

Workshops and Executive Coaching Services Offered by Dr. Paul Ash



Leading change is extremely difficult and will challenge the intellectual and emotional fiber of even the best school administrators. The reality is that many school leaders work in school districts that resist change even when there is clear data that change is needed (e.g., unmet student needs, morale problems, personnel issues).

Former Lexington superintendent, Dr. Paul Ash can help you and your school system develop an action plan for improvement that is practical, effective and sustainable. Paul is an executive coach, author, and nationally recognized presenter who specializes in helping school administrators tackle significant problems to improve their schools.

Ten of his most requested workshops are listed below, including current executive coaching services. For further information, you can reach Paul at PaulA100@aol.com or call him at 781-389-1397.

Workshops:

1. NEW WORKSHOP - Effective Feedback is the Most Powerful Way Supervisors Can Help Teachers Raise Student Achievement (includes training on the new, 2019-2012 DESE model to improve supervisor evaluation)

What do coaches, surgical supervisors, music teachers, and instructional leaders have in common? They all use frequent, focused, and effective feedback as their primary method to improve another person's practice. Even in the most successful schools, we rarely get to hire master teachers already formed; the best instructional leaders coach teachers until the masters emerge.

In this workshop, participants will learn multiple strategies to increase the impact of their feedback to supervisees, reduce teacher resistance, and increase teacher performance. The first part of the workshop will train participants on how they can more effectively implement DESE's new model that strengthens principal and supervisor evaluations. The model focuses on three best practice and six field-reviewed protocols. Videos will be used to demonstrate model strategies.

The workshop also includes some of the best strategies school leaders use to increase the impact of their feedback. One of the approaches is based on the work of Doug Stone and Sheila Heen (*Thanks for Feedback*) and the three triggers they identified that can block educator learning: the identity triggers, the relationship triggers, and the truth triggers. Participants will be given opportunities to learn and practice new strategies to improve their feedback skills. In addition, participants will learn ways to use their time more effectively and write more impactful observation/evaluation reports.

2. How to Build High Performance Teams (half-day workshop)

High functioning teams can solve complex problems at much deeper levels than can individuals working alone, or typical teams in schools. In this workshop, you will learn about the latest research on high-functioning teams and what distinguishes them from most school or district teams. Participants will also learn about how to run effective meetings that people want to attend and produces results.

In the morning, Dr. Ash will discuss what distinguishes their extraordinary teams from all other teams. He will focus on the five characteristics of dysfunctional teams, based on the work of Patrick Lencioni (trust, willingness to engage in conflict, commitment, mutual accountability, and attention to results). Participants will have the opportunity to discuss the skills of their own team members and ways to improve their effectiveness. Exercises are designed to help participants develop their skills and avoid behaviors that reduce team effectiveness.

3. How You Can Make Your Meetings More Engaging and Effective (half-day workshop)

This workshop is designed as part 2 following the workshop on How to Build High Performance Teams (it can also be offered as a stand alone workshop). In this workshop, Dr. Ash will show teachers, school leaders and principals how they can design meetings that are engaging, efficient, and results-oriented. Meetings are potentially the most important venue where adult and organizational learning can take place in schools. Participants will discover ways to improve their PLC/Department/school meetings so people want to attend and more work is accomplished to improve student learning.

4. How to Close Achievement Gaps for Special Education, Minority and Poverty Students (one- or two-day workshop(s), or divided into after-school workshops)

In this workshop for all K-12 educators, participants will learn how to close achievement gaps for special education, students of color, and low-income students, and raise achievement for ALL students. During the one or two-day workshops, you will learn how to apply 15 proven and practical strategies from national and international schools that have closed achievement gaps and how the Lexington Public Schools closed achievement gaps for 100% of all grade 10 students (ELA, in 2013 through 2015). In addition, you will learn the latest research on effective school leaders and whole school system change.

In Lexington,

- **Grade 6 ELA and Mathematics Achievement, Lexington middle schools scored the highest in the nation out of 12,000 school districts (3.8 grade levels above average) (<http://nyti.ms/2kHY7YI>)**

- **Grade 10 ELA Special Education MCAS scores increased from 79% proficient and advanced in 2010 to 100% in 2014; ^[L]_[SEP] Grade 10 Special Education mathematics scores increased from 81% proficient and advanced in 2010 to 95% in 2014;**

- **Grade 10 ELA African American MCAS scores increased from 43% proficient and advanced in 2007 to 100% in 2014; ^[L]_[SEP]**

- **Grade 10 African American mathematics scores increased from 68% proficient and advanced in 2007 to 96% in 2014; and**
- **SAT scores for African American students increased by a total of 294 points on the writing, reading, and mathematics tests combined over a seven-year period.**

Between the sessions, additional work will be required (for reflection time and discussions with school colleagues). Participants will be asked to develop specific strategies with colleagues in their schools and start planning next steps. By the end of this workshop, participants will develop a draft action plan for their school or school system.

5. The Four Right Drivers of Change and Whole School/School System Change (one-day workshop)

In this workshop, Dr. Paul Ash will present a blueprint that shows how school leaders can dramatically increase educator capacity and creativity in their school system that will lead to much higher student learning for ALL students. The workshop is based on the book he co-authored with John D’Auria, *School Systems That Learn: Improving Professional Practice, Overcoming Obstacles, and Diffusing Innovation*.

During the highly interactive six-hour day workshop, Dr. Ash will discuss the four key “drivers” that will increase educator effectiveness, innovation, and student learning: Promoting a Culture of Trust, Collaboration in All Directions, and Capacity Building for All Educators, and Leadership at All Levels. The program will also teach school leaders to:

- Identify the human and political limitations that hold back positive change; [SEP]
- Increase the knowledge and skills of all educators; and [SEP]
- Diffuse best practices throughout an entire K-12 school system. [SEP] Dr. Ash will discuss how the four drivers will build teacher and leadership capacity, even during periods of state/federal mandates and financial limitations. He will present a model that can increase both school and district performance by optimizing the work of the staff and breaking the limitations and structures that were designed for a different era. Participants will engage in activities to analyze the strength of each driver in their departments/schools/or school district. The activities will include self-assessments, group discussions, and planning next steps. By the end of the six-hour session, participants will develop an action plan that will focus on one or more of the four drivers designed to increase the collective capacity of their school or school system. [SEP]

6. School Systems That Learn

In this workshop, Dr. Paul Ash will present a blueprint that shows how school leaders can dramatically increase educator capacity and creativity in their school system that will lead

to much higher student learning for ALL students. The workshop is based on Dr. Ash's book *School Systems That Learn – Improving Professional Practice, Overcoming Limitations, and Diffusing Innovation*.

During the highly interactive three-hour workshop, Dr. Ash will discuss the four key “drivers” that will increase educator effectiveness, innovation, and student learning: Promoting a Culture of Trust, Collaboration in All Directions, and Capacity Building for All Educators, and Leadership at All Levels. The program will also teach school leaders to:

- Identify the human and political limitations that hold back positive change; [L] [SEP]
- Increase the knowledge and skills of all educators; and [L] [SEP]
- Diffuse best practices throughout an entire K-12 school system.

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7. Build Strong School Cultures That Improves Morale, and Strategies to Reduce Conflict (1 to 2 ½ days)

In this workshop, teachers, union leaders, and administrators will examine the state of their school or district's culture in order to increase trust, morale, student learning, and the quality of professional relationships. Participants will work collaboratively to answer the following essential questions:

- What are the characteristics of a strong school culture and high teacher morale?
- What are the strengths and challenges of your school system? Assessing your school culture.
- How does a school create a climate that supports learning and high employee morale? Developing a plan of action.

8. How to Supervise and Evaluate the Unsatisfactory and Needs Improvement Teacher (multiple workshops designed to meet your needs)

Supervising an underperforming teacher is one of the most difficult challenges for any school administrator. In this workshop, you will learn specific, and practical strategies that are fair, legal, and most likely to improve the teacher's performance or voluntary departure if sufficient growth is not attained.

By the end of the workshop, you will learn

1. Common strategies to improve underperforming teachers, including raising student engagement
2. Why it is so difficult to evaluate an underperforming teacher

3. Pertinent state laws and regulations, including due process, just cause, duty of fair representation, harassment laws, Weingarten Right, rules of evidence, insubordination, conduct unbecoming a teacher, incompetency, and incapacity, and failure to meet the district performance standards
4. How to write an effective improvement plan for an unsatisfactory/needs improvement teacher
5. How observe, verify, document, and record direct and indirect data (e.g. student assessment data, parent and student complaints, student failure rates, student work, discipline referral rates)
6. How to effectively triangulate the data collected to ensure accurate judgments
7. How to effectively and consistently implement the procedures and appropriate rubrics in your district's supervision and evaluation system
8. How to implement and document the steps of progressive discipline, if needed, including:
 - Conducting and documenting investigations
 - Writing reprimands
 - Writing expectation clarification memos
9. How to work effectively with the local teachers' association
10. How to conference with a teacher about low his/her performance and/or misconduct using strategies designed to maximize the level of educator change

9. Six Strategies That Will Increase Student Engagement (half-day or full-day workshop)

In this workshop, preK-12 teachers will learn six powerful strategies that will significantly help them increase student engagement in their classrooms. The six strategies listed below have been used by educators to successfully engage students with low-motivation. These strategies have been validated by well-known researchers, such as David Perkins, Carol Dweck, Ruby Payne, Howard Gardner, and Kristy Cooper who studied student groups with a high incidence of low classroom motivation.

Strategy 1: Connecting the curriculum^{[L][SEP]} to the students' world

Strategy 2: Using teacher enthusiasm^{[L][SEP]}

Strategy 3: Providing teaching that engages^{[L][SEP]}

Strategy 4: Differentiating instruction^{[L][SEP]}

Strategy 5: Maximizing the power of interpersonal relationships^{[L][SEP]}

Strategy 6: Exploring teacher and student beliefs about the nature of intelligence and its connection to student motivation

In this workshop, Dr. Ash will discuss each strategy in depth and will encourage all participants to examine their own practices with fellow colleagues.

The goal of the workshop is to help each participant identify specific action steps he/she can take to help students develop an intrinsic desire to learn.

10. So You Want, Or May Want, To Be A Superintendent (full-day workshop)

This workshop is for all educators who want, or may want to become a school leader, assistant principal, or principal. Participants will learn about the educational and political complexities of running a department or school, including setting clear compelling goals, building an effective teams, communicating effectively, overcoming obstacles, and developing strategies to raise student achievement for all students. This workshop will help you both access your leadership skills and increase your marketability should you decide to apply for leadership position.

Executive Coaching:

In the private sector, even the best leaders receive coaching from expert practitioners who can help them enter a new job, develop a strategic plan, build new teams, and overcome major obstacles. As your coach, Dr. Ash can help school you more effectively lead your school systems and get results. Currently, Dr. Ash is coaching principals and central office administrators in three school systems. His experience as a school leader is described below.

Biography

Paul B. Ash, Ph.D. is the former Superintendent of Schools in Lexington, MA. During his 42 year career, Paul held a wide range of school leadership roles: Superintendent of Schools, Westwood, MA; Assistant Superintendent for Personnel, Finance, and Administration, Wellesley, MA; Chair of the Legislation Committee, Massachusetts Association of School Superintendents, President and Negotiations Chair, Dover-Sherborn Teachers Association, Dover, MA; President of the Massachusetts Association of School Personnel Administrators, and Member of the Newton School Committee, Newton, MA.

Paul's contributions to the field have been recognized at the state and national level in human resources/labor relations, financial operations, and professional development. In 2010, the national newspaper Education Week highlighted Lexington's professional development program as one of six national models on how professional learning can be used to improve student learning and teacher innovation. In 2017, Paul's leadership skills in Lexington was the focus of the case study in the book Reach the Highest Standard in Professional Learning: Leadership (Louis, Hord, Von Frank, Learning Forward, 2017).

In 2012, Paul co-authored the book *School Systems That Learn*, which focuses on how any school district can raise academic achievement for all students by creating an adult learning organization based on trust, capacity building for all educators, collaboration in all directions, and leadership at all levels.

October 28, 2019