

Module 4  
Participant Guide

Implementation and  
Sustainability

# Meeting the Challenge: CT Core Standards Success for English Learners and Students with Disabilities

Grades K–12

*A Professional Learning Series for  
School Teams Dedicated to the Success  
of ALL Students*



### Connecticut Core Standards Systems of Professional Learning

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The *Meeting the Challenge* project includes a series of professional learning experiences for school teams on Connecticut Core Standards Success for English Learners and Students with Disabilities.

Participants will have continued support for the implementation of the standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the *Meeting the Challenge* materials from Public Consulting Group were: Dr. Barbara Flanagan, Mary Ellen Hannon, Michelle Wade, and Melissa Pierce.

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## Session Agenda

### Implementation and Sustainability

- Sharing Successes and Challenges
- Creating the Vision for Supporting All Students
- Challenge of Change
- Communication Strategies
- Reflection, Next Steps, and Session Evaluation

## Introductory Activity

### Pair and Share

#### DIRECTIONS

Find a participant that you have not met. Introduce yourself by sharing school, district, current role, and Meeting the Challenge modules you attended.

- Share something that you thought was useful and you brought back to your school.
- Share a question you may still have.

Discuss with your team something new you have learned.

**Part 1: Building a Shared Understanding**

## Part 1: Building a Shared Understanding

### Activity 1: Using a Jigsaw to Build Shared Knowledge and Understanding of the Meeting the Challenge Modules

#### DESCRIPTION

Participants assemble in content-alike groups to share key ideas and activities they would like to share with their entire team. This activity will be useful when identifying a vision and action steps to implement the changes needed within their school or district.

#### DIRECTIONS

1. Team members will select a representative from each team to join the following groups:
  - Module 2: EL
  - Module 2: SWD
  - Module 3: EL
  - Module 3 SWD

Each group will have no more than 6 participants.

2. In module groups, review the handout and list the key learnings and big ideas from the module. Include ways that your school can incorporate the research, strategies, and suggestions into all classrooms. Share any successes or challenges that might have occurred already.
3. Rejoin your school team and share with team members the information gained from each module. Come to a consensus on which ideas should be incorporated into your plan.

#### Discussion Prompt:

Based on the module series, what changes should be made to support ALL learners in our school or district?

#### RESOURCES:

- Overview of Meeting the Challenge Modules 2 and 3 handout
- Discussion Prompt

**Part 2: Developing a Vision for Your Action Plan**

## Part 2: Developing a Vision for Your Action Plan

### Activity 2: Clarify a Vision for Your School’s Future

#### DESCRIPTION

Teams think about what they hope to accomplish as they meet their goals of success for all learners within their school or district.

#### What are the goals of this process and what will it achieve?

- Expand and clarify a vision of what your team, school, or district is trying to achieve.
- Identify opportunities and avenues for focused improvement.
- Initiate discussion into the steps, players, actions, and timeline it will take to be successful.
- Identify a set of actions that will bridge the current reality to the new vision.
- Develop a cohesive team, working to view positively what is possible and to think strategically about how to make the vision a reality.

#### DIRECTIONS

##### STEP 1: DESIRED FUTURE

School teams discuss with each other what high quality and well-aligned instruction for all learners would look like throughout their school. **Project into the future** (18 months, then 36 months) and describe what it looks like, sounds like, and feels like having accomplished your goals and vision that is systemic and builds capacity.

- Must talk in present tense as though this has already happened.
- Describe **what is** in this best-case scenario. **Do not yet describe how it happened.**
- Focus on tangible things you can see, hear, and know to be true having accomplished your goal after three years of implementing.

 **List what has been said on large chart paper (titled “Desired Future”)**

*Consider two columns for the Desired Future outcomes: 18 months; 36 months*

##### STEP 2: BEGINNING PAST

Look “back” from your *projected future*, describe how it looked when you started (from today).

- Must talk in past tense, as this was what was in place when you first set your goals.
- Speak to all aspects, including both the positives and the challenges that were part of the school, district, or community at that time.



- Try to remain as concrete and explicit as possible on aspects like culture, achievement, conversations, organizational structures, community perceptions, and challenging issues.

 **Capture this conversation on a second chart (titled “Beginning Past” December, 2015”)**

### STEP 3: CONNECTING THE DESIRED FUTURE TO THE BEGINNING PAST

Connect the *Projected Future* to the *Beginning Past* by explicitly answering “**how**” you moved your school and/or district from the past (when you started the journey to meet the challenges of all learners that improved student achievement) to the projected future.

- Must talk in **past tense**.
- Directly connect the two time periods with things that were done to make the future happen. (e.g., what actions helped to increase stronger literacy instruction?).
- Consider discussing and charting *how, when, with what resources and by whom* when listing how the future was accomplished.

 **Capture this conversation on a third chart (titled “How We Got There”)**

Identify the challenges and obstacles that had to be overcome to achieve your projected future.

- On post-its, write down some of the most pertinent challenges that existed in accomplishing this vision.
- Place cards between the posters of the “Desired Future” and the “How We Got There” poster.
- Leave space between the cards to visually represent the gaps that allow your team to maneuver through the obstacles.

Debrief the process and talk about **next steps**. *The next steps are crucial in moving your vision from a set of ideas to a series of strategic actions.*

### STEP 4: TEAM SHARING

Conduct a “gallery walk” to learn about other team’s “Desired Future” visions and “how” they got there. Share out with the large group ideas that resonate with you and your team.

(Developed by Scott Murphy, Jefferson County Public Schools, revised 6/2008 by the School Reform Initiative and 2/2012 by Julie Bartsch.)

### RESOURCES:

- Vision Activity Directions

**Part 3: Making the Vision a Reality—Addressing the Challenge  
of Change**

## Part 3: Making the Vision a Reality—Addressing the Challenge of Change

### Activity 3: Identifying the Strategies to Support the Vision

#### DESCRIPTION

In school or district teams, participants will discuss the *Switch* framework and its three big ideas: Direct the Rider; Motivate the Elephant; and Shape the Path. Participants determine concrete actions to insert into the action steps of their plan. Refer back to your vision to ensure alignment.

#### DIRECTIONS

##### How to Make a Switch

For things to change, somebody somewhere has to start acting differently. Maybe it's you, maybe it's your team. Picture that person (or people).

Each has an emotional Elephant side and a rational Rider side. You've got to reach both. And you've also got to clear the way for them to succeed. Focus in on each of the three areas in the *Switch* framework<sup>1</sup> below, and as a team discuss where you can insert strategies from each of the three areas into your vision's action steps.

#### RESOURCES

- Action Plan Template handout
- *Switch* Framework on page 10

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<sup>1</sup> Heath, Chip; Heath, Dan (2010). *Switch: How to Change Things When Change Is Hard*. New York, New York. Crown Publishing Group.

## Switch Framework

### Direct the Rider

**Follow the Bright Spots:** Investigate what’s working and clone it.

**Script the Critical Moves:** Don’t think big picture, think in terms of specific behaviors.

**Point to the Destination:** Change is easier when you know where you’re going and why it’s worth it.

### Motivate the Elephant

**Find the Feeling:** Knowing something isn’t enough to cause change. Make people FEEL something.

**Shrink the Change:** Break down the change until it no longer spooks the Elephant.

**Grow Your People:** Cultivate a sense of identity and instill the growth mindset.

### Shape the Path

**Tweak the Environment:** When the situation changes, the behavior changes, so change the situation.

**Build Habits:** When behavior is habitual, it’s “free” — it doesn’t tax the Rider. Look for ways to encourage habits.

**Rally the Herd:** Behavior is contagious. Help it spread.

**Part 4: Communicating the Plan**

## Activity 4: Creating Communication Strategies for Your Plan

### DESCRIPTION

In teams, determine the best strategies for communication that will keep all stakeholders within your school community informed about the changes happening within your school or district. Be as specific as possible as there is no such thing as “over communicating.”

### DIRECTIONS

1. Using the Communication Plan Template handout think about the major components that should be communicated throughout the school year regarding your vision and action plan.
2. Decide on key messages, method of communication, and frequency of communication needed to gain support for the changes you propose.
3. What questions or concerns do you have regarding your communication strategies? Who will need to be part of the plan? What will be their role?

### Discussion Prompt

1. What questions or concerns do you have regarding your communication strategies?
2. Who will need to be part of the plan? What will be their role?

### RESOURCES:

- Action Plan Template handout
- Communication Plan Template handout
- Discussion Prompts (above)

**Part 4: Reflection, Next Steps, and Closing Activity**

## Part 4: Reflection, Next Steps, and Closing Activity

### Activity 5: Next Steps

#### DESCRIPTION

Teams will revisit their action steps to achieve their vision. They determine what they will be doing over the next few weeks to ensure they are on the path to achieve their vision.

#### DIRECTIONS

1. Discuss with your team members the next steps that you need to do to ensure the action plan is successfully implemented.
2. With whom in your school or district do you need to share your action plan?
3. What will you do as a team within the **next few weeks** to meet your goals 18 months from now?
4. Be prepared to share with the larger group one action that your team will take within the next few weeks.

#### RESOURCES

- Vision and Action Steps
- Communication Plan Template handout

## Closing Activity

### Session Evaluation

Thank you for attending Module 4, *Implementation and Sustainability*. Your feedback is very important to us! Please fill out a short survey about this session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-Module-4>



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