Effective Communication

COMPONENT #: 7-507-310   **POINTS TO BE EARNED:** 120 MPP

<mark>**PART I – PLANNING**</mark>

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to effectively deliver various forms of job-related interactions with internal and external stakeholders.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
X Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   ☐ Assessment
☐ The Learning Environment   X Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   X Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   X Decision Making
☐ Student Learning as a Priority   X Leadership Development
☐ Instructional Plan Implementation ☐ School Management
☐ Faculty Development   X Communication
☐ Learning Environment   X Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   X PS 6 – Communication
☐ PS 3 – Instructional Planning   X PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement ☐ PS 8 – Learning Environment
☐ PS 5 – Assessment

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   ☐ Student learning
X Educator (professional growth)   X Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand the meaning of effective use of communication through gestures, body language, and tone of voice.
2. Identify the characteristics of a productive working environment.
3. Encourage and support risk-taking, trying out new approaches and strategies, and learning from them.
4. Use appropriate vocabulary to communicate shared beliefs, ideas, and concepts.
5. Model effective interpersonal communication skills.
6. Communicate in an open, honest and genuine manner.
7. Adapt/Adjust communication style to foster understanding.
8. Check for understanding of the message before finalizing communication.
9. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
10. Demonstrate effective oral and written skills to convey key points and ideas.
11. Learn the importance of effective listening skills before responding to questions or comments.
12. Identify and discuss the requirements of effective leadership communication:
    o Impact of trust and credibility on communication
    o Link among trust, accountability, predictability, reliability, and consistency
    o Mutual respect, competence and integrity
    o Understanding diversity among audiences
    o Effective communication with stakeholders
    o Appreciation for small and large successes.
    o Thoughtfulness is valued in all organizations.
13. Use appropriate interpersonal skills (e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness).
14. Apply appropriate communication strategies (e.g. identifying audiences, determining messages, selecting transmission media, identifying reaction of receivers, soliciting responses, etc.).
15. Promote multi-cultural awareness, gender sensitivity, generational awareness and racial and ethnic appreciation.

<mark>PART II – LEARNING</mark>

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend instructor's lecture on guidelines for effective oral and written communication (SLO 1, 4, 7, 13, 14 & 15).
2. Critique in small group a series of sample interactions and the reactions elicited from the recipients (SLO 4 & 8).
3. Participate in role-playing activities as directed by the instructor (SLO 13).
4. Apply skills/knowledge acquired to improve the teaching and learning environment at the worksite.

5. Engage in learning communities with colleagues to share knowledge gained.
6. Provide assistance through coaching and mentoring to improve the teaching and learning process.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

☐ Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Engage in mentor/coaching activities which may include, but are not limited to direct observation, collaborative conversations, oral reflection, lesson demonstration and/or follow up sessions.
2. Organizational support and change: Provide evidence of implementation through documented impact on team, grade-level, school, or programs through action plans or improvement plans.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

☐ Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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