

Figure 1.8: Leadership Area Guidelines for Learning Expectations—Foster Communication

Leadership Area: Foster Communication			
District Leader	School Administrator	Instructional Coach	Lead Teacher
<ul style="list-style-type: none"> <input type="checkbox"/> Maintain focus and consistently message the purpose and intended actions of establishing essential grade-level learning expectations for students. <input type="checkbox"/> Take every opportunity to communicate tight expectations for how collaborative teams will use the PREP process. <input type="checkbox"/> Develop strategies to observe, listen, receive feedback, and understand the needs of school leaders, coaches, and teachers in implementing the PREP process with fidelity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Support district common messages that explain the purpose and intended actions of establishing essential grade-level learning expectations for students. <input type="checkbox"/> Take every opportunity to communicate tight expectations for how collaborative teams will use the PREP process. <input type="checkbox"/> Observe collaborative team meetings and classrooms with the intended purpose of seeking to understand the concerns, struggles, and successes of identifying and implementing essential grade-level student expectations. <input type="checkbox"/> Create monitoring tools that assist in learning, communicating, and readjusting actions around the first critical question of a PLC. <input type="checkbox"/> Practice productive listening skills by asking clarifying questions, reframing the conversation, and closing your mind to other thoughts. <input type="checkbox"/> Celebrate and provide ongoing feedback to teachers and collaborative teams as they increase their ability to deepen clarity on essential expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Support collaborative teams in understanding how to use the PREP process through modeling, messaging, and coaching. <input type="checkbox"/> Create every opportunity to communicate expectations on why answering the first critical question of a PLC is so important. <input type="checkbox"/> Observe, model, and provide feedback in classrooms specifically supporting grade-level expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with the same voice as the district and school leaders and instructional coaches. <input type="checkbox"/> Learn how to answer the <i>why</i> questions and the common questions of resistance involving the PREP process. <input type="checkbox"/> Facilitate the PREP process during collaborative team meetings. <input type="checkbox"/> Provide support and feedback to teams as they complete the PREP process.