

Jensen's Title 1 Poverty Success Path for a School or District



Stage 1 – Sowing the Seeds of Success

WHEN: After commitment by leadership, before any staff trainings

NAME OF EVENT: Book Study

WHO LEADS: School leadership

BOOK STUDY: Begin this first, prior to any training. Expect to invest 4-8 weeks using *Teaching with Poverty in Mind* (if not previously read) or, if it has already been read, use the sequel, *Engaging Students with Poverty in Mind*.

INTENDED FOR: Administrators, teachers, support staff, including instructional coaches and all professional developers.

EVIDENCE FOR LEARNING: Every staff completes book study and implements 3 changes over next 60 days. Staff reports on changes to peers. All staff gets feedback on results.

Stage 2 – Get Leadership on Board

TWO CHOICE: On your site and off site

WHEN: During school year, summer or right before school begins

WHO LEADS: Live presentation by Eric Jensen (on site)

TITLE OF EVENT: “Leadership for Change”

PROFESSIONAL DEVELOPMENT: One full day (8:00am – 3:30pm)

INTENDED FOR: Administrators, support staff, including instructional coaches and all professional developers.

GOALS: 1) Get an overview of the content that teachers will get 2) Strengthen core leadership skills, build new goals and urgency 3) Help leadership prioritize key changes to make, and 4) Develop support system for the staff who will get trained.

EVIDENCE FOR LEARNING: Every leader leaves with concrete listing of: 1) new gaudy goals, 2) reason to believe in goals, 3) a plan for oneself, 4) a support plan for staff, 5) belief in the goals and 6) Ability to energize, motivate and support others.

OR

WHEN: Before school staff gets trained

NAME OF EVENT: “Game Changers” 3-day event off site
<http://www.jensenlearning.com/game-changers/>

COST: \$495 each.

WHO LEADS: Eric Jensen (in Charlotte, NC or San Antonio, TX)

INTENDED FOR: Administrators, teachers, support staff, including instructional coaches and all professional developers.

EVIDENCE FOR LEARNING: Every staff creates a new plan for “change leadership”

NOTE: Unless this core of educators feels the urgency, the clarity and has the skills to follow up, the teacher-focused professional development is at risk. In addition, here is where the follow up plans are made to support the teacher training.

Stage 3 – Get the Staff on Board and Ready for Success

WHEN: After “sowing the seeds” for the changes, the next step is best when done in summer or within first 2-3 months of school year.

NAME OF EVENT: “Teaching With Poverty In Mind”

WHO LEADS: Live presentation by Eric Jensen (on site)

PROFESSIONAL DEVELOPMENT: One full day (8:00am – 3:30pm)

INTENDED FOR: Teachers, support staff, including instructional coaches and all professional developers and all professional developers (administrators not required in this session IF they have already attended Stage 2 above).

GOALS: 1) Get staff to believe that it’s possible 2) Get staff to understand the Stakes in the game and why their role is SO important 3) empower staff to have the best year of their professional life, 4) new path and new strategies. Start doing high-yield work for greater results.

EVIDENCE FOR LEARNING: 1) plan of action 2) deadlines 3) web-based follow-up

Stage 4 – Support the Staff and Foster Success (during year 1)

WHEN: During school year.

NAME OF EVENT: Book Study and Professional Growth

WHO LEADS: School leadership (admin, PLC leaders, etc.)

INTENDED FOR: Teachers and support staff over full school year

GOALS: 1) Staff works in small teams 2) review workshop learning, share results so far, embracing of accountability and goal-setting, and 3) personal and group responsibility for short and long-term academic goal implementation 4) Get staff the critical long-term support they need, 5) have a system that renews the support, so it’s on “auto-pilot”

BOOK STUDY: Staff reads, “Practice Perfect” by Doug Lemov

Stage 5 – Renew, Refresh & Recharge (start of year 2)

WHEN: After year one of change, before year two. Best when done in summer or within first three months of school year.

NAME OF EVENT: “Engaging Students with Poverty In Mind” (on site)

WHO LEADS: Live presentation by Eric Jensen

PROFESSIONAL DEVELOPMENT: One full day (8:00am – 3:30pm)

INTENDED FOR: Teachers, support staff, including instructional coaches and all professional developers and all professional developers (administrators not required in this session IF they have already attended Stage 2 above).

GOALS: 1) Staff identifies new strengths and gaps 2) share results with others with quick 3) learn how to be much more effective in building effort, attitudes and cognitive capacity.

EVIDENCE FOR LEARNING: 1) plan of action 2) deadlines 3) web-based follow-up

Stage 6 –Staff develops and Foster Success (during year 2)

WHO LEADS: School leadership (admin, PLC leaders, etc.)

INTENDED FOR: Teachers and support staff over full school year

GOALS: 1) Staff works in small teams 2) review workshop learning, share results so far, embracing of accountability and goal-setting, and 3) personal and group responsibility for short and long-term academic goal implementation 4) Get staff the critical long-term support they need, 5) have a system that renews the support, so it’s on “auto-pilot”

Prep work done at school: Staff reads, “Engaging Students with Poverty in Mind” (Jensen)

EVIDENCE FOR LEARNING: 1) implementation of 3 core ideas 2) presentation to the rest of the staff of actual results over the school year.

Stage 7 –Staff develops and Foster Success (during year 3+)

WHEN: Right before school starts

NAME OF EVENT: “What’s Working and What’s Next”

WHO LEADS: Multiple presentations by small staff teams on the test scores for their school, what they have done well and what they’ll be changing to do better.

INTENDED FOR: Teachers and support staff over full school year

GOALS: 1) Staff works in small teams 2) review workshop learning, share results so far, embracing of accountability and goal-setting, and 3) personal and group responsibility for short and long-term academic goal implementation 4) Get staff the critical long-term support they need, 5) have a system that renews the support, so it's on "auto-pilot"

Prep work done at school: Staff reads, "Focus" by Mike Schmoker

EVIDENCE FOR LEARNING: 1) implementation of 3 core ideas 2) presentation to the rest of the staff of actual results over the school year.