Leadership Network
Superintendents

December 13, 2019

These materials were produced with Title I, Part A funds and are in the public domain.
MI Excel Statewide Field Team

Executive Director
Elizabeth R. Brophy

Area Leaders
Alecia Hoppa
Heather Stanley
Kwame Stephens
Chasity Sutton
Dr. Lynda Wood

Coordinator of Technology & Communications
Heather Y. Heitsch

Coordinators of Professional Learning
Lynn Batchelder
Alecia Hoppa
Angela Jack
Carrie Johnson
Lori Pearson
Sarah Scott

Coordinator of Operations
Anne O. Bohl
Today’s Presenters

Beth Brophy
Lori Pearson
Dr. Lynda Wood
The Leadership Network – Superintendents will further extend Superintendents' learning of the Leadership Network in the *Blueprint* for Systemic Reconfiguration by:

- extending his/her current understanding of the *Blueprint*
- and gain insights from other Superintendents in *Blueprint* installing districts across the State of Michigan.
How does this graphic represent the *Blueprint* meaning of AT SCALE?
Session Logistics
Today’s Objectives

1. To enhance an understanding of the superintendent’s role in facilitating effective communication in a school district
2. Understand the role of feedback in developing others by practicing with tools for providing feedback
3. Strengthen the competencies (Developing Others, Monitoring and Directiveness) required to lead people, support organizational growth, and drive gains in academic and non-academic student growth.
4. Grow our individual and team capacity for leading the work of systemic reconfiguration by learning from one another.
Today’s Agenda

Welcome/Network’s Purpose
Inclusion Activity
Effective Communication
Leader Competencies- Developing Others and Monitoring and Directiveness
Role of Feedback
Scenarios
Updates
Solution Room
Where to Find Session Resources

Tools and Resources
- BP Tools and Resources Home
- Blueprint Online Warehouse
- Leadership Networks Resources
  - Summer Institutes – 2019
  - Real Time Installation Support
  - Dialogue Series
  - Video Resource Library
  - Assessing Needs Online Warehouse
Working Agreements

Share ideas.
   Encourage others to share.
   Commit to confidentiality.

Ask questions.
   Respectfully challenge thinking.

Be fully present.
   Take care of your needs.
   Use technology to enhance learning.
The *Blueprint*: Systemic Reconfiguration

Equitable Allocation of District-Level Resources Based on Student Need

District Network
- Talent Management Infrastructure
- Leadership Network
- Instructional Infrastructure
- Intensive Student Support Network

Problem-Solving Driver System
- Principals
- District Leadership
- Instructional Routines
- Teacher Collaborative Routines

Communications Driver System

Performance Management Driver System

Building Network

Equitable Allocation of Building-Level Resources Based on Student Need

Anchored in a culture of collective responsibility that is collegial, collaborative, and professional.

Dramatic Improvement in Student, Teacher, and Leader Performance in a Short Amount of Time.
On a piece of paper draw Two Boxes ....You are going to find 2 partners

- Partner 1: Share your Favorite Holiday Food
- Partner 2: Share your Favorite Holiday Activity
List three to four skills you define as the most important to your success and rank them as:

- very important
- important
- unimportant
- least important
The primary purpose of a school leader is to bind the district and the community together in support of a powerful vision for student learning. The only effective tool for meeting this challenge is a comprehensive communication plan.

Dr. Max Riley, Superintendent
Randolph, (NJ) Public Schools 5,500 students
Communication

Objective: To enhance an understanding of the superintendent’s role in facilitating effective communication in a school district.
Communication Matters...

As a superintendent you are continuously leading others by providing direction and exercising influence.

- The superintendent is the lead communicator
- The superintendent must intentionally establish and maintain a culture of effective communication
The National School Public Relations Association (NSPRAS) conducted a study to identify qualities essential to the success of school superintendents as cited by leading school superintendents.

Highlights from what these superintendents shared about communication....

National School Public Relations Association, 2005
Strategic Communication

Planning Framework

1. Goals
2. Landscape
3. Current practices
4. Action plans, timeline and measurement
5. Implement, training, support and evaluation
# Strategic Communication

## Communications Plan - Page 1

### Southfield Public Schools

*Imagine 2020 Communications Plan Phase 1*

---

**Strategic Communication**

### Imagine 2020

---

**Communications Plan - Page 1**

---

### Strategies

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent Communication</td>
</tr>
<tr>
<td>Prevent early communication</td>
</tr>
<tr>
<td>Early communication</td>
</tr>
<tr>
<td>Prevent late communication</td>
</tr>
<tr>
<td>Prevent late communication</td>
</tr>
</tbody>
</table>

---

### Communications Tactics - Phase 1

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
</tbody>
</table>

---

### Timeline

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
</tr>
<tr>
<td>Completed</td>
</tr>
</tbody>
</table>

---

### Notes

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
</tr>
<tr>
<td>Completed</td>
</tr>
</tbody>
</table>

---

**Southfield Public Schools**

*Imagine 2020 Communications Plan Phase 1*

---

**Southfield Public Schools**

*Imagine 2020 Communications Plan Phase 1*

---

### Jacqueline Robinson

*Updated June 17, 2015*
Most interpersonal skills can be grouped under one of four main forms of communication:

- verbal
- listening
- written
- non-verbal
Interpersonal Communication

- ability to be supportive & motivate others
- honesty
- ability to relate to others
- patience with others
- ability to trust others
- knowing how & when to show empathy
- active listening skills
- flexibility
- genuine interest in others
- good judgement
- ability to persuade others
- negotiation skills
- great sense of humor
- know your audience
- ability to keep an open mind
- proactive problem solving
- awareness of body language
- good manners

Interpersonal skills are behaviors and traits you rely on when communicating and building relationship with others. These are often called “people skills”
Communication Essentials for Superintendents

- Communicate with the Board of Education
- Communicate with Administrative Team - building a positive relationship with the administrative team is crucial
- Communicate with Staff (instructional & non-instructional) - maintaining positive relationships with staff. Earning and maintaining the staff’s trust
- Communicate with and be involved in the community - newsletters, annual reports, press releases, visibility in the community, along with text and digital methods
- Communicate with Key Communicators - a select number of people with a sphere of influence in the community. They help to get the word out about district initiatives and families in the district.
Communication Essentials for the Superintendent

- Serve the community (*Chamber of Commerce, Community Athletic Teams, Community Foundations, Church Board, Economic Development Authority, Lions Club, Rotary, United Way etc.*)
- Communicate via the District’s website, twitter, facebook, youtube etc.

Joanne E. Hopper, Director of General Education Services, Sanilac Intermediate School District
System of Organizations

Variables and/or Challenges

- New Legislation
- State Initiatives
- Students and Parents
- Hiring and Retaining Employees
- Bargaining and Unions
- Social Media
- School Board Relations
- Teaching and Learning

Increase Student Achievement

System of Stakeholders

- Leadership
- Educators
- Food Service
- Transportation
- Human Resources
- Finance
- Maintenance
- Community
1. Each table group is a "Home Group"
2. Each person at the table will take a different number from (1-4)
3. Get into your “Expert Group” made up of everyone with the same number.
4. In your “Expert Group” read the article “Advice for Superintendents: A consultants Perspective.” Share and compile as an "Expert Group”.
   ■ Expert Group #1 - Invest in your senior team
   ■ Expert Group #2 - Encourage openness & honesty
   ■ Expert Group #3 - Don’t be the smartest person in the room
   ■ Expert Group #4 - Build relational capital
5. Reconvene into your "Home Group" and each "Expert" reports the information learned.
6. Jot down notes on your reading guide.
Objective: Strengthen the competencies required to lead people, support organizational growth, and drive gains in academic and non-academic student growth
Why Competencies

- Competencies
- Actions
- Lead to
- Lead to
- Outcomes
Developing Others

Influence with the specific intent to increase the short and long-term effectiveness of another person

What does it look like, sound like?
What are examples and non-examples?
What might Developing Others look like or sound like as a Superintendent?

➔ “I noticed how well you organized and presented the new curriculum review process in the meeting today. You were clear and handled the tough questions well.”

➔ The Superintendent starts each Admin meeting with shared learning around an article or short video (sent out prior to the meeting) to build common language and shared understanding.

➔ The Superintendent holds conversations with their learning-focused partner (building leader) offering specific feedback on how they might schedule more time in classrooms and plan to provide timely feedback to teachers.

➔ The Superintendent talks to direct reports about their personal grow plans and offers feedback based on what they have observed.

➔ “I know we have some people that might struggle with the amount of detail provided here. Have you considered taking this information and creating a simple graphic that outlines the key ideas?”
What You Might Hear or See of a Person struggling with Developing Others . . . Non-Examples

➔ “Nice job today in the meeting.”
➔ The Superintendent does not value shared learning and says reading and learning together within the Admin meetings is a waste of time.
➔ The Superintendent visits classrooms with their learning-focused partner (building leader) but consistently fails to hold follow-up conversations about what they learned together.
➔ The Superintendent tells direct reports to fill out a growth plan, files it away and does not discuss the plan or provide support for the person to achieve their goals.
➔ “You provided too much detail and people don’t understand your point. Do this over and make it more clear.”
WHY is Leadership Development Important?

School leaders are responsible for as much as 25 percent of the total school effect on student learning.

“Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst” (Leithwood, Louis, Anderson, Wahlstrom 2004 p.5)

Principals/School Leaders have an effect size of .36 on student learning (Hattie 2009)

District-level leadership has a positive correlation of .24 between district leadership and student achievement (Marzano & Waters, 2009)
Feedback

Objective: Understand the role of feedback in developing others by practicing with tools for providing feedback
Defining Feedback

A dynamic process that uses dialogue and evidence to engage a learner, internally or with a learning partner, in constructing knowledge that results in changes in practice, performance, and self.

Joellen Killion - The Feedback Process
Visions of High-Quality Instruction and Student Support

District shares visions and provides PL

Walkthroughs and Performance Management

Coaching and Feedback to Teachers

Learning Focused Partnerships support principals

Observable Visions of High-Quality Instruction and Student Support

Input (Effort) → Process → Output (Outcomes)

Feedback
Visions of High Quality Instruction and Student Support

District shares visions and provides PL

Walkthroughs and Performance Management

Observable Visions of High Quality Instruction and Student Support

Feedback
So, What is Feedback?

Feedback is about helping people understand what prevents them from reaching their goals... data that helps illustrate the current reality compared to the desired reality. Feedback helps people to set goals.

Feedback is about reinforcing appropriate behavior.

Feedback is intended to raise awareness of strengths, highlight areas for growth, and motivate change.
A Continuum for Self Reflection

- The continuum reflects the level of self awareness; reflective habits.
- Identify where the receiver of the feedback is on the continuum helps determine the specific learning needs and the feedback type.
- The receiver can be in more than one stage and in different stages depending on topic and tasks.

A Continuum for Self Reflection

- Unaware their current practices could be any different
- Little or no knowledge of research based practices
- Feedback type: Leader Driven; Direct

A Continuum for Self Reflection

- Motivated to change; trying to unearth the “right way”
- Disconnect between knowledge of best practices and daily actions
- Feedback type: 50% Leader guided, 50% teacher/leader driven, invited reflection; Indirect

A Continuum for Self Reflection

- Very competent, aware there is more than one right way of doing things
- Will continue to grow as he/she engage in reflective learning.
- Feedback type: 100% teacher/leader driven; Open ended questions; Collegial

Three Steps to Effective Feedback

*Provide precise praise (See It):* Start off with one or two pieces of precise praise from your observation.

*Probe (See It):* Ask a targeted open-ended question about the core issue.

*Identify problem & concrete action step (Name It):* Identify the problem and state a clear, measurable, observable action step that will address this issue.

Adapted From: Leverage Leadership (2012). & Leverage Leadership 2.0 (2018). Paul Bambrick-Santoyo
Provide Precise Praise

BE SPECIFIC

A real strength of your lesson was . . .
A real strength of your staff meeting was . . .
I noticed . . .
The teacher action I observed . . .
A leader action I observed . . .
Narrow the focus
- What would you like me to have noticed today?
- I am wondering why . . .
- How did the lesson align with . . .?
- How did the staff meeting align with building goals?
- How does the budget align with district priorities?

Begin with the purpose
- What is the purpose of . . .?
- Why do we . . .?
Identify Problem & Concrete Action Step

● **Goal**: Teacher or leader to identify area for growth and concrete action
  - **Probe**
  - **Ask scaffolded questions**
    - *What evidence do you have that?*
    - *How does that . . . ?*
  - **Present evidence**
  - (When all else fails) **Tell**
    - *I’m thinking you might want to . . .*
    - *I’d suggest that you . . .*

Adapted From: Leverage Leadership (2012). Bambrick-Santoyo
When Giving Feedback Remember . . .

- Less is More.
- Face-to-face feedback makes the difference.
- Having teachers and leaders think about their teaching and leading improves performance.

Adapted From: Leverage Leadership (2012). Bambrick-Santoyo
Praise, Probe, Action Step Practice

1. **Praise**: Be as specific as you can.

2. **Probe**: Help narrow the focus and ensure the purpose.

3. **Action Step**: Get the teacher or leader to identify the problem and action step on his or her own.

*Adapted From: Leverage Leadership (2012). Bambrick-Santoyo*
John has been teaching history for six years. You and your Principal learning focused partner observed his class and observed him standing at his computer podium lecturing using a PowerPoint presentation for 30 minutes. Most students appeared to be taking notes on John’s PowerPoint presentation. There were five students with their heads on their table.
In your partnership walkthroughs yesterday, 3 teachers were talking in the hallway during class time. The Principal walked up to the trio and asked if there was an emergency. All 3 teachers said no. The principal then asked the teachers to return to each of their classrooms. The principal shared with you that he will send out an email to all staff reminding them to not leave students unsupervised.
The finance director worked on budget projections for next school year. He made line item adjustments based on dollars spent the previous year. Additionally, he put together a brief PowerPoint presentation outlining the projections to share with the school board. When presenting the PowerPoint, he stumbled through the slides, misread figures, and was unable to answer board members' questions.
Objective: Strengthen the competencies required to lead people, support organizational growth, and drive gains in academic and non-academic student growth

Blueprint Leader Competency: Monitoring and Directiveness
Why Competencies
Monitoring and Directiveness

The ability to set clear expectations and hold others accountable for performance

What does it look like, sound like?
What are examples and non-examples?
What might Monitoring & Directiveness look like as a Superintendent?........Examples

➔ “This is the direction we are heading and here are the short-term and long-term timelines”

➔ The Superintendent is observed having conversations with a building principal on high-quality instruction, offering specific feedback and following up on agreed upon actions from the prior meeting.

➔ A Central Office leader refused to live up to a district expectation, the Superintendent holds a crucial conversation with the leader and they agree upon next steps. The Superintendent follows up in writing, and monitors in person 3 days later.

➔ The Superintendent is aware that a central office leader has not been coming prepared to Admin Meetings. There is a conversation with the CO leader, and the Superintendent checks in the day before the next Admin meeting to ensure the central office leader is prepared.

➔ The Superintendent has set the expectation that Building Networks are meeting bi-weekly with specific areas of focus. The Superintendent randomly drops in to meetings to ensure the expectations are being met.
What might Monitoring & Directiveness look like as a Superintendent?........Non-Examples

➔ “I am not sure when you need to have this done but it will be soon”
➔ The leader is observed having conversations on high-quality instruction, offering specific feedback but does not discuss and monitor agreed upon actions from the prior meeting.
➔ A Central Office leader consistently refused to live up to a district expectation. The Superintendent does not address the Central Office Leader and sends out an All Staff email reminding everyone of the district expectation.
➔ The Superintendent is aware that a central office leader has not been coming prepared to Admin Meetings. Instead of addressing the issue the Superintendent makes excuses when another team member brings up the concern.
➔ The Superintendent has lets Principals know that Building Networks should be started within the next month and asks them to submit a schedule of meetings for the remainder of the year. Only 2 Principals out of 6 send in their schedules and the Superintendent does not follow up.
If Monitoring & Directiveness is about holding others accountable for performance . . . how might we do that?
The Right Way to Hold People Accountable

According to Harvard Business Review, we need to aim for clarity in these areas:

1. **Clear expectations** - Using two-way communication, ensure clarity about the intended outcome, success criteria, and how to go about achieving the outcome. Ask someone to paraphrase to ensure that the message sent and message received are consistent.

2. **Clear capability** - What skills and resources do people need to be successful? Do they have those? If not, what is the plan for support to set them up for success?

3. **Clear measurement** - Agree on measurable targets and monitor routinely.

4. **Clear feedback** - Honest, data-driven, two-way communication about progress toward goals.

5. **Clear consequences** - Celebrate results and/or repeat the steps above to see where barriers might have been experienced.

Why Are Some Conversations Difficult?

Crucial Conversations

Adapted from Crucial Conversations
Crucial Conversations

Silence \hspace{1cm} Dialogue \hspace{1cm} Violence
**What Can We Do To Stay in Dialogue?**

<table>
<thead>
<tr>
<th>Stay in the facts as much as possible - don’t fill in the stories of what we see and hear</th>
<th>Own your behavior/words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our stories will lead us to emotions</td>
<td>Apologize when you need to - and mean it!</td>
</tr>
<tr>
<td>Our emotions will lead us to act</td>
<td>Be vulnerable - and they might follow your lead</td>
</tr>
</tbody>
</table>

Adapted from Crucial Conversations
Feedback

Objective: Understand the role of feedback in developing others by practicing with tools for providing feedback
Situation Behavior Impact (SBI) Feedback

Your Building Partner has been working diligently on staff sharing their expertise with one another to build capacity of each staff member. At an afternoon staff meeting, Mrs. Smith, a shy and very competent teacher, presented on high-impact student engagement strategies. During the presentation Nora (who had her back to Mrs. Smith) was talking and asking questions to the teachers at her table. The noise limited others around the table from hearing Mrs. Smith’s presentation.
1. **Situation** - Define the where and the when of the situation or the specific behavior that occurred

Example: During yesterday afternoon’s staff meeting, when Mrs. Smith was presenting . . .

2. Define the characteristics, observable actions, verbal and non-verbal behaviors that you want to address (only behaviors you observed directly).

Example: During yesterday afternoon’s staff meeting, when Mrs. Smith was presenting I noticed you talking to peers at your table.

3. Use “I” statements to describe the consequences of the behavior and impact of the behavior on others. What might others think and feel?

Example: During yesterday afternoon’s staff meeting, when Mrs. Smith was presenting I noticed you talking to peers at your table. I, and others around you, were unable to hear Mrs. Smith and missed learning about some high-impact student engagement strategies.

1. **Situation** - Define the where and the when of the situation or the specific behavior that occurred

2. **Behavior** - Define the characteristics, observable actions, verbal and non-verbal behaviors that you want to address (only behaviors you observed directly).

3. **Impact** - Use “I” statements to describe the consequences of the behavior and impact of the behavior on others. What might others think and feel?

Provide some think time to absorb what you have said, Probe.

Encourage the person to identify specific actions to improve

Your district has established classroom observation and feedback goals for each 9 weeks of the school year. One of the Principals you partner with (in the lowest achieving building in the district) did not meet the 9-week goal, after working with her on an observation/feedback schedule she did meet the second 9-week goal. However, when she conducts classroom observations, they are all recorded as meeting the vision of high-quality instruction and glowing comments are attached to the observations.
You observed a high school staff meeting. The principal had staff jigsaw 5 articles on a topic aligned to the district and building goals. Of the 25 staff attending the meeting, 15 were actively participating in the sharing and discussion, 10 staff members read an article and did not participate in the table discussions.
The Curriculum Director has been running around asking administrative assistants to make copies, gathering materials, putting together an agenda right up to the minute before the District Improvement Team meeting starts. The DSIT meets monthly. At the last meeting you noticed that she rushed through the agenda items including skimming over the main topic of visions of high-quality subject-specific instruction. The meeting lasted 30 of the 60 minutes that was scheduled.
Communication Scenarios

Objective: Grow our individual and team capacity for leading the work of systemic reconfiguration by learning from one another.
Scenario 1

Your district is in a financial crunch. Teaching positions have been cut. Pupil/teacher ratios are soaring. The teachers wonder how larger classes will affect them. Teachers worry how they might possibly meet the academic needs of their students and are concerned that maintaining classroom discipline will be more challenging than ever. How can you keep staff motivated?
Scenario 2

Your third graders did not fare well on the latest state reading achievement test; 25% of them scored at the lowest level in reading. The state’s policy dictates that students who score at the lowest level must be automatically retained. Given your situation, you will be retaining a full quarter of the class. What can you do to ensure that next year’s results are a big improvement?
Several association members (elementary teachers) have approached you with concerns about their elementary principal. They feel he operates the building from a dictatorial stance and is inflexible in this thinking. For example, when the building leadership team proposed revising the daily schedule to support a common intervention time at each grade level so that multiple teachers in the building would be available to target groups of students and their respective needs, he indicated that each teacher would need to be responsible for meeting his or her own students’ needs. He was not open to exploring options for best meeting students’ needs. They worry he doesn’t understand instruction very well and is making decisions without all the information he needs. They want to know what they should do and what you can do.
Update on The Board Series
Board Learning Future

- Each learning topic will be packaged in modular format for the Superintendent, SWFT Facilitator, and/or ISD support to lead.
- Modules chosen based on the needs of district.
- Modules may take up to 30-minutes to process learning.
Board Learning Future

Each module could include:

- Abstract explaining outcomes, overall time completion for module, and guidance for navigating learning based on the makeup of the Board of Education
- Standalone slides for facilitator to lead (with processing notes in slides) and/or SWFT-created video with support (with processing notes and suggested timings in slides)
- Handouts
- Agenda Planner with processing notes with suggested timing
For Your Consideration...

Individually review BoE Learning Series

Table Discussion:

■ What interests you about the materials and learning modules that are being developed for Boards of Education?

■ How do you think you might use these materials with your Board of Education?

■ Is there any additional content you hope we include in these packets?
Board Learning Next Steps

- Modules will be vetted and piloted with districts representative of three levels of service (contracted services, sustainability, full support)
- Once vetted, all districts will be notified and modules will be rolled out when each is available.
- Goal is to have series fully created by May 31
- Regional BoE network opportunities will be customized to meet the needs of those attending
Professional Learning

Winter I Term

2019 WINTER I TERM
JANUARY 06, 2020

NETWORKS
02/04 - LEADERSHIP NETWORK — CENTRAL OFFICE
02/25 - LEADERSHIP NETWORK — BUILDING PRINCIPALS
03/06 - BLUEPRINT SUPERINTENDENTS’ NETWORK

ONLINE INTERACTIVE (JAN. 6 - FEB. 26)
- DIVING DEEPER LEVEL 1
- DIVING DEEPER LEVEL 2
- DIVING DEEPER LEVEL 3
- TEACHER COLLABORATIVE ROUTINES FLOOR 3: COLLEGIAL REFLECTIVE PRACTICES
- THE MECHANICS OF BUILDING LEADERSHIP
- CHANGING MINDS TO ADDRESS POVERTY IN THE CLASSROOM
- COLLABORATIVE LEARNING CYCLE

TO REGISTER FOR ANY EVENTS VISIT US AT
WWW.BLUEPRINTTOOLSANDRESOURCES.COM/EVENTS-LISTING
Objective: Grow our individual and team capacity for leading the work of systemic reconfiguration by learning from one another.
On your own, identify a problem of practice (work related) that you are currently experiencing. Briefly write out a description of the problem and include any relevant details including context.
Solution Room: Networking Protocol

Conduct the following protocol using the Solution Room Networking handout for participants working in pairs

a. Each individual identifies a problem of practice that they are currently experiencing (briefly describe the problem and write in the top section of the handout)

b. Select one person to go first

c. The selected person will read their challenge to their partner and then the partner will pose questions, generate ideas, resources and/or solutions to the individual challenge

d. Repeat part c for the other partner

e. Find another partner. Repeat steps a-d
Extended Learning Activities-Central Office, Principals

Extension Activities:
- Find in the *Blueprint* Warehouse
- Network
- Extended Learning Activities
Before You Go

1. Register yourself for professional learning (Network dates: 3/6, 5/14)

1. Complete Survey (emailed)
THANK YOU


References


References


Follow the MI Excel Statewide Field Team on Social Media

Twitter - @Blueprint_SWFT
Facebook - MI Excel Blueprint Professional Learning
Instagram - @blueprint_swft