Engaging and Communicating with Stakeholders

Breakout Session

Teaching Conditions Matter

June 2, 2016
New Britain, CT
Session Objectives

- Build awareness of stakeholder engagement and communications for improving teaching conditions as a strategy for addressing gaps in equitable access to effective teachers

- Engage in early communications plan development
Agenda

- Introductions (5 minutes)
- Setting the stage (10 minutes)
- Process and beginning plans for stakeholder engagement and communications (40 min)
- Reflections and Wrap up (5 min)
Introductions

This session will be successful for me if....
Think, Pair-Share

Why do so many education reforms fail to take root and lead to desired changes?

Think

Pair-Share
Two key ideas

- **Adaptive vs technical**
  - Ron Heifitz, Center for Public Leadership, Harvard University

- **Human centered design**
  - David Kelley, founder and chairman of IDEO
Adaptive vs technical

“Leadership requires keeping people in the game over time through a sustained period of disequilibrium. It’s like cooking in a pressure cooker where the vessel is strong enough – the holding environment – the set of relationships are strong enough to keep people in the process....”

(Heifitz, Ronald. Center for Public Leadership, Harvard)
Yes or No

- Teachers would agree that the state understands them and their work lives
- Teachers would agree that the district understands them and their work lives
- State leaders would agree that teachers understand them and their work lives
- District leaders would agree that teachers understand them and their work lives
Empathy Gap

Empathy is the centerpiece of a *human-centered design* process. It is the work you do to understand people, within the context of your challenge. It is your effort to understand the way they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them.
Why is there an Empathy Gap?

- Different roles - different job responsibilities.
- State and district worldview
- Teacher worldview
So let’s pause here for a moment.

*What do you take away from this as you set about to improve the teaching conditions in your school?*
Dimensions of Success

- Task
- Relationship
- Process

Dimensions of Success
Getting clear about terms

Communicating
  - Informing
  - Seeking input
  - Updates

Engaging Stakeholders
  - Planning
  - Implementing
  - Monitoring
  - Refining
**Involving Stakeholders in the Work**

**Purposes**:

- Understanding the Problem
- Setting Priorities
- Raising Awareness
- Taking Action
- Measuring Progress
- Adjusting Strategies

*Center for Great Teachers and Leaders. Moving Toward Equity Stakeholder Engagement Guide*
Stakeholder Groups

Who has a stake in schools being able to attract and retain effective teachers?

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL BOARDS</td>
<td>EDUCATORS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>COMMUNITY LEADERS</td>
</tr>
<tr>
<td>PROFESSIONAL ASSOCIATIONS</td>
<td>STATE POLICY LEADERS</td>
</tr>
<tr>
<td>STATE POLICY MAKERS</td>
<td>HUMAN SERVICE CIVIC GROUPS</td>
</tr>
</tbody>
</table>
Strategic Communications Planning

STEP 1: Identify Audiences and Messengers
STEP 2: Identify and Implement Communication Strategies
STEP 3: Develop Key Messages
STEP 4: Establishing a Project Management Plan for Communications
STEP 5: Monitor the Effectiveness of Communication
## Communication strategies

<table>
<thead>
<tr>
<th>Audience</th>
<th>Purpose</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Collateral</strong>: print and electronic materials</td>
</tr>
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<td></td>
<td></td>
<td><strong>Meetings</strong>: Face to face / virtual</td>
</tr>
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<td></td>
<td></td>
<td><strong>Digital Media / Electronic Communications</strong>: websites, databases, webcasts, podcasts.</td>
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<td></td>
<td></td>
<td><strong>Social Media</strong>: platforms to engage in dialogue and disseminate information</td>
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<td></td>
<td></td>
<td><strong>Traditional Media</strong>: news, newsletters, radio</td>
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Teaching and Learning Conditions

- Time
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Source: http://teachingconditions.org/constructs
Questions for stakeholder engagement and communication planning

What have we discovered about the status of teaching conditions in our school/district?

Who do we involve and how in identifying problems?

How do we communicate what has been identified?

What have we discovered about what is at the root of the problem?

Who do we involve in conducting root cause analysis?

How do we communicate our priorities for action based on the analysis?
Questions for stakeholder engagement and communication planning

How will we raise awareness of the issue(s) and what we are planning to do to address them?

What will we share with whom about what we have discovered and what we are committed to doing?

Who do we need to take action?

How do we involve, support, and communicate with stakeholders identified as having roles and responsibilities (policy, professional development, implementation, ongoing planning and monitoring)
Questions for stakeholder engagement and communication planning

What is our plan for monitoring progress and informing ongoing improvement?

Who will be monitoring progress?

Who will be involved in looking at data to make adjustments?

How will updates on progress be shared and with whom?
Differentiating Communication to Stakeholders*

Communications Plan: Providing more time and support for staff collaboration

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>What they need to know</th>
<th>When/who</th>
<th>Strategy</th>
<th>What we need to learn from them</th>
<th>When/who</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>District leaders: Supt and Asst Supt</td>
<td>Proposed schedule</td>
<td>Jan 15</td>
<td>Written plan with rationale</td>
<td>Feedback on plan</td>
<td>F2F meeting</td>
<td>Feb 15 Principal w/ Lead team</td>
</tr>
<tr>
<td>Title II Coordinator</td>
<td>PD plan for grade level and cross grade teams</td>
<td>Mar 1</td>
<td>Written plan with rationale and budget</td>
<td>Written request with plan for use of PD funds</td>
<td>Follow up call</td>
<td>Mar 15 Principal</td>
</tr>
</tbody>
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*adapted from Equitable Access Playbook: Communication Guide, Center for Great Teachers and Leaders
Resources

Center for Great Teachers and Leaders
http://www.gtlcenter.org/

Moving Toward Equity Stakeholder Engagement Guide

The Equitable Access Implementation Playbook: Communications Guidebook
Thank you!!

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