

# Professional Community Quick Portraits

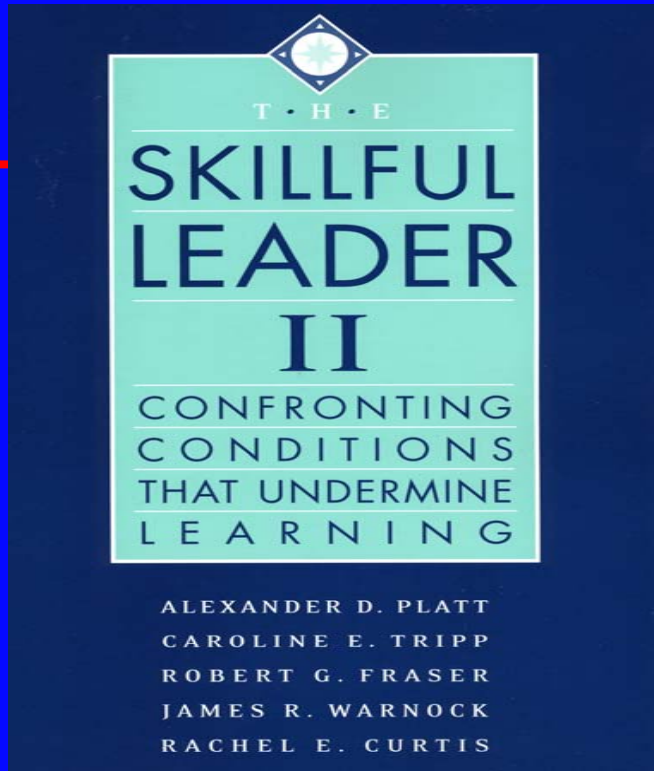
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# Toxic Community Quick Portraits

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

# Toxic Community Quick Portraits

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

# Toxic Community Quick Portraits

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

# Toxic Community Quick Portraits

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

# Laissez-faire Community Quick Portraits

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

# Laissez-faire Community Quick Portraits

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

# Laissez-faire Community Quick Portraits

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

# Laissez-faire Community Quick Portraits

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

# Laissez-faire Community Quick Portraits

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

# Congenial Community Quick Portraits

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

# Congenial Community Quick Portraits

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

# Congenial Community Quick Portraits

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

# Congenial Community Quick Portraits

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

# Collaborative Community Quick Portraits

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

# Collaborative Community Profile: Quick Check

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- 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

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

# Collaborative Community Quick Portraits

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- 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

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- 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

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

# Accountable Communities Quick Portraits

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

# Accountable Communities Quick Portraits

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

# Accountable Communities Quick Portraits

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

# LOW PERFORMING GROUPS

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Are not learning  
communities

...and do not positively  
impact student learning

# LOW PERFORMING GROUPS

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

# LOW PERFORMING GROUPS

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

# High Performing Communities

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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

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

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

# Collaborative Communities

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

- Individuals who violate norms

# Collaborative Communities

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- Low expectations for student performance
- Mediocre student work

# Collaborative Communities

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

# Accountable Communities

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

# Accountable Communities

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➤Willingness to

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

# Accountable Communities

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➤Willingness to

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

# Accountable Communities

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➤Willingness to

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

# Accountable Communities

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- 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

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## Impact on Students



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

# Toxic Community Quick Portraits

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## 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

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## Impact on Students



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

# Laissez-faire Community Quick Portraits

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## Impact on Students

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

# Congenial Community Quick Portraits

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## Impact on Students



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

# Collaborative Community Quick Portraits

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## 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

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## Impact on Students



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

# Accountable Communities Quick Portraits

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## Impact on Students



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