Please remember:

• When joining Adobe Connect, choose the **Dial-out** option [Receive a call from the meeting]
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• Then click **Join** and answer the incoming call from the webinar software.
• If you selected ‘listen only’, close out of Adobe and rejoin using the instructions above.
• Once you are logged in, type the names of your team members who are attending the webinar today into the chat pod.
Effective Communication With Stakeholders and Staff

T4TLA Mentoring and Induction Affinity Group | Workshop 5
July 18, 2018
Welcome and Introductions

- Lisa Lachlan, Center on Great Teachers and Leaders
- Catherine Jacques, Center on Great Teachers and Leaders
- Steven LaBounty-McNair, Rhode Island Department of Education
- Jay Midwood, Central Falls School District
Our Missions

Center on Great Teachers and Leaders (GTL Center): To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

The Center on School Turnaround: To provide technical assistance and identify, synthesize, and disseminate research-based and emerging promising practices that will lead to state education agencies’ increased capacity to support districts in turning around their lowest performing schools.
## Mentoring and Induction (M&I) Affinity Group Workshops

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<td>Workshop 3: The Role of the Principal in Comprehensive Induction</td>
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Why focus on communications?

Practice 1A: Prioritize improvement and communicate its urgency

Teams self-assessed an average of 0.71 out of 3

- LEA has developed and communicated a clear vision and theory of action for M&I programs in turnaround schools.
- LEA has developed a written plan establishing M&I program guidance and policies for turnaround schools (e.g., negotiables versus non-negotiables).
- LEA consistently messages to all LEA and school personnel that M&I is a high-priority strategy that can be employed within a school turnaround framework to support and retain new teachers.
Workshop 5 Objectives

- Participants will
  - Learn about key communications strategies that state and local leaders can use to
    - Foster support for M&I programs.
    - Promote understanding of how M&I programs benefit localities and students.
    - Engage educators effectively in M&I programs.
  - Explore examples and resources to support effective communication about M&I programs.
Workshop 5 Agenda

- Overview of communications best practices
- Key messages
  - For stakeholders
  - For teachers in M&I programs
- Communication Examples
- State presentation: Rhode Island communication strategies
- Q&A/group discussion
- Final thoughts
Workshop 5 Agenda

- Overview of communications best practices
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Prework Articles

- State Leader Communications
  - Stakeholder Communications: Tips From the States

- School Leader and Mentor Communications
  - Tell Me About … / Good Ways to Communicate With Teachers
  - A Principal’s Top-10 List for Successful Communications
Prework Reflection

- What were the strategies from the prereading that resonated the most with you? Why?
- What strategies would you like to learn more about?
Overview of Communications Best Practices

Catherine Jacques, GTL Center
Best Practices for States

- Share goals.
- Use trusted brokers and ambassadors.
- Diversify approaches and materials.
- Use two-way communication.
Best Practices for School Leaders and Mentors

- Share goals.
- Use trusted brokers and ambassadors.
- Use two-way communication.
- Listen and respond to feedback.
- Be honest.
Using Trusted Brokers and Ambassadors

- Teachers trust teachers.
- Real influence may be localized.
- Trusted brokers or experts have nothing to gain.
Diversify Approaches and Materials

- **Different levels of detail**
  - Elevator pitches
  - Talking points
  - Infographics
  - One-pagers
  - Rules and process details
  - Selection criteria
  - Comprehensive guidebooks

- **Different tone**
  - Teacher audience
  - Decision-maker audience
  - Policy-maker audience
  - General public
Using a Theory of Change: Example #1

Mentoring and induction

Satisfaction with working conditions

Instructional efficacy

Teacher retention

Student performance

Source: Based on a review of research from Ingersoll and Strong (2011).
Using a Theory of Change: Example #2

Mentoring & Induction ➔ Targeted Professional Learning Teachers in High Need Schools ➔ Increased Teacher Effectiveness and Culturally Relevant Practices ➔ More Equitable Outcomes and Experiences for Students
Key Messages

Lisa Lachlan, GTL Center
Key Communications Milestones

Fall
- Goals
- Key personnel
- Action steps
- “Crunch times”

Winter
- Success updates
- Updates from the field
- Action steps
- “Crunch times”

Spring
- Goal review
- Success updates
- Looking forward
Developing Key Messages

• Focus on basic questions of who, what, why, when and how.

• Pass the “elevator pitch” test of being clear, concise, and effective.
Why mentoring and induction?

- M&I systems have been successful in promoting better teacher recruitment, retention, and effectiveness rates in many other states/districts.

- M&I systems are especially important for reducing new teacher turnover, which costs our state/district an extra $____ per year and compromises our ability to diversify our educator workforce.
Example: Key Messages for Teachers in M&I Programs

Why mentoring and induction?

▪ The M&I program will help us ensure that all new teachers have the help and support they need to be effective in the classroom.

▪ The M&I program will help us ensure that all teachers are learner ready and able to bring culturally relevant and responsive practices into the classroom.
Activity: Developing Key Messages

• Focus on basic questions of who, what, why, when and how.
• Pass the “elevator pitch” test of being clear, concise, and effective.
Examples: M&I Written Communications

State Examples
Delaware Department of Education Comprehensive Induction Program Requirements
Illinois State University Mentoring and Induction Newsletter
Illinois New Teacher Collaborative Induction Guide
Ohio Department of Education Resident Educator FAQs
Washington State Office of State Superintendent of Public Instruction Mentor Standards, Q&A, Keynote Presentation

District Examples
Austin Independent Induction Calendar and Mentor Commitment Form
Clovis Unified Induction Handbook, FAQs, Newsletters, Calendar
Gwinnett County Mentoring and Induction Program Vision and Guidelines
Hillsborough, Florida Effective Teaching Recruitment Brochure
Pasadena Unified Induction Program Newsletter
Newton, Massachusetts Induction Handbook, Calendar, Roles, and Responsibilities
Washoe County Schools Mentoring and Induction Website & Newsletters
Team Reflection: Communication Examples

What is one communication strategy you would like your team to consider using in the future?
Leveraging Communication Strategies to Gain Stakeholder Buy-in

Steven LaBounty-McNair, Education Specialist
Office of Educator Excellence & Certification Services
Rhode Island Department of Education

Jay Midwood
Director of Strategy & Development
Central Falls School District
How can an SEA, LEA, and national partners use strategic communication strategies around M&I to garner buy-in with local stakeholders toward improved teacher retention?
Best Practices in Central Falls: Reshaping the Narrative through Strategic Communication

- Share goals.
- Use trusted brokers and ambassadors.
- Diversify approaches and materials.
- Use two-way communication.
Best Practices in Central Falls: Understanding Where to Start

Root Cause(s) Analysis 2017-18
Re-shaping the Central Falls Narrative
Through Strategic Communications

• Acknowledged differences among stakeholder groups
• Tailored our style
  • Union, School Committee, Principals, Teachers, Community
Re-shaping the Central Falls Narrative Through Strategic Communications

• View communications, in part, as a change management activity.
  • How can the M&I content be displayed and delivered in a way that would gain buy-in with each group, while also shifting the narrative away from the “old” way of doing business?
Infographic
Evidence of Success with Communications

• Union agreed to the model within the negotiations with no hesitation - impressed with the SEA & LEA partnership
• Job Posting from HR elicited various high-quality candidates for the role of Induction Specialists
• School Committee supportive of this new model as part of the district’s larger Equity Blueprint framework
• Induction Specialists are hired and already working to plan for the 2018-19 school year
Looking Ahead

• How can the infographic be used in the wider community to maintain excitement around this work during implementation?
• In what other ways can we ensure that this work stays at the forefront of positive communications during the first (and second) years of this work?
• What other initiatives might benefit from a clear set of communication strategies through Central Falls’ initiatives?
QUESTIONS
Team Reflection

What examples from this workshop might be most useful for your team to consider discussing or developing for your M&I project?

How might you apply the ideas from this workshop into your M&I work?
Housekeeping

- **Survey:** [https://www.surveymonkey.com/r/MIWorkshop5](https://www.surveymonkey.com/r/MIWorkshop5)

- **Next workshop:** Workshop 6: Induction Program Monitoring and Continuous Improvement, August 15, 1:30–3:00 p.m. ET

- **Prework:** Will be sent in a follow-up e-mail.

- **Adobe Connect:** When joining, please choose the first option: **Dial-out [Receive a call from the meeting]** Enter your phone number, click Join and answer the incoming call from the webinar software.
Thank you for joining us!
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