

LEADING FOR CHANGE PROTOCOL

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<p style="text-align: center;"><u>ACTIVITS</u></p> <p>This protocol is intended for secondary schools at the sophomore level. Sophomore teachers will be the primary implementers with support from administrators and staff.</p>	<p style="text-align: center;"><u>PLAN</u></p> <p>The protocol will be developed and implemented using a Professional Learning Community (PLC) model.</p>	<p style="text-align: center;"><u>BENEFITS</u></p> <p>Reluctant learners will learn from engaged students resulting in:</p> <ul style="list-style-type: none"> • Improved attendance • Higher assignment completion rates • Higher test scores • Improved teacher moral • Lower discipline problems 	<p style="text-align: center;"><u>CAPITAL</u></p> <p>This protocol involves how students are assigned to sophomore classes and may involve reimbursing PLC teachers for work done after school hours. It is foreseen that freshmen-on-track data and freshmen teacher antidotes will be used to make assignment decisions.</p>
<p><u>PROBLEM</u></p> <p>Public school students face unequal learning environments on several levels. School funding between districts is unfair due to a reliance on property taxes. Within districts, students are separated into magnate, select enrollment, charter, and neighborhood schools depending on grades or raffle. Inequity takes place inside schools by tracking students into IB, AP, honors or regular classes depending on academic ability or interest. Many classes prevent effective learning due to the high number of “reluctant learners” caused by filtering lower level learners to the bottom.</p> <p><i>This protocol is intended to create diverse and effective learning classrooms that include students of all levels of academic achievement. The goal is to create effective classroom learning communities and avoid classroom dynamics that impede learning due to a high number of reluctant learners.</i></p>			
<p style="text-align: center;"><u>CHAMPIONS</u> <u>INFLUENCERS</u> <u>RESOURCE PROVIDERS</u></p> <p>Sophomore teachers who teach regular classes, administrators, Union representatives, and parents.</p>	<p style="text-align: center;"><u>TARGET</u></p> <p>Teachers who teach high-level classes and parents of students in these classes will need to be convinced that this equitable distribution of students is important. The principal, Instructional Leadership Team (ILT), and the Local School Counsel (LSC) will need to accept protocol.</p>	<p style="text-align: center;"><u>PAYBACK</u></p> <p>School ranking will improve due to:</p> <ul style="list-style-type: none"> • Higher test scores • Higher teacher/staff moral • Improved classroom learning environments 	<p style="text-align: center;"><u>MOMENTUM</u></p> <p>Protocol will be marketed through:</p> <ul style="list-style-type: none"> • Development of written procedures • Letters sent to parents from principal • Local newspaper articles and district news letters that describe protocol and share successes