# COMMUNICATION, COMMUNICATION, COMMUNICATION

- The message, although consistent, has to be communicated differently based on the audience
- Don't say anything you don't want recorded and put on the internet or the nightly news.
- All messages need to be communicated positively



# COMMUNICATION, COMMUNICATION, COMMUNICATION

Communicate the

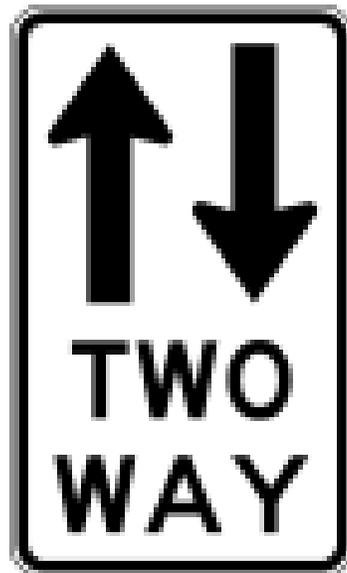
Be timely and available

Admit when you are wrong



&

Communication  
is a 2-way street



# WHAT & WHEN TO COMMUNICATE

Grades - weekly

Behavior – as needed, but before a pattern has been created

Growth – as soon as it happens

Successes – when they happen

Exciting things – before they happen/when they are happening

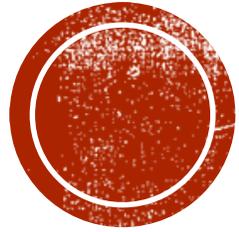
If parents are expected to attend or participate at least 2 weeks in advance (Earlier is possible, but with frequent reminders)



# HOW TO COMMUNICATE

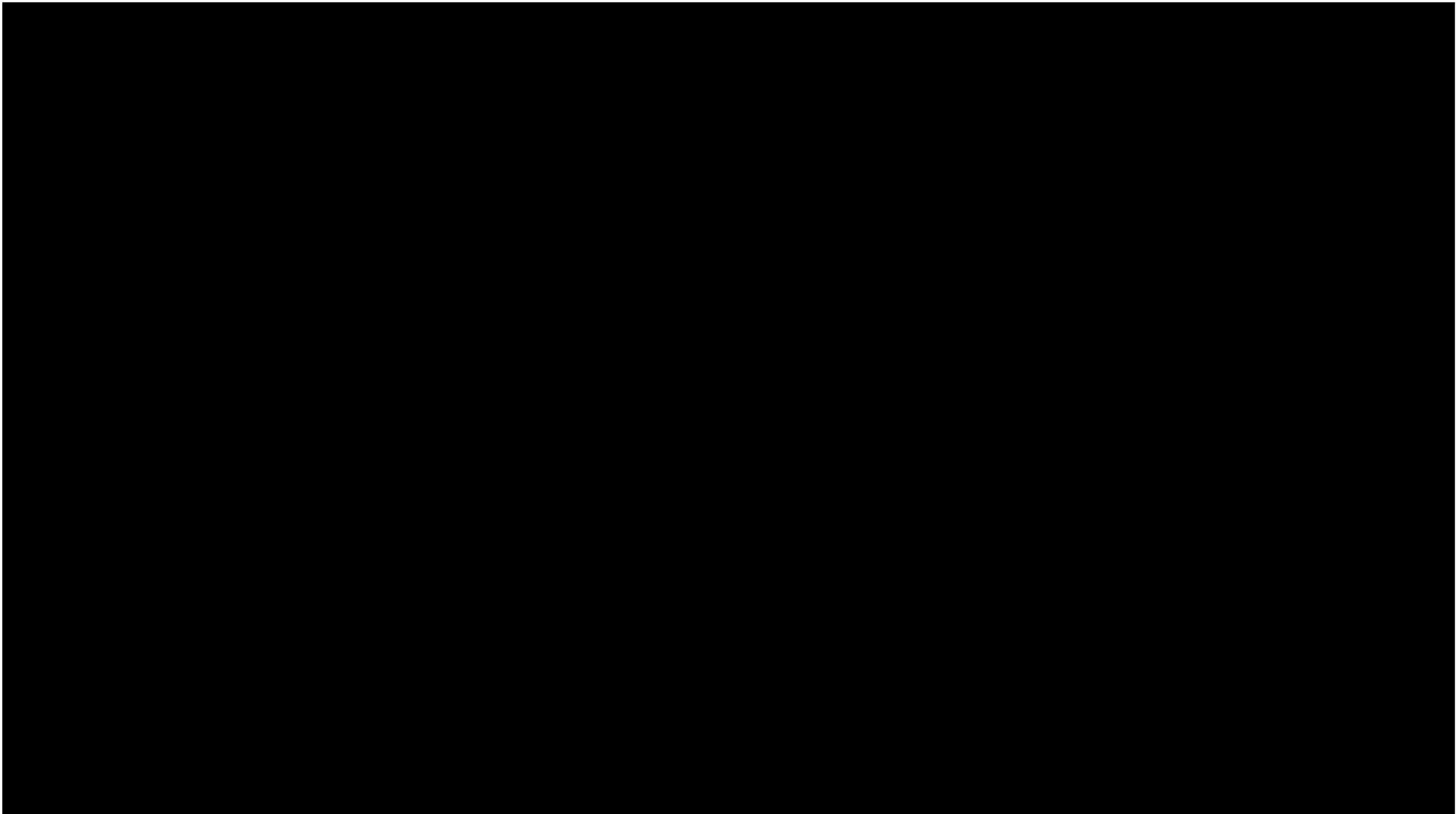
- Keep it simple and straightforward
- Include only needed information
- When communicating with parents, stay clear of jargon and school terms with no explanation
- Think about everyone who will be receiving the message when you send it out.
- Have a way for people to ask questions or get more information.





# EMAIL IN REAL LIFE





# EXAMPLES OF REAL PARENT COMMUNICATION

Sample A

From: [Jupiter Ed](#) > JE

To: [Redacted] > [Hide](#)

---

**Mrs. [Redacted] — Nearpod replacement grade**

April 24, 2019 at 11:31 AM  
Found in Gmail Inbox

---

[Reply](#) [Login](#) re [Redacted]

**Nearpod replacement grade**

If you need to redo the Nearpod high/low pressure quiz, go to missing work tab and click on the first PDF that says high low pressure replacement quiz.  
You **DO NOT** need to go to Nearpod and do it there.

Sample B

From: [Jupiter Ed](#) > JE

To: [Redacted] [Hide](#)

---

**Mrs. [Redacted] — Vocab Quiz 5/10**

May 7, 2019 at 12:58 PM  
Found in Gmail Inbox

---

[Reply](#) [Login](#) re [Redacted]

**Vocab Quiz 5/10**

Good Morning,

Students will have a vocab quiz on Friday, May 10th over chapter 1-8 of the Westing Game. There is only one word per chapter, so the quiz will be over 8 words. Below is the link to the Quizlet I made.

[quizlet.com/\\_6luvhr](https://quizlet.com/_6luvhr)

Thanks,

Mrs. P



# THE “TEXTING” PRINCIPAL

## How it works...

- Have a phone just for texting
- Get the number out to students in a variety of ways
- Explain the concept and benefits to students, teachers, parents, and supervisors
- Always respond



# THE “TEXTING” PRINCIPAL

## Why it is worth it...

- Way for students to feel more directly connected to the principal
- Find out about potential issues, so they can be stopped
- Contact with students when school is not in session



# THE "TEXTING" PRINCIPAL

Hello Warriors! Need Dr. Kessler?

400-9825 \*

\* 2:05 p.m. - 7:00 a.m. and weekends

Main Office

# SOCIAL MEDIA

## How it works...

- Have multiple platforms that can be accessed by students, parents, and alum
- Control who has access to upload content
- Keep the focus positive
- Use to give information
- Monitor responses
- Keep it professional



# SOCIAL MEDIA

## Why it is worth it...

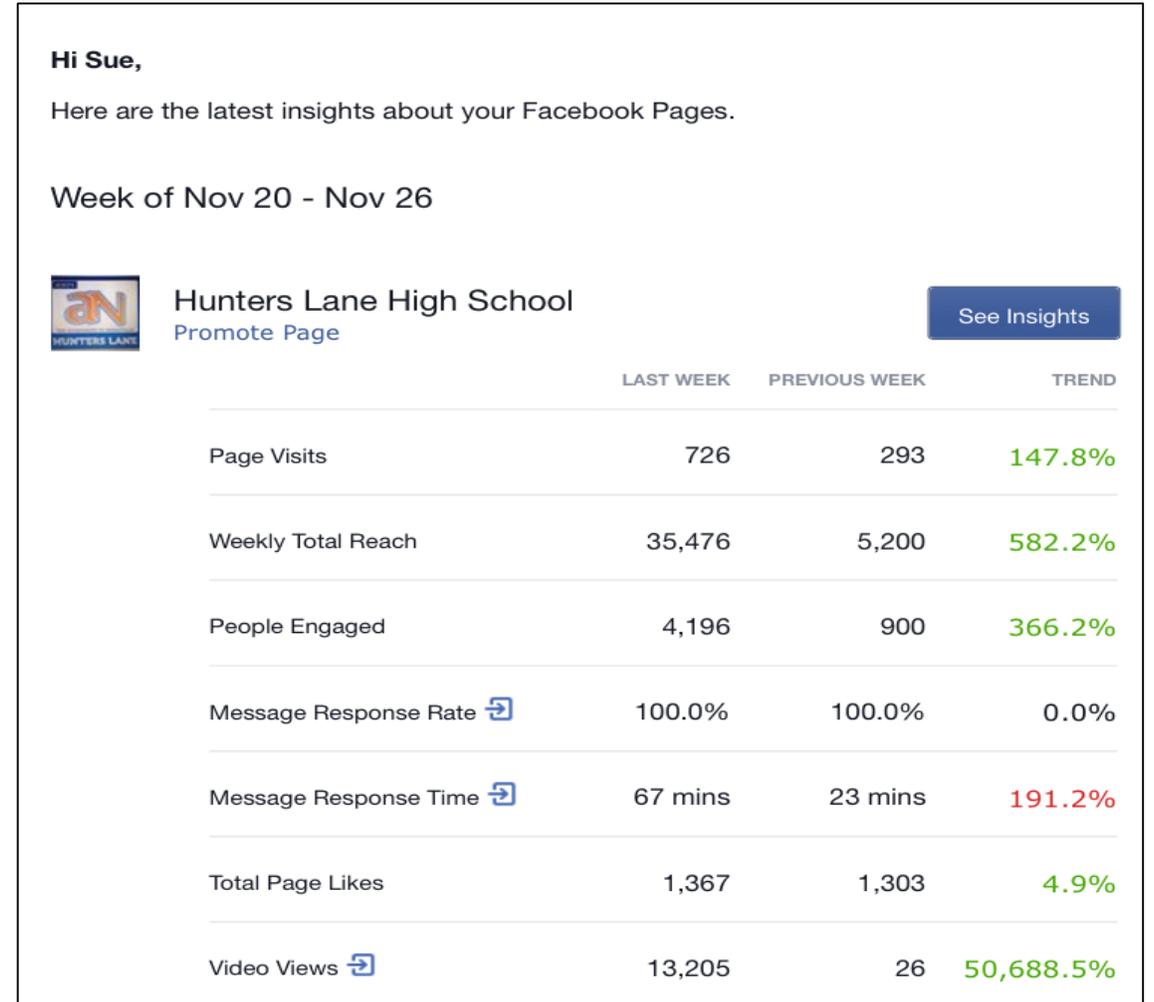
- Can reach multiple groups quickly
- Keeps parent and alums feeling connected
- Allows an opportunity to showcase all of the positive in the school
- Way to recognize and praise a wide variety of teachers, staff, and students



# SOCIAL MEDIA

## Why it is worth it...

Example of the impact of our social media activity. Our Facebook page reached 35,476 people in a week.



# SOCIAL MEDIA

## Why it is worth it...

- Parents get to see the learning their students are doing
- Future students and parents get to see the opportunities available to them



Hunters Lane High School added 10 new photos.

Published by Sue Stone Kessler [?] · November 20 at 1:08pm · 🌐

Great field trip to Nashville Airport to learn from emergency responders today!



# SOCIAL MEDIA

## Why it is worth it...

- The small positive impacts your students are having is showcased
- Any student can have the joy of seeing themselves as part of the school & being the “face” of the school



Hunters Lane High School added 2 new photos.

Published by Sue Stone Kessler [?] · November 13 at 6:39am ·

National honor society helping at Second Harvest Food Bank!



# SOCIAL MEDIA

## What to watch out for...

- Negative comments being posted or school being tagged or linked to negative events
- Mixing personal and professional
- Teachers using the technology inappropriately
- Anonymity



# SOCIAL MEDIA

## How to handle the negatives

- Have negative posts removed immediately
- Have a social media policy and best practice and share it with teachers
- Keep your own posts positive and professional



# SOCIAL MEDIA

## How to handle the negatives...

### My 2 Cents

- Facebook: If you have a Facebook account that you use with friends please make sure that your photos and posts are not visible to your students. It is unprofessional conduct to have you posting photos of you partying, etc. that are visible to students. I do not recommend “friending” students on Facebook. Students are not our friends-we are their mentors.

# COMMUNICATING WITH ALL

## How it works...

Direct ways to communicate with students:

- Texting
- Email
- Social Media
- Student created videos & social media
- Announcements



This is in conjunction with being in the hall and in classrooms.

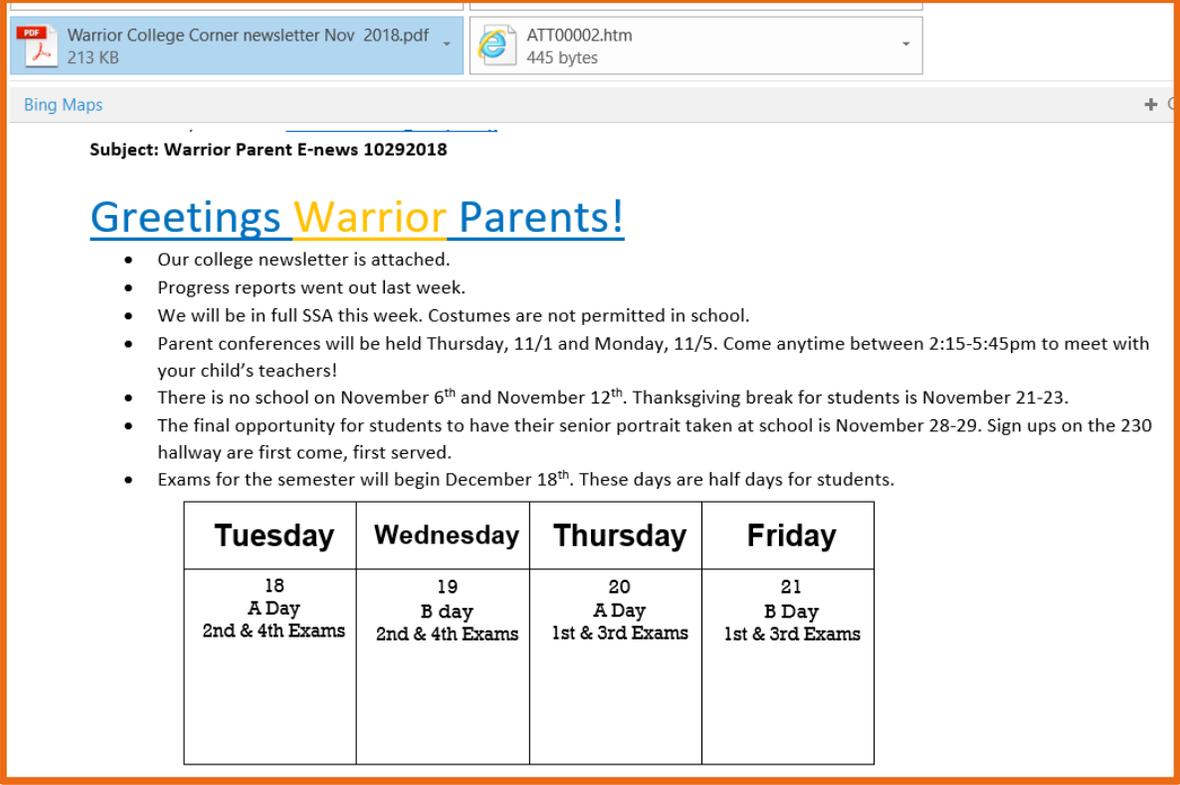


# COMMUNICATING WITH ALL

## How it works...

Direct ways to communicate with parents:

- Texting
- Email
- Phone Calls
- Social Media (especially Facebook)
- E-Newsletter



Warrior College Corner newsletter Nov 2018.pdf 213 KB

ATT00002.htm 445 bytes

Bing Maps

Subject: Warrior Parent E-news 10292018

**Greetings Warrior Parents!**

- Our college newsletter is attached.
- Progress reports went out last week.
- We will be in full SSA this week. Costumes are not permitted in school.
- Parent conferences will be held Thursday, 11/1 and Monday, 11/5. Come anytime between 2:15-5:45pm to meet with your child's teachers!
- There is no school on November 6<sup>th</sup> and November 12<sup>th</sup>. Thanksgiving break for students is November 21-23.
- The final opportunity for students to have their senior portrait taken at school is November 28-29. Sign ups on the 230 hallway are first come, first served.
- Exams for the semester will begin December 18<sup>th</sup>. These days are half days for students.

Tuesday	Wednesday	Thursday	Friday
18 A Day 2nd & 4th Exams	19 B day 2nd & 4th Exams	20 A Day 1st & 3rd Exams	21 B Day 1st & 3rd Exams

# COMMUNICATING WITH ALL

## How it works...

Direct ways to communicate with faculty & staff:

- Email
- Social Media as a public way to showcase teachers
- “Weekly Words to the Warriors”
- “Facts of the Day”
- “H.A.W.D.?” results

**Hunters Lane High School**

**Weekly Words for the Warriors**

war - ri - or -noun; One who is engaged energetically in an activity or cause  
*Warrior Vision: The faculty, staff, and students of Hunters Lane High School will provide a nurturing environment where personal growth and responsibility are valued, and academic excellence is a daily pursuit.*

Volume XI (28) March 8, 2019

**SCHEDULE**

Monday- Regular  
Tuesday- Regular  
Wednesday- Warrior Time  
Thursday- Regular  
Friday- Regular

**ACT WOD/Acad Vocab**  
ACT WOD (Word of Day) is to be posted and used every day in class along with and your objectives

Monday- Parsimony  
Tuesday- Pathos  
Wednesday- Pancy  
Thursday- Pejorative  
Friday- Pellucid



**THE FUTURE**  
NEXT EXIT

3/25	NCAC Accreditation
3/26	Repeat Cards
4/4-5	School Play" <b>Born to Be Wild</b> "
4/8-12	Senior week
4/19	No School
4/20	From
5/02	Warriorpalooza
Senior Exams	May 9 & 10
5/18	Graduation at 10am @ Municipal (Mandatory for faculty)
Exams 9-11 <sup>th</sup>	May 20-23
Inservice	May 24

**Great Tour**



Thanks to everyone for participating in our Ford Hub tour. We received wonderful feedback and the hard work comes with a \$1500 stipend that academy teams can use for students.

**Money, Money, Money**



We received our budget this week. Costs for personnel have increased because of insurance costs. Each teacher costs the school \$900 more this year. With a staff as large as ours that quickly translates into an additional six figures of costs for the same positions. The good news is we won't be losing any certified positions for 2019-20.

# CREATING AN EFFECTIVE COMMUNICATION PLAN

An effective communication system...

- Includes all stakeholders
- Is manageable
- Is consistent in message but tailored for all stakeholders
- Has a variety of formats

Look at your participant packet to assess your current communication plan.

# 10 RULES FOR DEALING WITH THE MEDIA

1

**Follow your district policy.**

2

**Talk to them when asked (if allowed by rule 1).**

3

**Nothing is off the record.**

**TALK TO US**

**OFF THE RECORD**



# 10 RULES FOR DEALING WITH THE MEDIA

4

**They will wait while you prepare.**

5

**Stick to your talking points.**

6

**Be conscious of your facial expressions.**



# 10 RULES FOR DEALING WITH THE MEDIA

7

**Don't engage in online comments.**



Delete Comment

Are you sure you want to delete this comment?

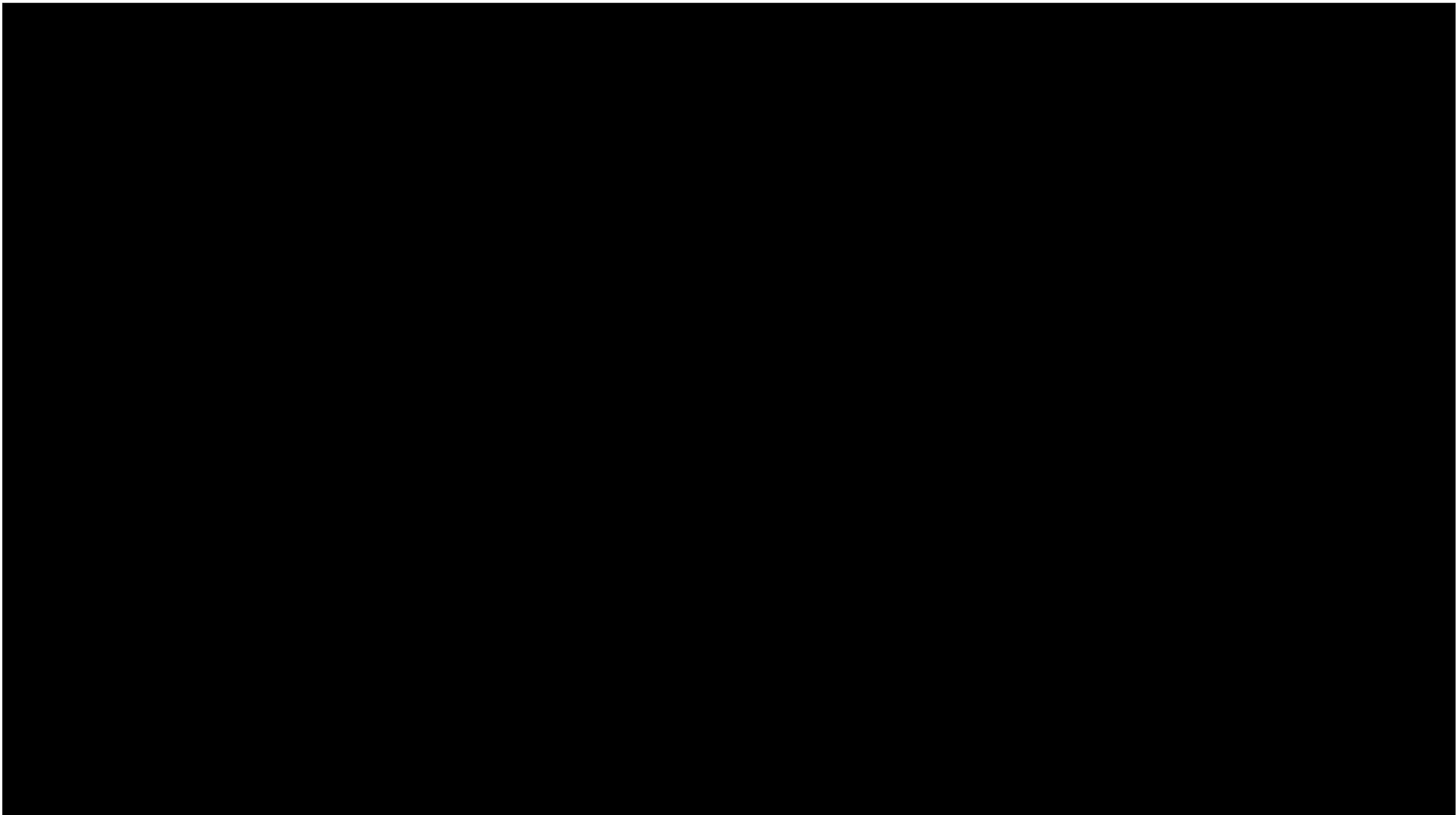
Delete

Cancel

8

**Whatever you say can (and most likely will) be taken out of context.**





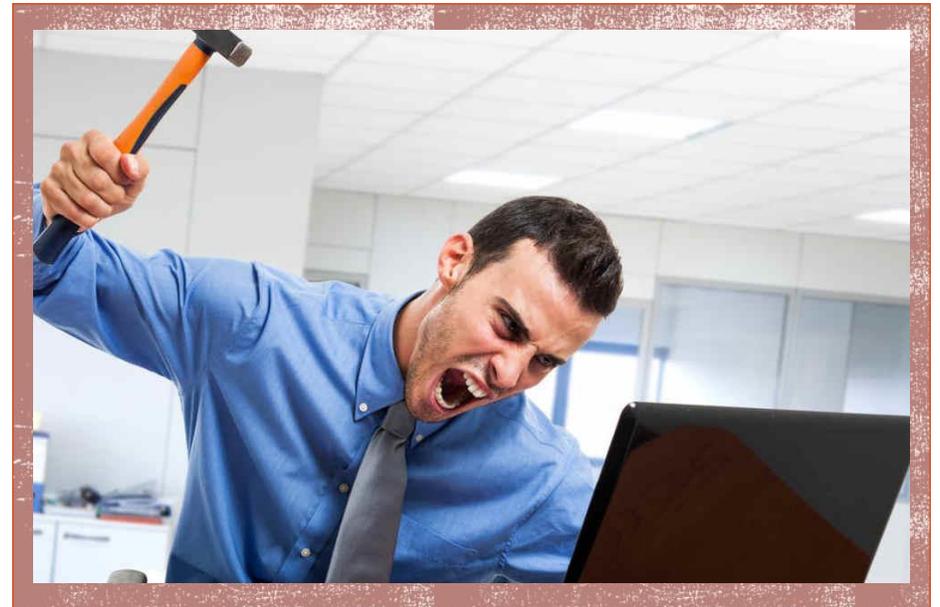
# 10 RULES FOR DEALING WITH THE MEDIA

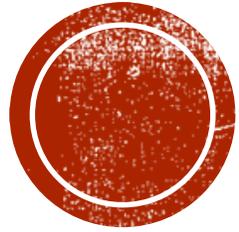
9

**Don't lie.**

10

**Don't reenact negative events  
(like a student getting injured  
or property being damaged.)**





# TIME MANAGEMENT



# TIME MANAGEMENT

Keep your priorities in focus

This is easier said than done. There are demands that are constantly pulling on you, and everyone will act like what they want done is the most important thing ever.

## What Actually Matters

### The health & well being of

you

the people you love

your students

your teachers/staff

### The education & growth of

you

the people you love

your students

your teachers/staff

# TIME MANAGEMENT

- Deal with people during the day and paperwork after hours
- Separate the urgent from the important
- Set deadlines for others earlier than you need
- Get comfortable that you will have to leave projects in the middle and have to come back to it later.
- Keep notes to keep yourself from repeating mistakes
- Find YOUR best method



# TIME MANAGEMENT

Remember why you got into  
this job and do things that  
give you that joy.



# HOW TO DELEGATE

**When deciding what to delegate ask these questions:**

- Have you done this before?
- Does this have to be handled by you?
- Do you have the right person to complete the task?
- Can a larger task be divided into smaller tasks?



# HOW TO DELEGATE

## **Things to remember when delegating:**

- Give clear directions with specific expectations
- Set deadlines that will allow you to check the work as needed.
- No matter what, they will not do it like you (and that is ok)

# FIND A MENTOR

- The effect of a positive mentor cannot be overstated.
- You need to actively seek your own mentor.
- A Mentor should be
  - Trustworthy
  - Loyal
  - Straightforward
  - Ethical
  - Knowledgeable
  - Like-minded



**You can't  
just give,  
and give,**

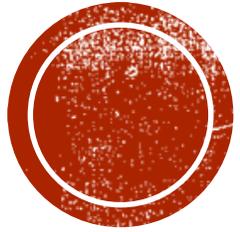


**or you'll end  
up an  
empty cup.**

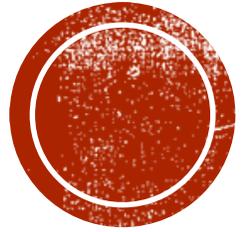
**You have to ...**

**Prioritize**



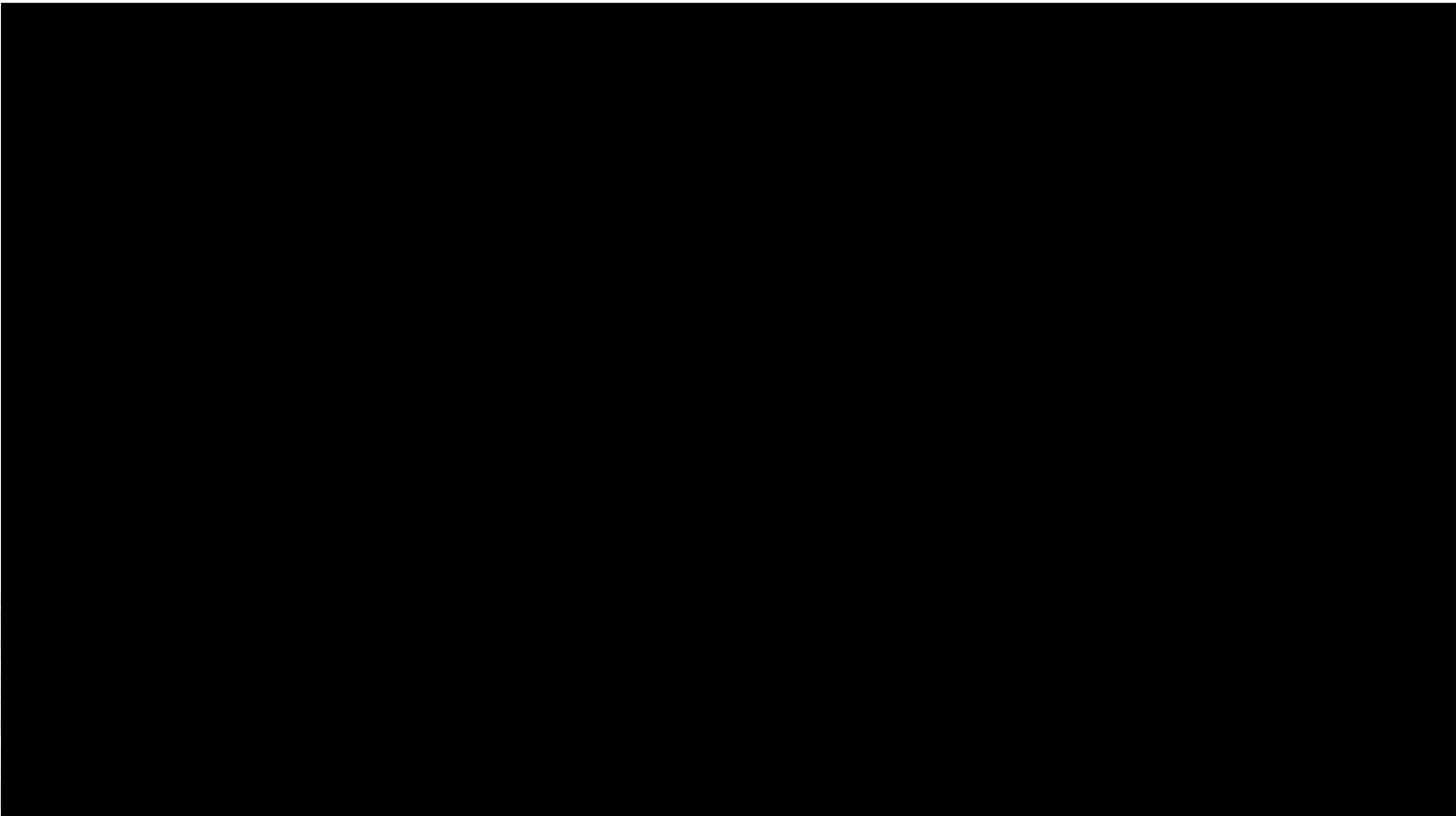


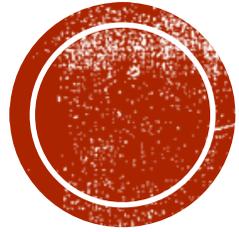
**HAVE WE DISCUSSED YOUR  
CONCERN OR PROBLEM THAT  
NEEDS TO BE FIXED? OR IS  
YOUR PROBLEM....**



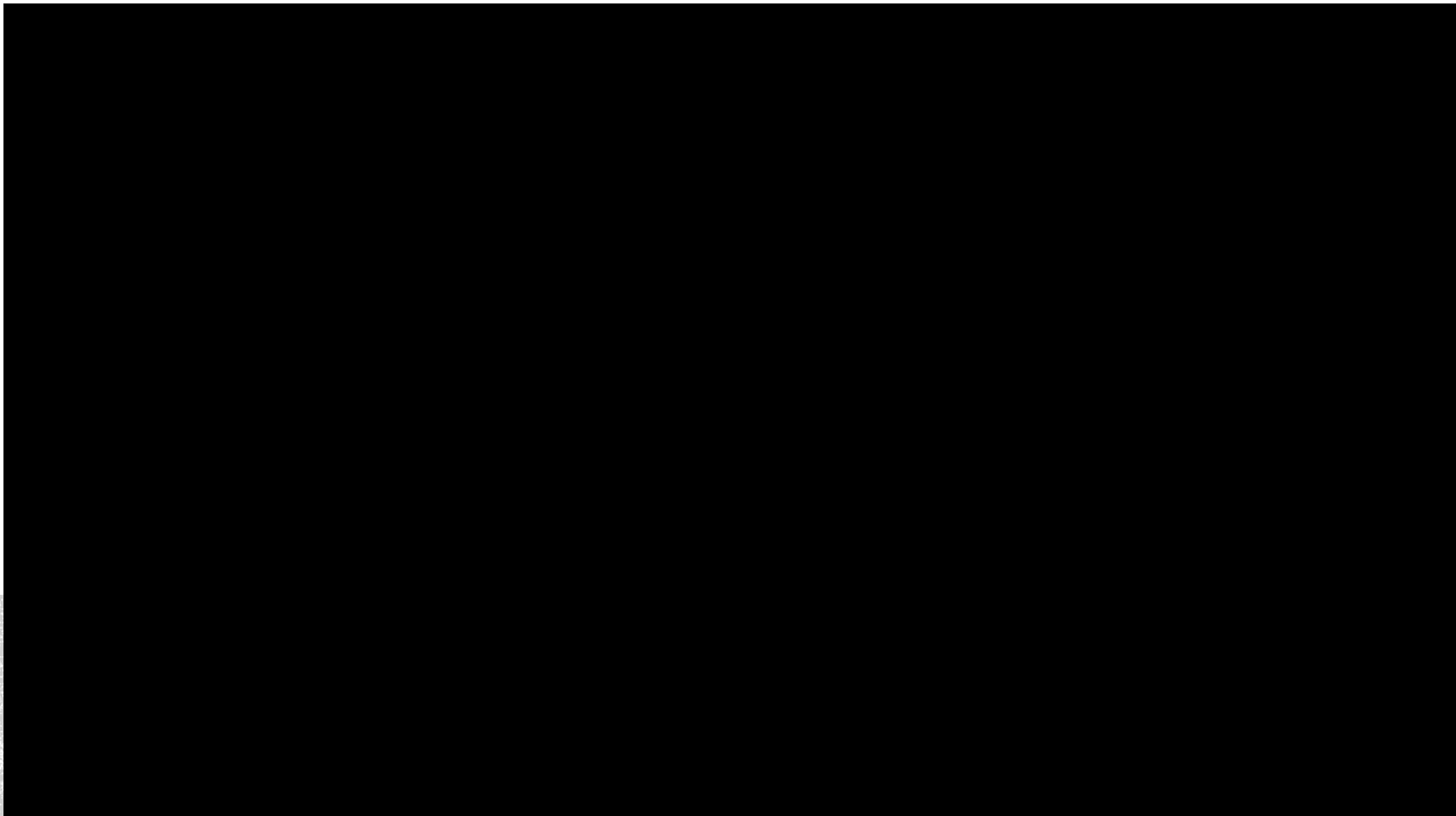
# KINDERGARTEN LUNCH

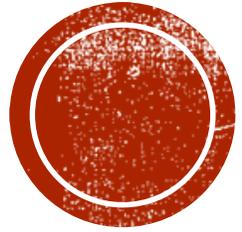




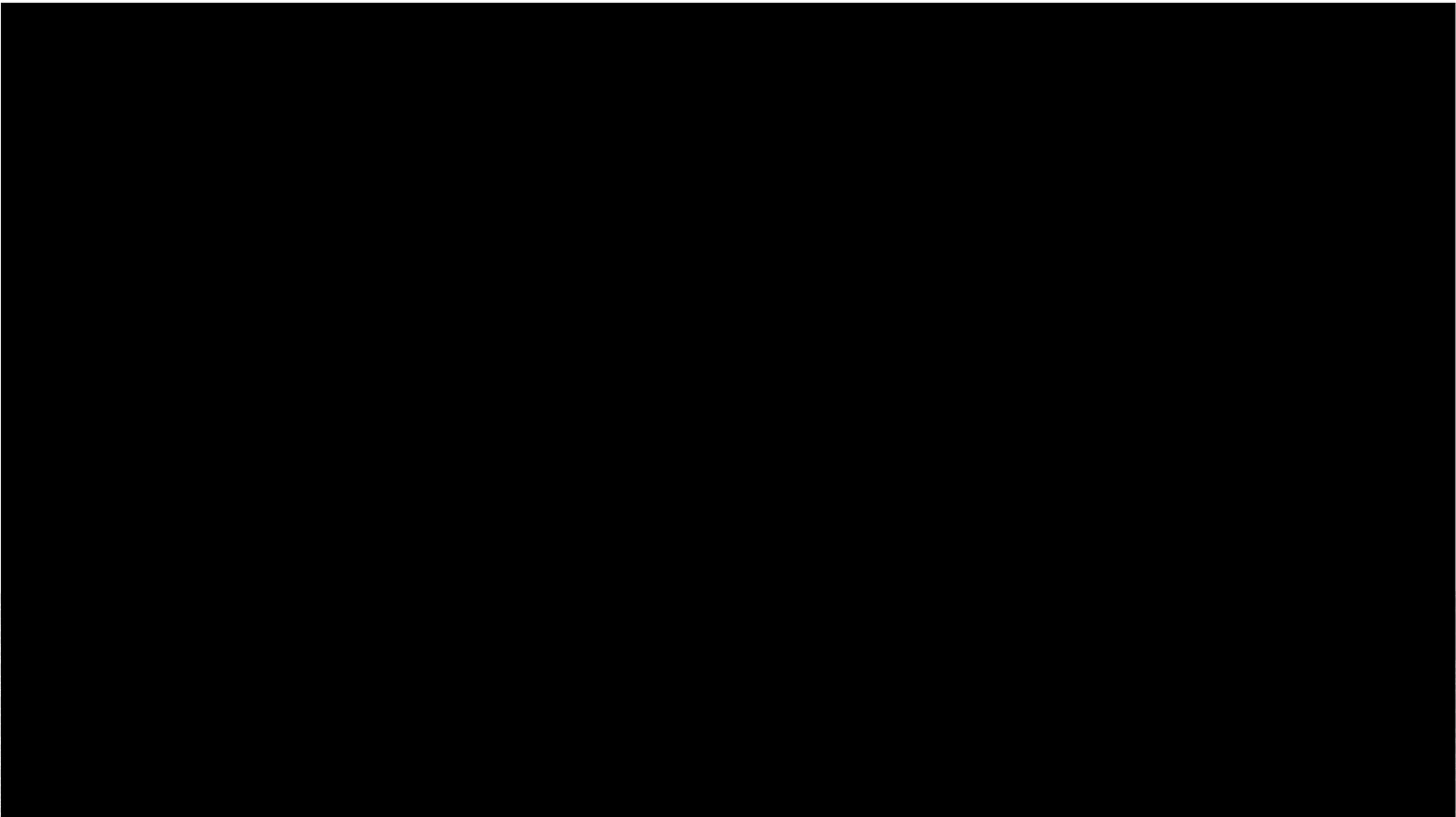


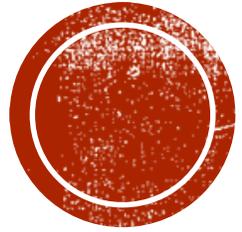
**OR IS IT PARENTS THAT  
THINK THE RULES DON'T  
APPLY TO THEM**





**WHATEVER THE ISSUE, YOU  
& YOUR TEAM ARE THE  
ANSWER**





# **EXTENDED WORK SESSION**



# WANT TO CONTACT US?



E-mail us....

- [susan.kessler@mnps.org](mailto:susan.kessler@mnps.org)
- [april.snodgrass@mnps.org](mailto:april.snodgrass@mnps.org)
- [bradley.meyers@mnps.org](mailto:bradley.meyers@mnps.org)



Check out our website... [www.realschoolleaders.com](http://www.realschoolleaders.com)



Find us on

Facebook...

The Principal's Survival Guide

Hunters Lane High School

Follow us on  
Twitter...



[@Principal\\_SG](https://twitter.com/Principal_SG)

[@SnodgrassHLHS](https://twitter.com/SnodgrassHLHS)

[@KesslerDr](https://twitter.com/KesslerDr)

[@Dr\\_Meyers20](https://twitter.com/Dr_Meyers20)



# GOOD MORNING & WELCOME TO DAY 2

WANT MORE PRACTICAL  
IDEAS?

WE WILL HAVE COPIES ON  
SALE FOR 20\$ (CASH).

