

Deliverable: **Builds Trust Through Clear Communications and Expectations**

Instructional Designer: Amy Kinsman

SME: Michele Israel

Product: Principal Compass

TRT: 1097 words/125 = approx. 9 min

Chapter Name	Narration	Visuals (Description & Image References)	TOS	Audio Filename
Introduction	<p>The principal's role is changing when it comes to setting goals, making decisions, and promoting change. These days, it's not just the principal who determines the schools' direction. There are varied stakeholders that may have a role in school affairs. Their support and contributions are critical to a principal's ability to effect school improvement and success.</p> <p>Making sure everyone's voice is heard is complex. A principal has an important charge: To establish collaborative communication that enables all players to contribute to the change process.</p>	<p>Principal (preferably one that represents diversity) with a stakeholder or stakeholders (student, teacher, parent, community member, business rep, public official, etc.) Something like this?</p>  <p>Leave image on screen as you change out the TOS in sync w/audio</p>	<p>Header:</p> <p>The principal's role is changing</p> <p>Stakeholder buy in and contributions are critical</p> <p>To establish collaborative communication that enables all players to contribute to the change process</p>	
	<p>Creating this type of community requires solid leadership skills. One of the most critical leadership skills is the ability to communicate effectively so that a principal gains others' support toward specific goals.</p>	<p>Similar image to above, but with the group in conversation/discussion, the principal listening thoughtfully and attentively—leave on screen and change TOS in sync w/audio</p>	<p>Strong leadership skills</p> <p>Effective communication</p>	

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	<p>As a result of years of empirical research and the study of professional practice, leadership expert Lyle Kirtman has identified seven competencies for school leadership. This module addresses competency 2: Builds trust through clear communications and expectations.</p> <p>Trust is inherent to communication. Trust and clear communication are critical to move ideas forward toward school success.</p>	<p>Insert image of Lyle Kirtman</p> <p>Highlight number 2 in the TOS</p>	<p>7 Leadership Competencies</p> <ol style="list-style-type: none">1. Challenges the status quo2. Builds trust through clear communications and expectations3. Creates a commonly owned plan for success4. Focuses on team over self5. Has a high sense of urgency for change and sustainable results in improving student achievement6. Has a commitment to continuous improvement for self7. Builds external networks/partnerships	
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	<p>Kirtman states, "When a relationship breaks down and a team is dysfunctional, lack of trust is usually mentioned as a fundamental problem." So let's take a look at how to build trust.</p>	<p>Add image of a team of teachers arguing</p>	<p>"When a relationship breaks down and a team is dysfunctional, lack of trust is usually mentioned as a fundamental problem."</p> <p>Kirtman, Lyle. 2014. Leadership and Teams: the Missing Piece of the Educational Reform Puzzle. Upper Saddle River, NJ: Pearson.</p>	
Building Trust	<p>Building trust is a process, not a single event that can be checked off a list. Knowing the steps that are involved in building trust is the first step in establishing approaches to effective communication.</p>	<p>Add image similar to this:</p> 	<p>Header: Building Trust</p> <p>Building trust is a process</p>	

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	<p>The Trust Cycle is a valuable tool to use, especially when conflict or the absence of trust exists.</p> <p>At the core of the cycle is a steadfast and consistent person that stakeholders can trust. A principal with a vision, idea, or stance on an issue that others expect.</p> <p>The five elements of the Trust Cycle include:</p> <ul style="list-style-type: none"> • Communication: The principal clearly communicates his or her idea or perspective to stakeholders • Shared Understanding: The principal strives to build a shared understanding of his or her perspective among stakeholders. • Predictability: People know where the principal stands and what behavior they can expect and count on from the principal • Trust: Stakeholders share responsibility, accountability, and a clear commitment to complete a task or assignment • Teamwork: Here, the principal reinforces shared efforts toward a goal by making sure all decisions are aligned with any district or school plans, factors, parameters, or assumptions. For example, expectations might have to correlate with budget or policy. The principal's input on such matters guides the team's work. 	<p>Add Trust cycle image and citation from file: Trust_Cycle.pdf</p> <p>Highlight each element of the trust cycle in sync w/audio</p> <ol style="list-style-type: none"> 1) Communications 2) Shared Understanding 3) Predictability (Shared Expectations) 4) Trust (Shared Commitment) 5) Teamwork (Shared Efforts) 		
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Anderson-Davis, Donna 2/20/14 9:19 AM
Comment [1]: Unless Lyle specifically used the word predictable, I think these two adjectives are more descriptive.

Michele Israel 2/26/14 9:08 PM
Comment [2R1]: He does use the term predictable in his book...but since he reviewed this, and it seems OK, then so be it.

Michele Israel 2/26/14 9:13 PM
Comment [3]: Please note term predictability again, which goes back to the earlier statement...predictability is what Kirtman uses

Michele Israel 2/28/14 1:41 PM
Deleted: the

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	Clearly stated expectations are essential to the trust cycle. Principals who state from the start what they expect are more likely to get stakeholder buy in for a specific goal, support constituent development toward reaching this goal, and sustain high standards through the change process. Setting expectations at the start immediately promotes trust.	Image of a leader with a SmartBoard or chalkboard with a list of points but with a group of people attentive and clearly in agreement	Highlight EXPECTATIONS: LIST: <ul style="list-style-type: none"> Stakeholder buy in Constituent development Sustain high standards 	
	Here's an example: The principal wants teachers to heighten student learning. He or she sets and announces this clear expectation at the start of the year. Teachers know that this is a primary goal and work toward reaching it, alongside the principal, their peers, and other relevant stakeholders.	Repeat of image above	EXPECTATION: More student engagement in learning	
	No surprises, no waffling on direction: It's clear what everyone has to do to get students more engaged in the classroom. This clarity solidifies trust.	Image of surprise (teacher looking like what? This is news to me!)	CLARITY ABOUT GOAL!	
	It's important to take the time to move through the entire trust cycle. Often, people move straight from step 1 to step 5, resulting in a breakdown of trust and communication because of a lack of shared understanding, uncertainty about the principal's stance, and most importance, the absence of trust among the players.	Continue showing the trust cycle—if possible, add animation that shows moving through the cycle and skipping of elements in sync with audio		
Patterns of Participation	The trust cycle guides collaborative discussion, which is a more desirable and practical tactic for partnering with stakeholders to achieve goals.	Show image of teachers and principal having a discussion around a table	Header: Patterns of Participation Collaborative discussion	

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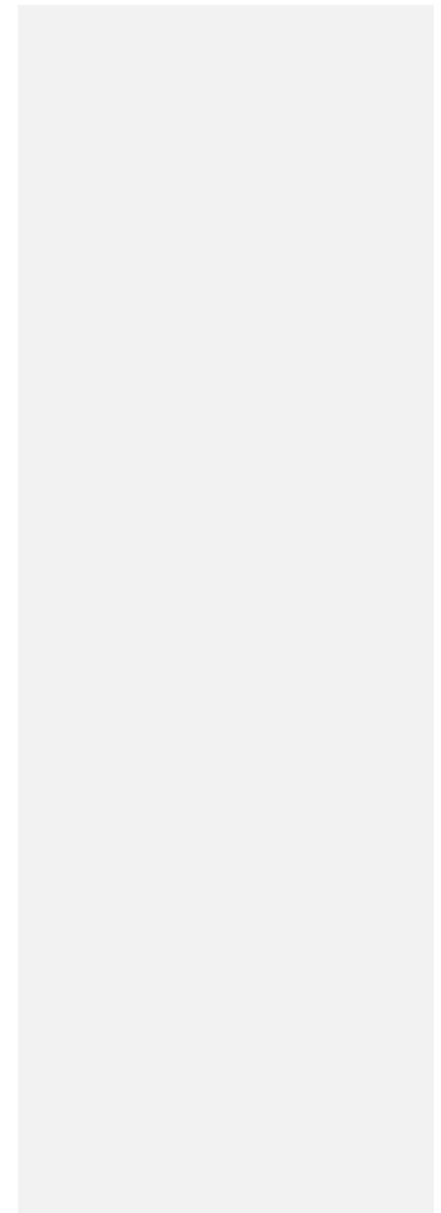
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	<p>Principals often encounter two major roadblocks to trust building: ineffective communication and top-down decision making that is uninformed or not good for the school.</p>		<ul style="list-style-type: none"> • Ineffective communication • Top-down decision making 	
	<p>One way to gauge your own decision-making styles is with the Patterns of Participation. It describes six ways leaders make decisions.</p> <ul style="list-style-type: none"> • Type 1: The leader makes a decision for which he or she seeks team support but no input. • Type 2: The leader has an opinion about how to approach the decision, and first tests it with the team. • Type 3: The leader has a decision to make but no alternative and seeks team input and direction. • Type 4: The leader is part of the team that makes the decision. • Type 5: The team makes the decision without the leader's input because the leader believes others are better able to make the decision. • Type 6: The leader facilitates the team's decision-making process and defers to the team's decision. 	<p>Patterns of Participation Matrix (file: PatternsofParticipation.ppt—slide 1)</p> <p>Highlight each portion of the matrix in sync w/audio</p> <ul style="list-style-type: none"> • Type 1 • Type 2 • Type 3 • Type 4 • Type 5 • Type 6 		
	<p>How do these patterns of participation help you reflect upon your decision-making style? Does your approach help you build relationships based on trust?</p>	<p>Patterns of Participation Matrix</p>		



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	<p>Finally, you must be able to negotiate conflicts that occur with both your internal and external stakeholders. The trick is to catch the conflicts before they escalate. It's usually best to address conflicts collaboratively, working with a team to manage and monitor conflicts.</p> <p>To stem conflict, communication must be clear and a shared understanding must be reached.</p>	<p>Image reflecting conflict where principal is attempting to resolve or negotiating.</p> <p>Leave image and have TOS appear in sync with audio</p>	<ul style="list-style-type: none"> Negotiate conflicts before they escalate Address conflicts collaboratively Clear communication Shared understanding 	
The Stakeholders	<p>There are diverse internal and external stakeholders in a school community, including teachers, supervisors, school staff, parents, diverse families, corporate and community leaders, business people, public officials, local agencies, and the district office, among others.</p>	<p>Show an image of a school in the center and then images of teachers, parents, and people in business suits</p>	<p>Header: Internal and external stakeholders</p>	
	<p>These individuals can influence the perception of a school. They also have a contributory voice. An effective principal engages their stakeholders in an open and truly collaborative dialogue and uses their views in shared decision-making processes.</p>	<p>Show image of a principal talking with a group of parents—add TOS in sync w/audio</p>	<ul style="list-style-type: none"> Engage stakeholders in dialogue Use stakeholder views in decision making 	
	<p>A principal who is a strategic communicator will appeal to each stakeholder group with specific messaging. And remember: This custom-designed communication must continually promote and reinforce trust.</p>	<p>Show image of a principal talking with business people</p>	<p>Strategic communication to promote trust</p>	

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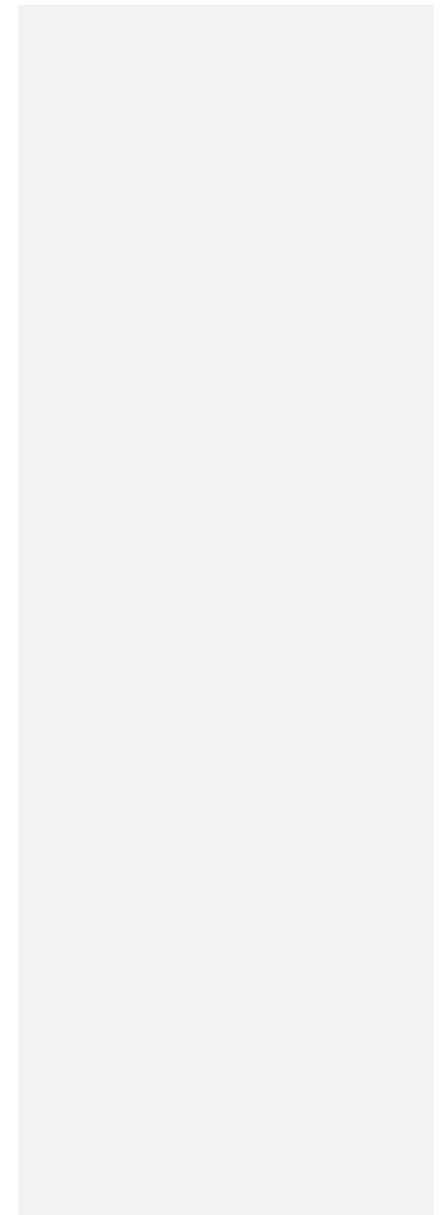
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Effective Communication	So, what are the communication skills that enable you to gain trust, collaborate with stakeholders, and achieve goals?	Images of a principal talking to a teacher	Header: Effective Communication What are the communication skills that enable you to gain trust, collaborate with stakeholders, and achieve goals?	
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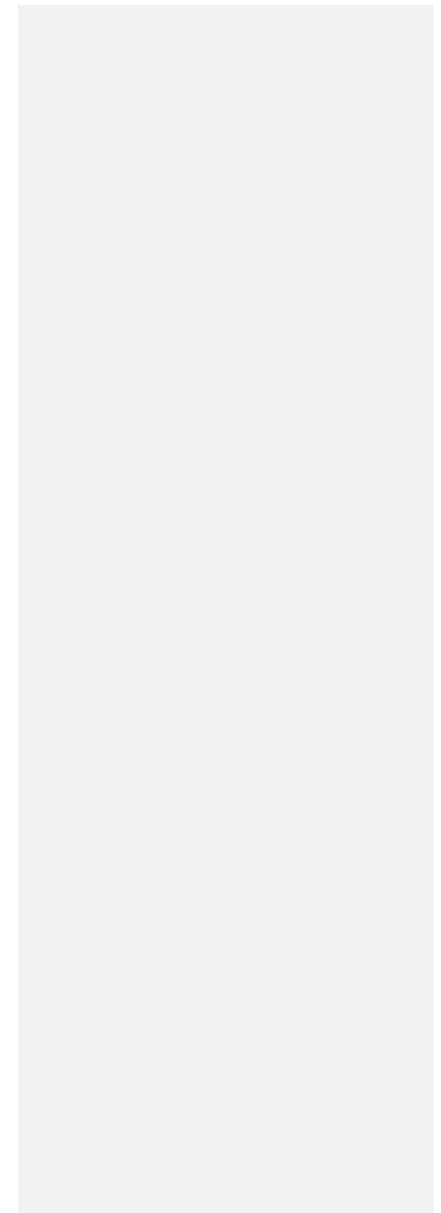
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	<p>Consider some of the following basic communication tenets:</p> <ul style="list-style-type: none"> • Be good a good listener and understand multiple points of view; • Recognize you don't have all the answers; • Create a communications plan; • Establish patterns of communication and keep the lines of communication open (especially in school); • Understand individual styles and construct communication methods to address them; • Monitor what and how information is disseminated; • Ensure that communications are clear and messaging consistent; • Create communications that promote discussion and collaboration (shared leadership and decision making helps achieve goals); • Articulate high expectations and shared decision making; • Foster open, democratic, and constructive dialogue; • Be visible and accessible (this delivers a message of readiness to communicate); • Do what you say you are going to do; and • Continually work to build trust. 	<p>Animated checklist...each tenet comes up and then there is a check that appears to go into the box.</p>	<p>(On the checklist)</p> <ul style="list-style-type: none"> • Good listener • Don't have all the answers • Communication plan • Communication patterns and plan • Understand and address individual styles • Monitor information dissemination • Clear and consistent messaging • Discussion and collaboration • High expectations and shared decision making • Open, democratic dialogue • Visible and accessible • Do what I say I will (keep your word?) • Builds trust 	
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	The following are some examples of what you can use to communicate with diverse constituents. REMEMBER: One form of communication does not work for everyone.	Image of a principal talking to a teacher—add TOS in sync w/audio	One form of communication does not work for everyone	
	For parents you can use weekly printed or virtual newsletters, automated phone systems, parent forums and surveys, the school website, coffee with the principal, a standard flyer, or focus groups to discuss changes. For all of these methods, remember to produce materials in languages that are accessible to your diverse families.	Image of principal talking with parents	Parents: <ul style="list-style-type: none"> • Weekly newsletters • Automated phone systems • Parent forums and surveys • School website • Coffee with the principal • Standard flyer • Focus groups 	
	For teachers and staff, you can establish forums or committees around school issues or ideas, conduct one-on-one meetings, provide constructive verbal and written feedback on instructional performance, interview staff on their views on school concerns and use the responses to take action, send paper and e-mail memos, or post in the teacher's lounge.	Image of principal talking to school staff or teachers	Teachers and Staff: <ul style="list-style-type: none"> • Forums or committees • One-on-one meetings • Verbal and written feedback • Interviews • Paper and e-mail memos • Postings in the teacher's lounge 	

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	For external stakeholders, you can engage the local media with press releases and statements, provide regular updates and progress reports at school board meetings, conduct surveys and focus groups; present at conferences and community events centered on education.	Image of principal talking to media, or at school board meeting, or at a community event	External Stakeholders <ul style="list-style-type: none"> • Press releases and statements • School board meetings • Surveys and focus groups • Conferences and community events 	
Conclusion	<p>Becoming a master communicator takes time and practice. Communication approaches will shift for each new idea and an evolving constituency. But with trust embedded in and reinforced by all communication efforts, and with collaborative decision making at the heart of the change process, you can reach goals and achieve success.</p> <p>Eric Sheninger, a principal at New Milford High School in New Jersey sums it by saying</p> <p><i>"When communication is strengthened by listening, flexibility, support, consensus, and a certain level of autonomy, leaders begin to establish an innovative culture that supports calculated risk-taking, embracement of new ideas, and a sense of empowerment among teachers. This is how sustainable changes happens."</i></p>	Image of a principal working with teachers	<p>Becoming a master communicator takes time and practice</p> <p><i>"When communication is strengthened by listening, flexibility, support, consensus, and a certain level of autonomy, leaders begin to establish an innovative culture that supports calculated risk-taking, embracement of new ideas, and a sense of empowerment among teachers. This is how sustainable changes happens."</i></p> <p>Eric Sheninger, principal at New Milford High School in New Jersey.</p>	

Michele Israel 2/26/14 9:30 PM
Comment [4]: Source for this quote:
<http://lessonsandlaughs.blogspot.com/2012/07/its-all-about-communication.html>