

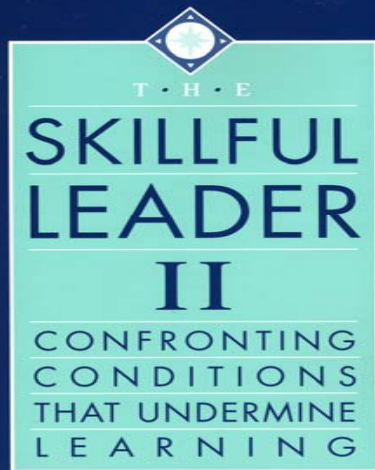
Professional Community Quick Portraits

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2008

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Toxic Community Quick Portraits

- Frequent exchanges of complaint
- Finger pointing & blaming
- Poor communication

Toxic Community Quick Portraits

- Student benefits rarely primary consideration
- Faculty cliques
- Resistance to attempts to structure interaction

Toxic Community Quick Portraits

- “Negative induction”
- Extensive use of “they’s” and “them’s”
- Conversations dominated by retirement talk

Toxic Community Quick Portraits

- No trust
- Evaluation viewed by teachers as trivial and by administrators as “something to get through”

Laissez-faire Community Quick Portraits

- Polite banter in faculty room
- Teachers rarely collaborate over instruction
- Decision-making emphasizes individual classroom

Laissez-faire Community Quick Portraits

- Individuals determine their academic responsibilities
- Teacher evaluations rarely deal with student achievement or contributions to school community

Laissez-faire Community Quick Portraits

- Seniority determines teaching assignments
- Administrators make deals
- Veterans friendly but reluctant

Laissez-faire Community Quick Portraits

- Problems ignored
- Veterans protect each other
- Blaming students common in meetings, but often good relationships in class

Laissez-faire Community Quick Portraits

- Professional development not embraced
- Teachers take no responsibility for their PD
- Very little support for new teachers

Congenial Community Quick Portraits

- Teachers enjoy sharing positive stories about students
- School is joyous
- People support each other

Congenial Community Quick Portraits

- “Sunshine Fund” has ample money
- Teachers care about students
- Cooperation high on annual ritualized curriculum projects

Congenial Community Quick Portraits

- Confrontation and conflict discouraged
- Cooperation, but not challenge or directness

Congenial Community Quick Portraits

- Standards not needed
- Data unnecessary
- Questions seen as rejections
- New teachers loved, not stretched

Collaborative Community Quick Portraits

- May have some elements of a congenial community plus +
- Teachers practice behaviors of a collegial culture (Little '78)

Collaborative Community Profile: Quick Check

- High frequency of
 - *Talk about teaching*
 - *Observing one another*
 - *Making materials and planning lessons together*
 - *Teachers teaching each other*
 - *Teachers asking for and willing to help*
- (Rosenholtz'86)*

Collaborative Community Quick Portraits

- Teachers problem solve together
- Time is allocated for substantive curriculum meetings

Collaborative Community Quick Portraits

- Extensive focus on student performance
- Some choose to use goal setting
- School and district goals are written, but not always known or addressed

Collaborative Community Quick Portraits

- Risk taking and collegial problem-solving are supported, but not always documented
- Student performance standards are well known and referenced; adult performance standards are inconsistently known and applied

Accountable Communities Quick Portraits

- Beliefs about learning which balance effort and excellence
- Conversations about solving increasingly complex problems

Accountable Communities Quick Portraits

- Carefully accept areas for collaboration
- Accept responsibility for students' failure to learn
- Shared sense of urgency

Accountable Communities Quick Portraits

- Model openness
- Good at dealing with conflict and confronting “elephants”
- Clear standards to evaluate faculty, staff, administrators

Accountable Communities Quick Portraits

- Supervisors do not inflate performance ratings
- Multiple sources of data
- Professional conversation supported by clear norms

LOW PERFORMING GROUPS

Are not learning
communities

...and do not positively
impact student learning

LOW PERFORMING GROUPS

Have regressive
interactions because
information sharing is not
focused on achieving
genuine learning gains for
students, (Perkins, 2003)

LOW PERFORMING GROUPS

...are therefore are largely
ineffective in improving
learning and teaching

High Performing Communities

Have *progressive* interactions which focus on student learning by:

“...exchanging information and ideas in ways that foster astute decisions, good solutions and far-seeing plans.”

(Perkins 2003)

High Performing Communities

....are learning how to solve
complex learning problems

...and therefore are
improving teaching and
impacting student learning

Collaborative Communities

Collaborative groups have few mechanisms for responding to something that might threaten trust:

- Individuals who violate norms

Collaborative Communities

- Low expectations for student performance
- Mediocre student work

Collaborative Communities

- Data that suggests students are receiving insufficient or ineffective instruction
- Persistence of actions and approaches the group has agreed to abandon.

Accountable Communities

- Differ from collaborative communities
- Ability to acknowledge and deal with their current rough reality

Accountable Communities

➤Willingness to

a)move beyond the most obvious solutions to problems to seek other explanations and opportunities

Accountable Communities

➤ Willingness to

b) let go non-working approaches when faced with data indicating their lack of success

Accountable Communities

➤Willingness to

Raise controversial issues,
giving one another
feedback when norms are
being violated

Accountable Communities

- Willingness to
- Police/monitor their work and to deal with members who are not meeting their obligations rather than to wait for external authorities

Accountable Communities Quick Portraits

Impact on Students



- Incomplete Make-up Policies
- No 0's
- Participate in assessment
- Higher Achievement

Toxic Community Quick Portraits

Impact on Students



- Benefits to students are rarely primary considerations
- Students do not see teachers as role models
- Students are not practiced collaborators

Laissez-faire Community Quick Portraits

Impact on Students



- Some students succeed with individual teachers, but many children fall through cracks without collective effort

Laissez-faire Community Quick Portraits

Impact on Students

- Students are denied the power which comes from teachers collectively planning and sharing

Congenial Community Quick Portraits

Impact on Students



- Feel warmly accepted
- May not be challenged
- May learn avoidance of conflict

Collaborative Community Quick Portraits

Impact on Students



- Teachers seen as cooperative role models
- See teams meeting with parent's and/ or students
- Identify with a community

Collaborative Community Quick Portraits

Impact on Students



- Experience a variety of instructional strategies with clear criteria
- Have opportunities to self assess

Accountable Communities Quick Portraits

Impact on Students



- Multiple opportunities to make up work
- No one falls between the cracks
- Standards and expectations are high