THE MAIN IDEA
current education book summaries

Leading the Rebound:
20+ Must-Dos to Restart Teaching and Learning

By Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie (Corwin, 2021)

S.O.S. (A Summary of the Summary)

The main ideas of the book:

~ Leaders have an incredible opportunity to "rebound" from the pandemic and revitalize teaching and learning.

~ This book points to 22 priorities to guide leaders in where to begin in re-starting school next year

Why I chose this book:
After a challenging year, you might think it is time to go back to your schools and just pick up the broken pieces. But I feel more hopeful than that. In fact, we have, as the authors say, a "once-in-a-lifetime" chance to learn lessons from the past and build schools that truly serve all students.

The enthusiasm the authors have for building a far superior new normal is infectious – it makes you want to roll up your sleeves (even though you're exhausted!) and plan some changes *now!*

But where do you start?!? This book presents 22 "must-dos." That might be a lot for any one leader to handle, but I think it's the perfect starting point for a leadership team to pick and choose where to dig in to start the exciting work of revitalizing your school!

The Scoop (In this summary you will learn…)

The 22 must-dos to lead the rebound effort in your school include the following:

1. Take care of yourself
2. Take stock of last year and find the path forward
3. Rebuild teacher agency
4. Rebuild collective teacher efficacy
5. Prioritize SEL
6. Change the learning loss narrative
7. Guide teacher clarity
8. Look for 4 key components of quality instruction
9. Use assessments for a range of purposes
10. Design and implement interventions
11. Win back parent-teacher relationships

12. Establish restorative practices
13. Don't prevent teachers from resolving conflicts
14. Enhance teacher-student interactions
15. Develop early warning intervention systems
16. Address cognitive challenges to learning
17. Ensure equitable and restorative grading
18. Enhance professional learning communities
19. Provide empathetic feedback
20. Host honest performance conversations
21. Nurture the climate and amplify your social presence
22. Future-proof teachers and students

Must-Do #1 – Take Care of Yourself

Reality: Returning to school will involve both opportunities and obstacles.
Recommendation: Keep up any healthy routines you established during the pandemic to help you lead productively through a year of change.

You've probably heard it many times – it's not sustainable for you as the leader to neglect your own physical and mental well-being. Plus, it is the leader who sets the tone for the health of the entire school. While there is much hope and promise in coming back together in the new school year, the challenges won't vanish. And while there are many things you can't control, you *can* control what you do to take care of yourself. I like how the authors put it, "Neglecting yourself doesn't make you a better leader." However, the routines you had set up to remain healthy during the pandemic will likely be disrupted during the new school year, so it's time to plan some new ones!

Morning routine: Having a predictable morning plan helps you to prepare mentally and proactively address stress. Whether you go for a jog or eat breakfast with family, consider a consistent routine. **My plan for my morning routine:**
Managing stress: Whether you take breaks, set boundaries, or have a supportive network, create a proactive plan since stress is a given. **My plan for managing stress:**
Healthy eating and exercise: It's easy to slip back into grabbing fast food and skipping exercise. Create a plan and consider enlisting an accountability partner to hold you to it! **My plan for healthy eating & exercise:**
Regular sleep: Your brain needs a rest to function best. Choose a set time to go to sleep each night and avoid screens the hour before then. **My plan for sleep:**

Commitments
⇒ Be sure to set boundaries to protect your physical and mental health.
⇒ The expert on you is *you* – so design habits that work for *you*. And find an accountability partner to stay committed!

Must-Do #2 – Take Stock of Last Year and Find the Path Forward

Reality: With so much in flux, it's hard to know where to start.
Recommendation: Be sure to carve out the time and space to reflect and chart the path forward.

In writing about the "new normal" or the "next normal," many describe several stages that we will need to go through to get there. It's a bumpy road and it won't be simple, but examining these stages can better help us understand what we're going through. It starts by taking stock of now: "Where are we now?" Then it continues as we consider our destination and think, "Where are we going?"

Stage 1 — **Resolve**: We begin by naming what we've lost and gained so we clearly see what the world looks like now.
Stage 2 — **Relief & Resilience**: We experience some relief as we realize we can gather our resilience and face the challenges ahead.
Stage 3 — **Return & Reopen**: We are excited to see students in person as we acknowledge that some students performed better remotely, others need more in-person instruction, and still others need additional support to re-engage with their learning. In some cases reopening may involve some distance, hybrid, hyflex, remote, or blended learning and we acknowledge that school will never be the same again.
Stage 4 — **Reimagine**: As we come to terms with this new normal, we start to get excited about new possibilities for students.
Stage 5 — **Redefine & Reinvent**: Keeping in mind the harm that has been done, we new possibilities for students and teachers that allow us to reimagine school to the extent that we never go back to schooling as it was, nor do we miss it.
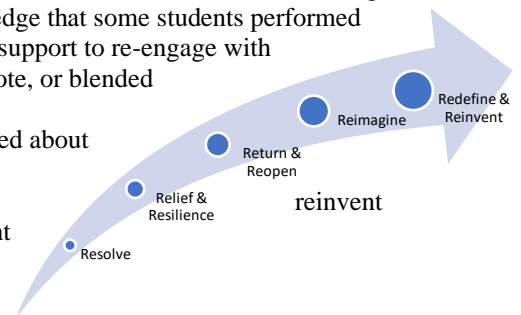
Taking stock means diagnosing and discovering where students are in their learning journey. Rather than relying on blame or labels, it's time to take a strengths-based approach. Literally make a list of the strengths you can build on and then after that, make a list of the needs that have emerged in the past year. Below are a few examples:

Strengths that have emerged	Needs that have emerged
• Improved tech proficiency among staff and students	• Certain students who did not engage with school regularly
• A significant collection of interactive videos	• A loss of instructional materials that were sent home
• Strengthened parent relationships	• Increased teacher turnover due to the stressful year
• Increased collaboration among teachers	

Commitments
⇒ Take stock of both your school's strengths and needs (a simple list like the one above is one way to do it).
⇒ Look at the needs you've identified and create a plan to address them.

Must-Do #3 – Rebuild Teacher Agency

Reality: Teachers are not seeing the connection between their efforts and the impact they are having on students.
Recommendation: Leaders need to help make explicit the connection between teacher efforts and student outcomes as a way to rebuild agency.

Before the pandemic teachers had a much greater sense of the positive impact they were having on students – they could see their faces and observe interactions directly in the classroom. Now, because of distance learning and challenges with student engagement, teachers are feeling that their efforts are no longer successful, "Nothing I do really matters so I don't spend a lot of time planning anymore." By rebuilding teacher agency, you can help reduce this trend of demoralization and burnout, decrease attribution, and improve the emotional well-being of your staff. Below are three ways you as the leader can help to rebuild teacher agency:

1. Provide Opportunities for Teachers to Collaborate – Help teachers regain their sense of professionalism by giving them opportunities to collaborate and share. This can be with PLCs, teacher-teams, or professional learning sessions. These meetings are not for complaining and blaming, but rather for focusing on student learning and ways to move forward.

2. Give Growth-Producing Feedback to Teachers – Teachers crave feedback. They want to know how they're doing and how they can improve. To start, ask teachers what they would like the focus of these conversations to be. It will help teachers re-establish their sense of efficacy to have these types of supportive conversations before focusing on the impact on students. That will come later.

3. Make Explicit Connections Between Effort and Impact – If teachers have lost the sense that they are having an impact, you can help re-establish the link between effort and impact. These don't have to be examples of significant student achievement: look for the small wins. Be as specific as you can in your language to describe their impact with sentence frames like the following:

> → "When you ____, I saw _____."
> For example, "When you modeled your writing process, I saw students get to work on their own writing pieces."
> → "Because of your effort to _____, the following happened_____."
> For example, "Because of your effort to ensure each student had a role in the group, students completed the task and we both saw the evidence of learning."

Commitments
⇒ Arrange the schedule to provide time for teachers to collaborate about teaching and learning.
⇒ Regularly provide growth-producing feedback on topics that teachers ask for help with.
⇒ Look for small wins and help teachers attribute successes to their efforts.

Must-Do #4 – Rebuild Teacher Collective Efficacy

Reality: Some teacher teams thrived during the pandemic while others did not.
Recommendation: Rebuild teacher teams as a way to boost collective efficacy, a factor that has a high impact on student achievement.

Learning Forward has a compelling definition of "collective efficacy" as you can see below:
1. *All* staff members are committed to the success of each student.
2. Staff do not allow even a single staff member to fail in their work to help each student succeed.
3. Students benefit from the expertise of *all* teachers in a grade/subject, not just their own.
4. Teachers feel a responsibility to share what is working in their classrooms with their colleagues.
5. Teachers with less experience feel their colleagues are invested in their success and the success of all students.

If this sounds like a recipe for success, it is. Schools with a high level of collective responsibility for student success are places where students *thrive.* Of course, there are schools where staff blame students, and student socioeconomic status *does* impact their achievement (it has an effect size of 0.52), *however*, staff collective efficacy has almost three times as much of an impact on achievement (effect size 1.39). What is important about collective efficacy is that it goes beyond *feelings* of responsibility and includes purposeful actions designed to yield results: setting a goal, monitoring progress, making needed changes, and determining impact. Leaders can provide teacher teams with a planning tool like the following to help ensure ideas become actions:

Collective Teacher Efficacy Planning Tool				
Goals	Proposed Action	Internal Supports Needed	External Supports Needed	Date to Monitor Progress
Goal 1: Goal 2: etc.				

Commitments
⇒ Build the conditions for collective responsibility to thrive. Rethinking schools requires this effort.
⇒ Ensure that collective efficacy is anchored in *actions* – helps teams outline goals, resources needed, and other actions.

Must-Do #5 – Prioritize Social and Emotional Learning

Reality: The pandemic has shown us that we cannot ignore the social and emotional learning of our students.

Recommendation: For true learning, we must infuse social and emotional learning throughout the academic and non-academic curriculum.

The abrupt pivot to distance learning reminded us how important it is to foster human connections. Many educators valiantly worked to build those connections with check-ins as well as efforts to help students name their emotions and better understand themselves. However, many of these efforts were relegated to the first few minutes of class – they weren't infused throughout the regular curriculum. If we want social and emotional skills to stick, we can't teach them in isolation; we need to integrate them throughout the school day.

It's important to be careful and not assign teachers the role of counselor. Instead, teachers need to help build student confidence, safety, and joy in learning. Whether they are intending to or not, teachers are always sending messages about social and emotional skills in the choices they make – whether they have a cooperative or competitive activity or whether they choose a text that has characters grappling with certain moral dilemmas. While you may already have *some* teachers skilled at social- and emotional-skill instruction, you cannot rethink school by having a *few* superstars. You need a more systematic approach. Below is a 4-step approach to addressing social and emotional needs schoolwide:

1st Step: Collect data about mental health needs, school discipline experiences, culturally relevant curricula and more via student surveys, focus groups and family questionnaires.

2nd Step: Gather key stakeholders in SEL – teachers, athletic coaches, after-school staff, and of course students and families. Ask them to respond to the data collected above – any surprises? Anything worrisome? What's missing?

3rd Step: Develop a clear list of *needs* and *goals*. You can use the SMART goal framework (specific, measurable, attainable, results-oriented, and time bound) or you can If-Then theory-of-action statements. The key is to *plan for* the initiative.

4th Step: Select a program or approach to begin your SEL initiative. There are many, so you may want to start with a free program. Also, no program works for all schools, so be sure to customize it based on your school's needs, identified in Step 3.

Commitments

⇒ Commit to making decisions about SEL based on *data* and stick to that commitment!

⇒ Be sure to gather appropriate stakeholders to design and monitor your SEL initiative.

⇒ Customize your chosen SEL program to meet the specific needs and strengths of your school.

Must-Do #6 – Change the Learning Loss Narrative

Reality: Using the term "learning loss" promotes deficit thinking and leads teachers to lower expectations.

Recommendation: Instead, focus on accelerating learning.

The term "learning loss" is simply not accurate – it presumes the learning was there to begin with and then was lost. But there is real concern about learning that was compromised for some students. Some studies point to a "COVID slide" while others say there has been relatively little loss. The truth is that there are some students who fell behind during the pandemic and some students whose learning blossomed. The learning loss was not even across all groups and we saw equity gaps grow even wider.

In either case, there is a strong *perception* of learning loss and when this is the case, educators often lower their expectations and focus on remediation. Because retention has a negative influence on student achievement, this is not where we should focus our efforts. Instead, acceleration has an effect side of 0.68 so it is well worth it to pursue this path. Research shows we need to do the following to address learning recovery by focusing on acceleration:

• Identify those skills and concepts that have **not yet** **been learned**. Choose appropriate tools to uncover what students still need to learn and ensure instruction does *not* focus on what students already learned.

• Provide students with key pieces of knowledge *before* instruction. Use what we learned about *asynchronous* learning to have students **preview background knowledge** and vocabulary before a lesson.

• Boost student interest and engagement by increasing the **relevance** of lessons. Help students see the value and the purpose.

• Create active, **fast-paced lessons** that move students through content several times in a highly active and engaging way.

• Build student confidence as a way to build their competence. Celebrate successes and small wins.

Commitments

⇒ Do *not* assume students have gaps in their learning – instead, diagnose the learning status of every student.

⇒ Examine each student's level of achievement, engagement, emotional state, health, and happiness.

⇒ Structure conversations with teams about ways to accelerate learning.

Must-Do #7 – Guide Teacher Clarity

Reality: In schools we tend to focus more on tasks and assignments than on learning and what success looks like.
Recommendation: Leaders can support teachers to identify learning goals and communicate those goals and success criteria to students.

Unfortunately, we often focus too much on the tasks and assignments in school. Students are much more likely to learn when they know what they are supposed to learn and what successful learning looks like. Research shows that the effect size for having learning goals is higher than average – it's 0.51 – so we should be sure to support teachers to develop these goals.

What do teachers need to do to be clear about student learning? They need to start by analyzing the most important standards, understanding the skills and concepts students need to learn, determining which tasks are at the appropriate level of complexity, and then choosing the most appropriate strategies to teach. Below are three questions students should be able to answer for *every* lesson. Leaders can ask students and teachers to be sure that everyone is clear about the learning intentions:

1. **What am I learning today?** Students should not have to guess – they should know what they are learning *every* lesson.
2. **Why am I learning it?** Relevance is key in learning – how will the information be used? How will students apply it? Will students get to learn about themselves or their own learning?
3. **How will I know I have learned it?** Students must be aware of the success criteria and at what level they have met it. They might even work with teachers to co-construct the criteria. Teachers should provide models of what successful learning tasks look like.

As a leader, you might regularly ask these three clarity questions and track what percentage of teachers and students can answer them. Work with teachers who are unable to answer them to set learning goals and increase the number of students who *can* answer them.

Commitments
⇒ Provide *time* and *tools* for teachers to analyze priority standards.
⇒ Develop a shared agreement that teachers share learning goals, relevance, and success criteria with students *every day*.
⇒ Regularly discuss the clarity questions with students and develop plans for when students cannot answer them.

Must-Do #8 – Look For Four Key Components of Quality Instruction

Reality: With new blended learning approaches, educators are not always sure which strategies work best and may be nervous to try new ones.
Recommendation: Know the look-fors of quality instruction across different platforms and support teachers to ensure learning.

Relief about returning to school in-person may lead educators to fall back on traditional approaches to instruction. But the authors clearly warn, "Classroom instruction shouldn't look the same as it did in 2019." (p.30) Teachers and students now have many new digital competencies they can capitalize on to improve teaching and learning. Educators had months to practice these new skills and this longer timeframe is just what is needed for transformative change *if* leaders reinforce those new methods next year.

When you observe teachers next year it may be more complex with some students working virtually, others engaging directly with the teacher, and still others working off-line with the teacher. In any case, there are four key components of quality instruction that you should be observing for: *demonstration, collaboration, coaching*, and *practice*. The ultimate aim with each of these is to impact *student learning*. You can observe for the following **look-fors** and **listen-fors** below excerpted from *The Distance Learning Playbook*:

Teacher *DEMONSTRATION*: Whether you use direct instruction, think-alouds, or short lectures, be clear and concise.
Rigor & Alignment: The demonstration is grade-appropriate and aligned with standards.
Explanations, Examples & Modeling: Teachers use these three methods to clarify and demonstrate the learning.
Student *COLLABORATION*: With a large effect size of 0.82, collaboration should make up 50% of class time.
Discussion: Students have opportunities to engage in discussions that are aligned with the lesson's goals.
Routines: Students are either familiar with the routines of collaboration or are given explicit instructions and modeling.
***COACHING & FACILITATING* Student Learning: Teachers guide students' thinking through prompts, cues, & questions.**
Grouping: Teachers facilitate learning by grouping and coaching students with similar instructional needs.
Scaffolding: Teachers notice students' needs and use prompts, questions, and cues to lift the cognitive level of learners.
Deliberate *PRACTICE*: What makes it deliberate is that students learn to set goals, incorporate feedback, and revise work.
Teacher Knowledge & Habits about Practice: Teachers teach the value of practice, include opportunities for student goal setting and self-assessment, provide timely feedback on practice work, and use performance on practice work to inform their teaching.
Student Knowledge & Habits about Practice: Students value practice and know how to set goals, self-assess, and use feedback.

Commitments
⇒ Improve your observation skills by reviewing the above look- and listen-fors in all settings – in-person, virtual, and blended.
⇒ Ensure that conversations with teachers about your observations of the look-fors focus on the impact on student learning.

Must-Do #9 – Use Assessments for a Range of Purposes

Reality: Although assessment is critical, sometimes we view it as "taking time away" from learning.
Recommendation: Instead, we need to integrate all types of assessment into teaching and learning.

Assessment is much more than end-of-year standardized tests. There are many ways to check for understanding and gain a better picture of student proficiency depending on how we *use* assessments. During the pandemic, teachers found new ways to check for understanding in the moment – such as through polls, chat rooms, and digital exit tickets. Because students could search for answers at home, teachers also got creative and learned to rely more on interpretation in their assessments. In the upcoming year educators should consider the *purpose* of assessments, that is, they should ask, "What will I **do** with the assessment information?" Below are three uses:

Assessment FOR *Learning*: This type of assessment is for the purpose of improving learning and informing teaching. One example of this is when teachers check for understanding so they know which students understand and how they might adjust their approach to increase student learning. During the pandemic, teachers used hand signals or polls to quickly gauge student understanding of concepts. Another example is the exit ticket at the end – for example, some teachers have students share the "muddiest point" of the lesson to help them adjust the next day's lesson based on what students were most confused about the day before.

Assessment AS *Learning*: Students *learn from this* type of assessment – usually by engaging in some type of reflection or self-assessment. Students might set goals and monitor their progress toward those goals. Or they might engage in **ipsative** assessments in which they compare their previous work to their present work (like an essay they wrote in the 1st quarter and the 2nd quarter).

Assessment OF *Learning*: This type of assessment is for reporting purposes. State and national exams are examples of this type. These summative assessments also include end-of-unit tests, projects, and finals. *However,* these assessments need not be limited to a summative use, students can also use them to better understand their learning if they review their answers with a form like this:

Complex Items I Got Wrong:		*Foundational Items I Got Wrong:*	
Complex Items I Got Right:		*Foundational Items I Got Right:*	
What did I do well?	What should I practice?	What do I need to learn?	What can I teach others?

Commitments
⇒ Build on successful assessment practices from distance learning in face-to-face learning.
⇒ Ensure that information from assessments flows to teachers *and* students and that students spend time interpreting it.

Must-Do #10 – Design and Implement Interventions

Reality: Although students may be needing interventions now, RTI has not always been implemented with integrity in the past.
Recommendation: We need to identify those students in need of interventions and deliver those interventions systematically.

Response to intervention (RTI) – when implemented *well* – has a tremendous impact on student achievement with an effect size of 1.09 (that's almost three times the amount of the learning you would expect)! To implement it with integrity, you need to ensure that there is enough time and staff to provide the following components of an RTI system:
- **Universal screening**: A tool to identify which students may need more interventions
- **Quality first teaching**: Strong evidence-based teaching aligned to standards with systems to identify struggling students
- **Progress monitoring**: Tools that provide warning signs when students do not make expected progress
- **Supplemental interventions**: Targeted lessons aligned with areas of need identified in assessments
- **Intensive interventions**: Increased interventions for those students with the most need

To put an RTI system in place that is followed with integrity, you need to do the following:
1. *Resolve that you will be leading a systematic intervention model*. You do not need to micro-manage, but you need to make it clear that addressing unfinished learning is a priority. To start, counter the tendency to move students *out* of the class and into higher levels of intervention by *first* providing the needed professionals to support students *in* the classroom.
2. *Decide which tools to use to screen and monitor students*. To make sure assessments are administered, scored, *and* acted upon, you might want to create an assessment calendar with a checklist of all assessment tasks to be done regularly.
3. *Create a schedule of when staff will deliver interventions to specific students*. Again, aim to do as much intervention within the classroom so students don't miss instruction. For example, one school trained the *classroom* teachers to implement interventions while other students worked independently. In another, the AP and other adults were trained to deliver interventions during class time.
4. *Monitor the impact of interventions and adjust the interventions as needed*. This will allow you to identify those students who do not respond to the interventions and need a deeper level of help from special educators or from accommodations.

Commitments
⇒ Develop a system that includes universal screening, interventions, and progress monitoring and be involved with this system.
⇒ Provide training, support, and supervision to those implementing the interventions.

Must-Do #11 – Win Back Parent-Teacher Relationships

Reality: Some relationships between schools and families have been challenged by the disruptions, isolation, and struggles of the past year.
Recommendation: It's time to re-think family involvement so they can become true stakeholders in the school.

Economically and emotionally, the impact from the past year has been costly. Dealing with the dual pandemics of disease and racial injustices has taken a deeper toll on some families and particularly our most vulnerable students. Even those with more access and support would say they've suffered. At the same time, by peering into the work teachers do, families have developed a new appreciation for what it takes to motivate, engage, and support students to learn. Now is an opportunity to capitalize on this appreciation and redefine our relationship with families and reframe the roles they can play.

To begin, if we want to rethink their involvement, we need a more asset-based view of families. This starts by emphasizing that it is *everyone*'s job to involve families, not just a single committee. And we need to move beyond our old ideas about family involvement – such as bake sales and classroom volunteering – which we now see are discriminatory because they do not provide equal access to all families. Instead, we need to involve families with what lies at the heart of schools – teaching and learning. Work with teachers to develop tools to learn about their students and families and weave this knowledge into the curriculum. This may mean incorporating community research or having students interview family members to write biographies.

In addition, we need to examine our approach to communication to ensure that it is culturally sensitive, not just efficient. Many families report that they know little about their child's school. Work with families to find the best ways to communicate:
- How do you *currently* receive information about the school?
- How would *like* to receive information about the school?
- In what ways do you think we can improve our communication?

Parent advisory groups that meet monthly are another great way to bring family voices into school decisions. Now Zoom can be used to make these meetings more convenient. The authors propose four topics for meeting agendas with the parents:
- *Family voice*: How do we make the school more welcoming for families?
- *Community needs and resources*: What *needs* does the community have and what *resource* should we tap into?
- *Family communication and partnerships*: How can we improve communication and make the school a better partner for families?
- *Equity*: What inequities do you and your children experience in interacting with the school?

Commitments
⇒ Expand the ways you seek out and incorporate family voice in decisions, particularly around teaching and learning.
⇒ Strengthen culturally sensitive communication tools by soliciting feedback and ideas from families.

Must-Do #12 – Establish Restorative Practices

Reality: Unfortunately, students are often punished for problematic behavior rather than making amends and learning from it.
Recommendation: Instead, it's helpful to develop a restorative culture in which students learn and are held accountable for their behavior.

When students can't read, we teach them to read. When they can't write, we teach them to write. However, when they behave problematically, rather than teaching them, we punish them. When we do this, students don't have the opportunity to learn about the impact of their behavior on others, repair those relationships, or gain skills to respond differently. Instead, we should take a restorative approach. The authors have outlined five approaches based on the level of severity of the behavior, and suggest we focus on developing three of the five restorative practices: 1) *affective statements*, 2) *impromptu conversations*, and 3) *class meetings*.

1) *Affective statements* – For the least serious of behaviors, teachers should start the restorative process with *affective statements* that let students know the impact of their behavior. Below are some sentence starters they can use:
- "I am feeling distracted as a teacher by _____"
- "I am having trouble understanding _____"
- "I am so touched that you _____"
- "I feel _____ when you _____ because _____"

2) *Impromptu conversations* – If the student doesn't respond to the statements above or if the behavior is more serious (disengaged or disruptive behavior), you may need a longer *impromptu conversation*. Below is an example of the outline of one:
"That's not the (student's name) that I know. The (student's name) I know is (positive attribute). Is there anything I need to know?"

3) *Class meetings* – Class circles or meetings allow students to voice their opinions and feelings about something stressful or an event. Teachers may be concerned that this takes time from learning, but *not* addressing feelings often leads to students not paying attention because they are distracted or upset. In circle meetings an object get passed around and the person holding it has a turn to speak.

Commitments
⇒ Establish a restorative culture in which the focus is on student learning and repairing relationships.
⇒ Support teachers in using the three restorative practices above: *affective statements*, *impromptu conversations*, and *class meetings*.

Must-Do #13 – Don't Step In and Prevent Teachers From Resolving Conflicts

Reality: Leaders often step in to resolve conflicts like a knight in shining armor but fail to repair the relationship between student and teacher.
Recommendation: Give teachers the opportunities to resolve conflicts so they can build relationships and repair damage to both parties.

What follows is an example of what happens when the principal steps in to resolve a conflict:

Imagine a teacher who feels she has a good relationship with her student, Isaac. When a minor incident occurs, she redirects him. However, after two other disruptions, the teacher loses patience and sends him to the office. After Isaac waits a while and has had time to cool down, he speaks to the principal, cries, reveals his concerns about his dad being deployed, and then the principal says, "Why don't you stay here a few minutes to collect yourself."

When the student returns to the class he feels calm and no more disruptions occur. However, the *teacher* is still angry, hurt, and wants to know what the consequences are. Further, she hasn't learned the important information about Isaac's dad. Instead, it is the *teacher* who should be building the relationship with the student. Relationships lie at the heart of restorative practices.

In another example, a teacher told a student his behaviors hurt her feelings. He responded with, "So what, I don't care." Incredibly, but in line with a restorative approach, she said, "Then we have some work to do to get to know each other. We should care when we hurt someone who cares about us." She could have sent him to the principal, but instead she worked to resolve the problem in a way that would repair and build a relationship between the parties involved in the conflict.

Commitments
⇒ Resist the temptation to take over and instead empower and support teachers to handle conflicts in the classroom.
⇒ Create a culture that prioritizes building, maintaining, and repairing relationships.

Must-Do #14 – Enhance Teacher-Student Interactions

Reality: Some teachers hold high expectations for students, some hold low, but either way, they get what they expect.
Recommendation: Ensure that all teachers hold high expectations for all students.

Research shows that when teachers view students as high-achieving, they interact with them in a more positive way.
In contrast, teachers interact in the following ways with those students they believe to be low-achieving:

- They criticize them more
- They give them less feedback
- They praise them less
- They call on them less frequently
- They make eye contact with them less often
- They have fewer friendly interactions with them

The different ways teachers interact with students they perceive to be higher- or lower-performing become students' realities. That is, if teachers have high expectations, those students perform better and vice versa. This self-fulling prophesy is based on research and is called the Pygmalion effect or Rosenberg effect.

While these teacher interactions are largely subconscious, teachers *can learn* to interact in different ways with students. If they don't, the types of behaviors in the bullet points above lead to a "chilly" classroom climate.

As the leader, you can use the excerpted tool below when observing teachers, zoom in on three students, and share what you see. This will not only help teachers become aware of patterns in their interactions with students, but it will help leaders determine trends across grades, departments, or even the school.

Noticing Interaction Patterns			
Interaction	*Student 1*	*Student 2*	*Student 3*
How many times did the teacher use their name (*not* to correct them)?			
Did the teacher ask them a critical question?			
Did the teacher expect all or some students to succeed?			
Did the teacher praise them?			

Commitments
⇒ Be sure to collect data about *interaction patterns* and not just instructional approaches.
⇒ Examine the data you collect for trends and develop action plans to address low expectations and their accompanying behaviors.

Must-Do #15 – Develop Early Warning Intervention Systems

Reality: Some students who struggled during the pandemic are in danger of failing or dropping out.
Recommendation: Create a preventative monitoring system to identify students before these larger problems occur.

Educators were extraordinary in their attempts to reach out to students during distance learning. They tried phone calls, texts, home visits, and more to re-engage or simply find missing students. The students who needed more support during the pandemic will likely be the ones we need to keep an eye on when we return to school next year. Over 31 states use what is called the Early Warning Intervention and Monitoring System (EWIMS) developed by researchers at Johns Hopkins and the National High School Center. They identified several factors that have shown to be a predictor of students falling behind or dropping out:

Attendance: When a student misses (excused or unexcused) more than 20% of instructional time
Behavior: When a student has been suspended or has received several behavioral referrals
Course completion: When a student has failed a mathematics or English course
Disposition: The authors would add a 4th factor: when students don't want to learn or come to school this is a warning sign.

To put an early warning system into place, start by looking at data from this *past* school year. Identify those students who met one of the three criteria above (A, B, or C) and keep an eye on them. Do not wait – within the first month of school if there are students missing four days of school, they have already reached that 20% mark.

However, the process of monitoring should be ongoing. Create a team that includes an administrator, a counselor, teacher reps, and the instructional technology coordinator. This team should assign roles, review and interpret data about the ABC's, and plan and monitor interventions for students on an ongoing basis. Here is a tool a timeline of when to do what.

Commitments
⇒ Plan to collect and coordinate data about both academic and nonacademic factors.
⇒ Diagnose and monitor student performance across the school on the measures in the monitoring system.

Must-Do #16 – Address Cognitive Challenges to Learning

Reality: There are a number of cognitive factors that interfere with students' learning that educators may not be aware of.
Recommendation: Learn nine of the most common cognitive factors that impede learning and support teachers to address these directly.

It is not enough to simply provide students with high-quality learning experiences. Learning is complex and rarely linear – it often takes a few steps forward and a few steps backwards before students experience that aha! moment. At times, we blame students' home lives, lack of motivation, or insufficient innate abilities when there are obstacles to learning. In reality, there are a number of *cognitive challenges* that tend to interfere with student learning and we need to be able to identify them and address them directly.

"A *cognitive challenge* is a characteristic or aspect of mental processing that can affect the success or failure of learning."

One example is when a student lacks prior knowledge. Regardless of the reason for this, if the teacher does not address this obstacle, it will interfere with that student's learning. Imagine the acceleration in learning that could occur if teachers removed more of these obstacles! Below are nine typical cognitive challenges with suggestions for addressing them:

Cognitive Challenge	Suggestions to Address Challenges
1. **Student mental mindset:** Students have beliefs about how interesting or relevant learning is and how capable they are with it.	Explain the value and importance of the learning to students and increase their ownership over it.
2. **Metacognition and self-regulation**: Students monitor their understanding and regulate their learning.	Give practice tests and have students reflect. Teach students to monitor and adjust their learning.
3. **Student fear and mistrust**: Students may fear taking a certain course or mistrust the teacher both of which undermine motivation.	Build teacher credibility and create a safe climate for learning and making mistakes.
4. **Insufficient prior knowledge**: Students vary in how much background knowledge they have about certain content.	Use initial assessments to decide what background knowledge and vocabulary to teach in advance.
5. **Misconceptions**: Students often hold faulty beliefs about certain course content and cling to those beliefs.	Recognize common misconceptions and ask students to justify their responses.
6. **Ineffective learning strategies**: Students may employ ineffective or inefficient strategies.	Share effective strategies by using modeling and think-alouds. Teach study skills.
7. **Transfer of learning**: Students can't apply learning in other contexts.	Plan tasks to transfer knowledge and apply in different contexts.
8. **Constraints of selective attention**: Students think they can multitask when their attention and focus is really limited.	Teach students to avoid multitasking (especially with media), give breaks, and increase teacher clarity.
9. **Constraints of mental effort and working memory**: Students may be overwhelmed by focusing on too much information.	Organize and chunk information, use visual and auditory cues, and use retrieval practice.

Commitments
⇒ Look for the nine cognitive challenges when observing, share them with teachers, and support them to address them.

Must-Do #17 – Ensure Equitable and Restorative Grading

Reality: During the pandemic, inequities in grading that have long existed in schools were exposed.
Recommendation: We need to establish restorative grading practices that communicate about and promote student learning and growth.

For decades, research has shown how inequitable and harmful a number of traditional grading practices are. For example, as long as a century ago schools used the 100-point grading scale, averages, and grading along a curve. These and other traditional grading practices put students in a hole they can't get out of, tell us little about a student's learning, and make it nearly impossible for students who start off poorly in a course to ever make up for it. However, many schools have not changed their approach to grading.

These grading practices are particularly detrimental for Black and brown students, English learners, and students with disabilities. For example, grading homework presumes students have the time, space, and support to do it. And research shows that including behavior in grades is fraught with biases that disproportionately affect underserved students. Instead, a *restorative* grading system should:
- Lead to increased student growth and learning
- Reliably measure student growth and achievement
- Reduce bias and remove barriers that prevent academic progress
- Serve as a communication tool for students and families

In athletics one coach commented that, "we score games, not practice." The same should be true in schools – in a three-week unit, teachers should only grade one or two summative measures at the *end*, not the daily in-class tasks and homework assignments that constitute student *practice*. Further, the following two items should *not* be included in grades: behavior and participation. You might include them in a separate citizenship grade, but these two areas do not represent mastery of *academic learning*.

Commitments
⇒ Examine disparities in how grading practices impact different student groups. Understand these gaps through the lens of equity.
⇒ Work with teachers to develop restorative grading practices that communicate we don't give up on students.

Must-Do #18 – Enhance Professional Learning Communities

Reality: During distance learning some teachers collaborated less and as a result, this may have compromised teacher efficacy.
Recommendation: We need to reinvigorate professional learning communities and ensure they focus on student learning.

The highest performing teacher teams have a laser-like focus on their *impact on student learning*. They are extremely clear about where their students are going (standards to be learned) and where their students are now (ongoing diagnosis of current student proficiency levels). Then the work of the team focuses on what they need to do to move learning forward, which students are benefiting, and which students are not.

It is worth the effort to revitalize the work of teacher teams given that the effect size of collective teacher efficacy is quite high at 1.39 (students learn more than three times as much as is expected in a year).

However, much can get in the way of effective team functioning: the team may lack a **shared vision**; the team may not **communicate** well or get along; the team may focus only on the task and not on their **own learning**; and the team may focus on **blaming** and excuses rather than solutions. Instead, help teacher teams with the following actions:

1) Support teacher teams in revisiting their collective agreements to focus on student learning and impact such as:
- We understand that student learning is the focus of our work.
- We know that sustained improvement will require a collective effort.
- We focus on data, even when it is difficult, and act on this data.

2) Ensure that teams focus on the following questions to drive collaborative conversations about teaching and learning:
- Where are the students going (standards)?
- How do we move learning forward?
- Where are the students now (regular assessments)?
- Which students benefitted and which didn't?

3) Have teams self-assess their functioning (rating from 1 to 4) using these 6 research-based characteristics of effective teams:

- Our team has appropriate *structures* in place (time and resources). *Rating* _____
- Our team has enough trust and respect to give each other feedback that leads to improvement. *Rating* _____
- Our team has shared values and a vision that includes the belief that students can learn and we can impact learning. *Rating* _____
- Our team finds ways to learn together or from each other by sharing practices, knowledge, and skills. *Rating* _____
- Our team celebrates individual and group successes. We lift each other up and help strengthen each other's practices. *Rating* _____
- There is supportive leadership in the building and power and decision making are shared. *Rating* _____

Commitments
⇒ Revive PLCs by providing them with tools to assess themselves as well as to analyze and discuss student learning.
⇒ Empower PLCs to take actions that matter.

Must-Do #19 – Provide Empathetic Feedback

Reality: Teachers crave feedback that helps them grow, but many have not received this type of feedback.
Recommendation: Provide empathetic feedback to 10% of your teachers every day.

People have a natural tendency to want to know how they're doing but they don't always receive the type of feedback that can help them grow or that is received well. Feedback is most effective when it is just in time, just for me, and given when I can best use it (probably when I ask for it). The GREAT model of feedback below meets these three criteria and works with teachers:

Growth oriented: Be constructive and focus on improvement.
Real: Be honest and specific rather than giving false praise and being vague.
Empathetic: Attempt to understand and combine criticism with care.
Asked-for: Give feedback on what the receiver is seeking feedback on.
Timely: Make sure you deliver the feedback soon and that it is actionable.

Giving feedback that is *empathetic* is particularly important now given all that staff and students have gone through this past year. Really put yourself in the other person's shoes and imagine how the feedback is being *received* and *understood*. Attempt to use "I" statements rather than pointing the finger at "you" and engage in two-way dialogue rather than lectures. After giving the feedback, ask for feedback on your feedback, "Was this conversation helpful? Do you have any suggestions for how I might give better feedback?"

In order for these brief feedback conversations to lead to growth, the authors recommend that you give this type of empathetic feedback to 10% of your teachers every day. That is, if you have two administrators and a teaching staff of 100, each of you should give feedback to 5 teachers a day. If you are the sole leader and you have 30 teachers, then give feedback to 3 a day.

Commitments
⇒ Internalize the GREAT feedback model and be sure to take an empathetic approach to feedback.
⇒ Engage in these types of brief feedback conversations with 10 percent of your teachers every day.

Must-Do #20 – Host Honest Performance Conversations

Reality: There are some teachers who have not had *any* evaluations recently and some who haven't had *honest* ones.
Recommendation: Plan to engage in *honest* performance conversations, grounded in evidence, during this upcoming year.

Even before the pandemic, leaders were not always honest with performance ratings and conversations. As a result, teachers came to expect perfect ratings and saw anything lower than that as a sign of "bad teaching" as opposed to an area of growth. The score, however, is not what is important to growth – it's more important to collect artifacts of teachers' impact on students, analyze them, and identify areas of strength and opportunities for growth. We need to ensure that teachers have a clear sense of the criteria they are being assessed on and then be honest with them about their performance and areas that still need growth. Further, we need to be sure that we are supporting *all* teachers in their growth, not just a segment of our staff. Below are suggestions for supporting various types of teachers with different approaches:

High-achieving teachers: We want these employees to remain with us so the goal should be show them that their work is valued, share with them where the school is going, and invite them to be a part of something bigger. In a performance conversation you might:
• Thank them for their work
• Share why they are important and their impact on student outcomes
• Ask what else you might do to support them

Mid-performing teachers: This group is at risk for high turnover because they compare themselves to the high performers. In your performance conversation, reassure them that your goal is retention and do the following as a way to help them grow:
• **Support**: Outline their strengths
• **Coach:** Identify opportunities for them to grow
• **Support**: Reaffirm their strengths, offer additional support, and ask what else they need

Low achievers: The goal isn't to fire this group – it is unlikely that you can fire your way to school improvement – the goal is to foster high-quality instruction across the school. Hold a performance conversation with the goal of real growth using the acronym **DESK**:
• **Describe:** Describe what you observed.
• **Evaluate:** Evaluate the impact of what you observed, "You did Y, therefore students weren't able to do Z."
• **Show**: Show what the teacher needs to do and offer support.
• **Know**: Know the consequences of their performance in terms of impact on student learning.

Commitments
⇒ Come to agreement about what success looks like for performance review items.
⇒ Bring a range of artifacts into performance review conversations and vary the conversation based on performance level.

Must-Do #21 – Nurture the Climate and Amplify Your Social Presence

Reality: During distance learning, some staff felt disconnected from the school culture and their leaders who they did not see in person.
Recommendation: Build the school culture and amplify your social presence.

The way a school "feels" is the culture or the climate. It is often the leader who sets the tone for this climate. Some staff never set foot in the building last year and feel disconnected and some who did had little contact with others due to safety measure. Some new staff may have never even met their peers face-to-face. With an effect size of 0.43 it is worthwhile to build the culture of your school.

A positive school climate starts with *trust*. To begin, it can help to give an anonymous survey to staff. There is a sample survey in the book (on p.89 and in full here) and excerpted below to determine the level of trust in the principal, staff, students and parents. If the results show that you *do* have a problem with trust, this might be hard to take. However, it's important not to lash out, blame people, or look for scapegoats. It is best to respond with an open-minded curiosity about people's feelings and the changes they'd like to see.

Trust Scale: Rate each item from 1 (strongly disagree) to 6 (strongly agree)	
Teachers in this school trust the principal:	Teachers in this school trust each other:
The principal acts in the best interest of teachers:	Teachers in this school look out for each other:
Teachers have faith in the integrity of the principal:	Teachers can depend on each other:
Teachers in this school trust their students:	Teachers think most parents do a good job:
Students can be counted on to do their work:	Teachers can count on parental support:
Students can be counted on to do their work:	The parents in this school are reliable in their commitments:

In addition to a survey, there are three actions you can take:

    1) **Rounding**. Visit teachers and classrooms but not to focus on instruction, to focus on what is working well, who should be recognized, what could be done better, and what resources staff need to do their jobs.

    2) **Create a culture of appreciation.** By recognizing the work staff do, you create a culture of appreciation. Write five thank you notes to staff each week – start the habit of having an assistant leave five blank cards on your desk each Monday.

    3) **Address conflict.** Conflicts inevitably occur. Be sure to acknowledge the issue, apologize, make it right as soon as possible, and let the wronged person know when it has been addressed.

Commitments
⇒ Prioritize relational trust by using the three strategies above: rounding, appreciative culture, and addressing conflict.

Must-Do #22 – Future-Proof Teachers and Students

Reality: Educators may be eager to return to 2019 schooling and leave behind the successes that were achieved during the past year.
Recommendation: We need to prepare our students and staff for the future by furthering their digital competencies and other new skills.

The concept of "future-proofing" comes from industrial design and electronics, but equally applies to education. It is about making changes to your organization *now* to prepare it for future changes and shifts. In fact, this is so urgent that if schools do not demonstrate their value in the future, they may become obsolete. With the rapid shift to remote learning, they almost met this fate. Teachers and schools did not have many of the tools or skills to respond quickly, effectively, and flexibly to the pandemic.

We are more aware than ever of the importance of 21st century skills like those outlined by Fullan and colleagues: *critical thinking communication, creativity, collaboration, citizenship,* and *character education*. In fact, we made great strides in some of these areas during the pandemic for both students and staff so now it is key to build on those successes described below.

Communication: There were tremendous gains in communication over the past year due to increased digital competence. Students and teachers learned all types of digital skills to enhance communication that ranged from setting up learning management systems and using interactive digital notebooks to fostering two-way communication.

Collaboration: Many teachers made use of virtual breakout rooms to enhance collaboration among students. Encourage them to continue this and go farther – why not have students interact with other students across the school, the district, or other districts. There was also an increase in collaboration among educators with the rise of new and engaging online professional learning opportunities.

Character education: Before the pandemic, social-emotional learning (SEL) was often kept separate from the curriculum. This past year we learned how integral SEL is to student academic learning so many teachers infused their lessons with SEL. Continue to support teachers in taking this approach to SEL and expand mental services at the same time. Further, do not neglect the well-being of staff. Leaders put structures in place for individual and group staff conversations and check-ins and they should continue to provide these opportunities and communicate the value of a caring and collaborative climate for the adults, too.

Commitments
⇒ To "future-proof" your school, build on the successes schools have made with some of the 6Cs for students and staff.
⇒ For those 6Cs that your school has made little progress in, consider the resources you will need to kick-start new initiatives.

The authors of *Leading the Rebound* present 22 compelling "must-dos" for the return to school. But it's too much to focus on that many areas at once. In fact, by prioritizing, leaders have a better chance of truly impacting their schools. As Steven Covey and colleagues write in *The Four Disciplines of Execution*:

• When you have 2-3 priorities, it is likely you will achieve *all* with excellence
• When you have 4-10 priorities, it is likely you will only achieve 1-2 with excellence
• When you have 10 or more priorities, it is unlikely that will achieve *any* with excellence

I recommend that leaders work with their leadership teams to choose a few priority areas just for the first 3 months of school like Douglas Reeves and Robert Eaker suggest in *100-Day Leaders* where they describe how much leaders can accomplish in just 100 days (about 3 months) and how.

Example of Relentlessly Following a Priority

What might PRIORITIZATION look like in practice? In one example from Chip and Dan Heath, the principal of a 3,000-student high school decided to focus on *one* priority – increasing the percentage of students who went on to postsecondary education (the current rate was just 15%). She relentlessly focused on this goal and all of her initiatives supported it (many of which would translate well in a post-pandemic school):

• She eliminated the 2-track system that separated college-bound and vocational students
• She matched students with on-campus advisors for their entire 4 years of high school
• She strengthened assessments and tutoring (consider high-dosage tutoring – it has been shown to be effective)
• She changed the ABCDF grading scale to ABC NY (not yet) – this is a great time to reconsider grading practices
• She had teachers explain to students exactly what ABC work looks like

5 Questions to Help You Choose Your Top Priorities

So, how do you choose no more than three main priorities from among the dozens of potential ones, most of which are truly important? Below are 5 questions to help guide you in this decision – and it's best to choose priorities as a *team*. Note that I've included a **tool you can use** to map these questions against several possible top priorities so you can identify your top three.

1, How much of an impact on student learning and student well-being will this priority have?
The idea is to choose your priorities over others not because some priorities are *bad*, but because the one you choose will have a comparatively larger impact. This means it helps to be acquainted with the research on which types of initiatives impact student learning or well-being *more*. For example, some of the must-dos in *Leading the Rebound* reference John Hattie's research that shows those factors with an effect size of more than 0.40 produce more than a year's worth of learning in just a year.

A few elements that were mentioned in the book with high effect sizes are collective teacher efficacy (1.39), student collaboration (0.82), RTI (1.09), school climate (0.43), and teacher clarity (0.51). Further, there is agreement among Hattie and other researchers – the DuFours, Darling-Hammond, Marzano, Reeves, and Schmoker – that the following have a larger impact on student achievement: formative assessment, professional collaboration, feedback, a clear curriculum, formative assessment, and high-impact teaching strategies (such as nonfiction writing).

2. Can this priority make an impact within 3 months?
People need **small wins** now more than ever. Consider choosing 3 priorities just for the first 3 months and then re-assess. If you don't believe much can be done in just 3 months, in their research, Reeves and Eaker found that schools have been able to do the following in that timeframe: reduce failure rate by 90%, reduce chronic absenteeism by 80%, reduce suspensions by 50%, and significantly improve staff morale. Take a look at each potential priority – Is this something you, as a leader, can influence within 3 months?

3. Does this priority address our most pressing needs/gaps?
Spend some time **gathering data** so you can identify the most pressing needs of your school. Be sure to do this as a team and to go beyond typical standardized test data (which may be particularly inaccurate due to the pandemic). Instead, examine the 3 types of data Shane Saffir introduces in *Listening Leader* and further fleshes out in her most recent book with Jamila Dugan *Street Data*:

⇒ Level 1 "satellite" data like test scores, attendance and course passage
⇒ Level 2 "map" data like reading levels and algebra readiness scores
⇒ Level 3 "street" data that you gather through listening and observing. Of these, the Level 3 data is the most helpful in understanding the current reality of complex problems—these are the stories you hear when you enlist deep listening skills.

Once you have gathered data on these three levels from surveys, focus groups, one-on-ones, assessment results, and more, determine which of your potential priorities will best address the gaps and needs you see in the data.

4. Does this priority build on our existing initiatives/strengths/school values?
Sometimes a new initiative or change feels overwhelming because it doesn't seem connected to the school's existing initiatives, mission, or strengths. The path to success is often faster and easier when it is built on what you already do well. Examine the data you uncovered and see what **strengths** your school already has. Lots of schools found successful new approaches during the pandemic that they don't want to lose and in fact, should build on. Use this question to choose priorities that most align with your school's strengths.

5. How much will this priority influence *other* aspects of the school?
Charles Duhigg in *The Power of Habit* points to research on what is called a *keystone habit* – one habit – that has the power to influence a range of other habits. In a school, this means that rather than focusing on improving every little thing, we should instead focus on a few *key priorities* – or **keystone habits** – that will serve as catalysts to change the rest of the school. Take a look at some of the "must-dos" from *Leading the Rebound* that may fit within your priorities – these may help in deciding whether a priority will impact several to-do items recommended by these authors. For example, if one of your priorities is to rebuild adult culture, you can see that this might include numbers 3, 4, 18, 19, and 21 from below.

The 22 must-dos to lead the rebound effort in your school include the following:

1. Take care of yourself	12. Establish restorative practices
2. Take stock of last year and find the path forward	13. Don't step in and prevent teachers from resolving conflicts
3. Rebuild teacher agency	14. Enhance teacher-student interactions
4. Rebuild collective teacher efficacy	15. Develop early warning intervention systems
5. Prioritize SEL	16. Address cognitive challenges to learning
6. Change the learning loss narrative	17. Ensure equitable and restorative grading
7. Guide teacher clarity	18. Enhance professional learning communities
8. Look for 4 key components of quality instruction	19. Provide empathetic feedback
9. Use assessments for a range of purposes	20. Host honest performance conversations
10. Design and implement interventions	21. Nurture the climate and amplify your social presence
11. Win back parent-teacher relationships	22. Future-proof teachers and students

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A Tool to Determine Top Priorities

In a famous example, when Steve Jobs ran Apple he would take 100 employees away to brainstorm priorities for the company's next fiscal period. They would work together and narrow it down to 10 priorities. Then – and some people saw this as ruthless – Jobs would slash the bottom seven projects and say that *no* Apple money or time would be dedicated to those seven and that the company would *only* focus on the top three.

Instead of the Steve Jobs approach, I suggest you:
    A. Gather a team to help you identify top priorities for the first 3 months of school,
    B. Brainstorm 10 possible priorities and put them in the 1st column below,
    C. *Individually* rate each priority, from 1 to 10, for each of the 5 questions and enter the TOTAL for each priority, and
    D. As a team, look at the TOTALs on the right and build consensus around 3 top priorities.

Rate each initiative on the 5 questions from 1-10 and put the total in the final column. Next, work collaboratively to slash the lowest 7 so you can focus on the top 3 priorities.					
Possible Priorities	Q1: How much of an impact on student learning & well-being will this priority have?	Q2: Can this priority make an impact within 3 months?	Q3: Does this priority address our most pressing needs/gaps?	Q4: Does this priority build on our existing initiatives/strengths/school values?	Q5: Will this priority influence *other* aspects of the school?	TOTAL
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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