

Communication: Some Considerations

Why Communicate?

- Throughout the *Guided Self-Study* process, you will be asking for information from people, in the form of a survey and through discussion and observations. Knowledge of the objectives, process, and potential outcomes will make people more likely to provide that information.
- As improvement opportunities are recognized, and improvement strategies are designed, successful plan implementation will require the support of all constituents. Ongoing communication is an important vehicle for gaining that support.
- Communication regarding improvement efforts, even when improvement needs are great, breeds credibility.

What to Communicate?

- The purpose or the objectives of the *Guided Self-Study*
- General information about the *Guided Self-Study* process
- Specific areas about which you will be asking for information, and how you will be asking for that information (before you ask for it!)
- Potential outcomes of the *Guided Self-Study*
- Seek and respond to questions, concerns, and interest - with honesty and immediacy
- The results of and next steps to the *Guided Self-Study*

Who to Communicate with?

- Superintendent
- Building Level Administrators
- LINKS/CDEP (PDP+AIS+CSPD) Facilitator/Team
- Curriculum Coordinators
- CSE/CPSE Chairperson(s)
- All Teachers
- Support Staff
- Parents
- Students
- Others???

Modes of Communication?

- Presentation
- Newsletters
- Written summaries/Updates
- Faculty meetings
- Superintendent's Conference Day
- Grade level/Curriculum Teams
- PTO/PTA meetings
- Daily Attendance Forms
- E-mail
- Bulletin Board Postings
- Others???

Who should the Communication come from?

- Every Guided Self-Study team member should assume responsibility for the ongoing communication efforts.

Planning for Communication
...About the Process

Audience	Mode(s)	Responsibility	Timeline

Planning for Communication
...About the Results

Audience	Mode(s)	Responsibility	Timeline

