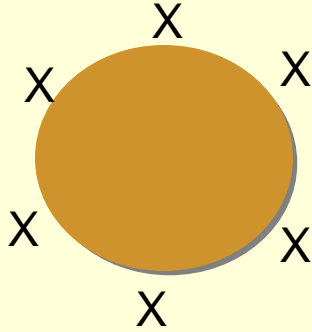


WARM-UP

Think of your focus community.
Write down five adjectives that you
want people to say about that
community when they are
reflecting on its work and their
experience next June.



As a table group, listen to each member's list. Then come to agreement on **3** adjectives that all of you would like to hear your focus communities' say about their work/experience in a PLC next June.



**Come
Back
Please**

Objectives (cont.)

- Practice applying the key capacities (3 C's) of high performing groups
- Identify specific strategies that help to build group **competence** and control
- Move toward action: start to make plans and agreements for 2008-09
- Build your own conviction about your role as a formal or informal leader

Most Common Burning Issues

A

How do we get this started?
How do we take this back and get buy in? How do we convince people it is important?

B

How do we raise and deal with the undiscussables?
What do we do about individual behavior/stances that are getting in the way of the professional community's development?

Most Common Burning Issues

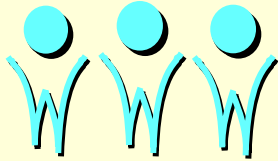
C { What do you do if you're not the leader?
What if the people who need to act are not in the room? What if you feel you do not have the power to get people to commit to plc's?

Today

- I. Getting Started
- II. Identifying the Broad Challenge
- III. Identifying the Specific Challenge for 2008-09
- IV. Building Blocks: Working on Community Conviction
- V. Building Blocks: Working on Community Competence**

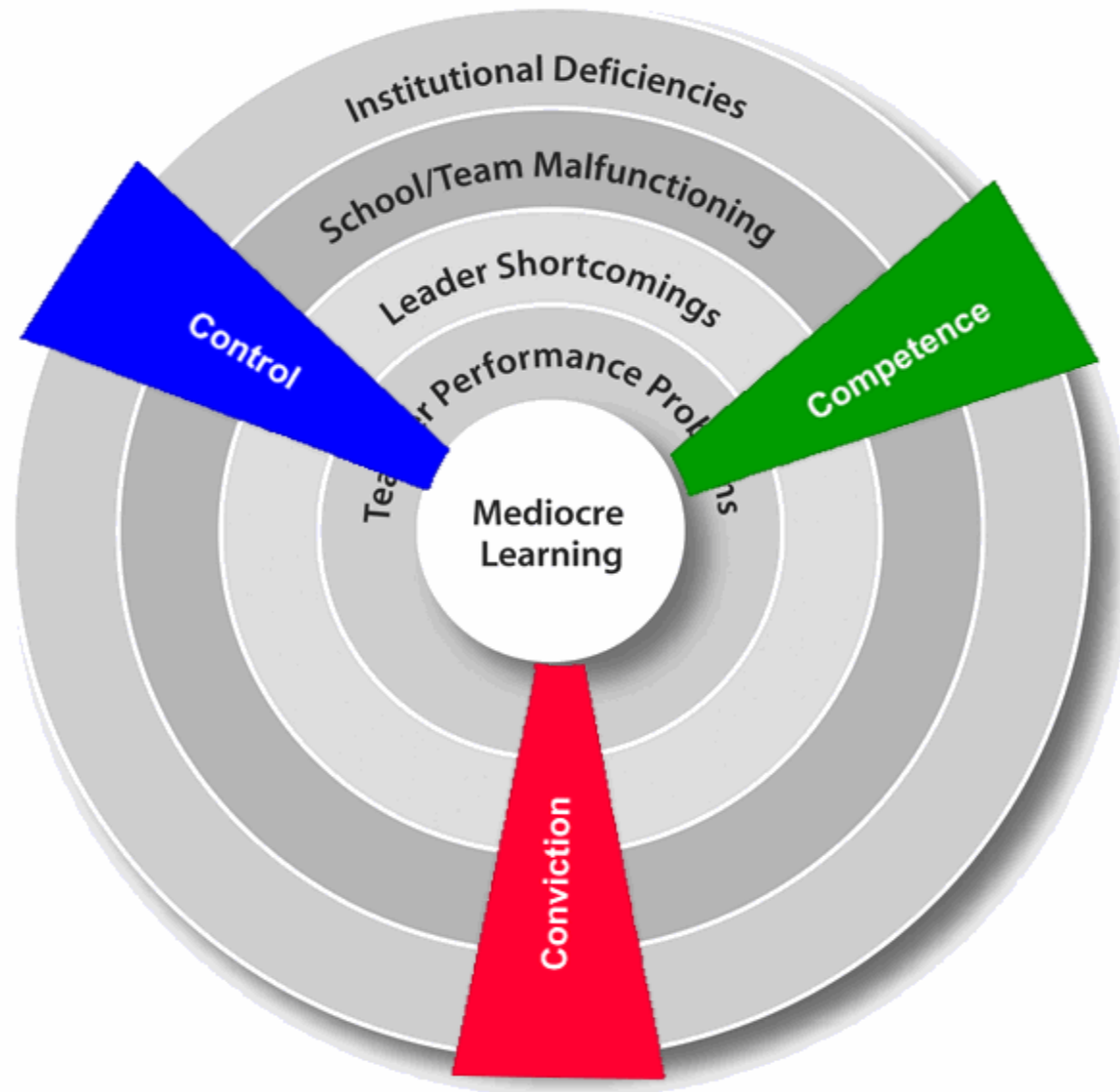
FOR TODAY

1. Read and reflect on Ch. 4 selection (pp. 53-56 and 60-64) from SLII book; use worksheet on **p. 19 of your handout packet.**
2. Read and reflect on p. 26 of your handout packet; mark 2-3 points you agree with--or want to argue with.
3. Skim/scan pp. 36-45 of your SLII book to review today's discussions re conviction and look ahead to tomorrow.



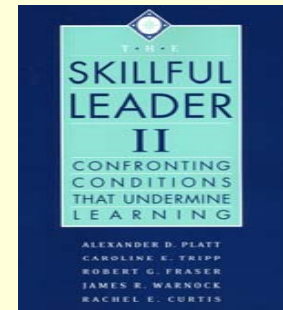
Heads Together

In convenient 2's or 3's, share and compare your responses to the Chapter 4 reading. What insights did you have? What did you want to argue with? What can you take back to your own setting?

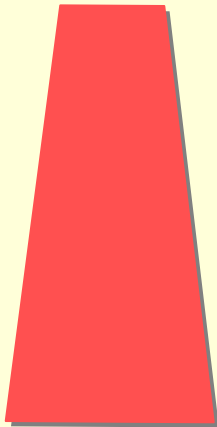




p.15



p. 38

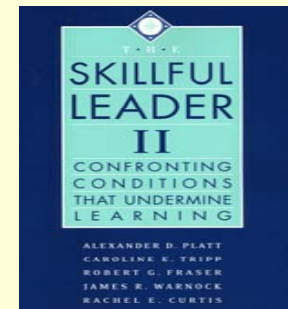


CONVICTION

Holding and consistently acting on a set of beliefs or stances that move the school closer to its mission of making sure children learn and achieve at high levels.



p.15



p. 41

COMPETENCE

Having and using a repertoire of skills and substantive knowledge about effective collaboration and adult interaction; having and using problem-solving skills to address student learning needs.

10 Cultural Norms of Professional Community

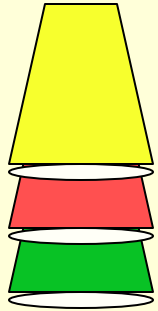
Source: Jon Saphier, RBT

<i>Base for all others</i>	<i>Lead to improved instruction</i>	<i>Generate affiliation + commitment</i>
1. Honest, Open Communication	3. Systematic Examination of Data	7. Protecting what's important
2. Involvement in Decision-Making	4. Non-Defensive Self-Examination of Practice	8. Appreciation and Recognition
	5. Reaching out to the knowledge base	9. Celebrations, Caring, Traditions...
	6. Experimentation, analysis and self-critique	10. High Expectations and Accountability for Adults

10 Cultural Norms of Professional Community

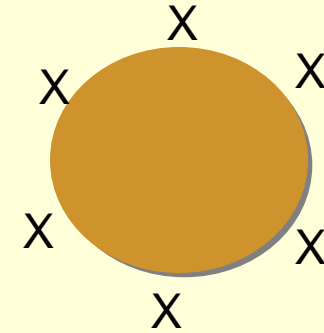
Source: Jon Saphier, RBT

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Signal cups

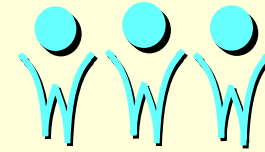
“The Personal History Exercise”



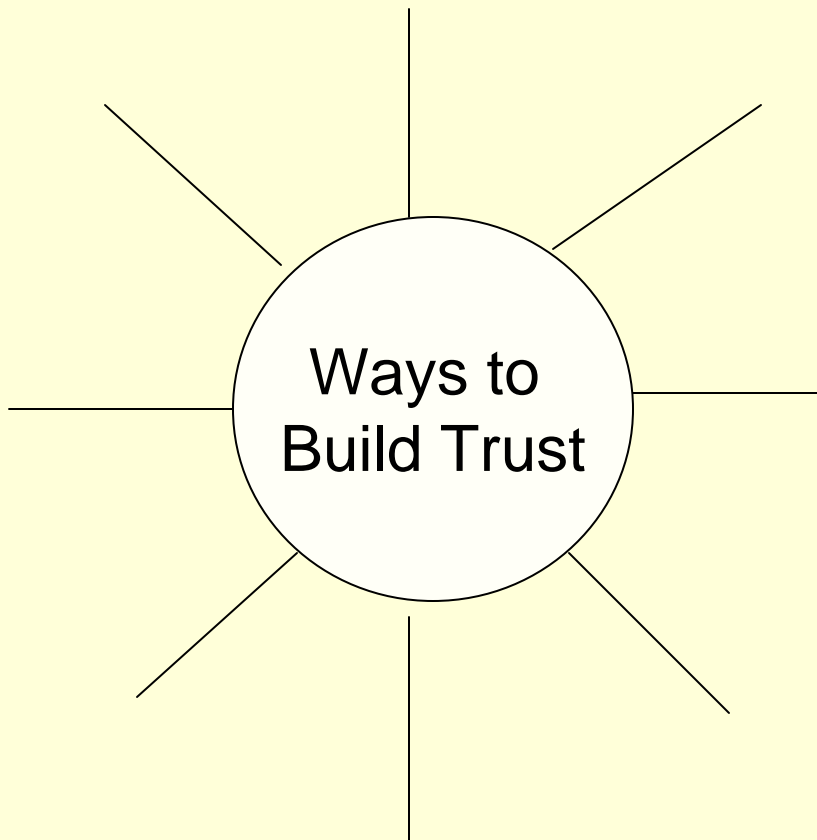
Please take turns around the table and explain three things:

- where you grew up
- how many kids were in your family
- one of the most difficult or important challenges of your childhood

Source: Lencioni, 2005, p. 21



Heads Together

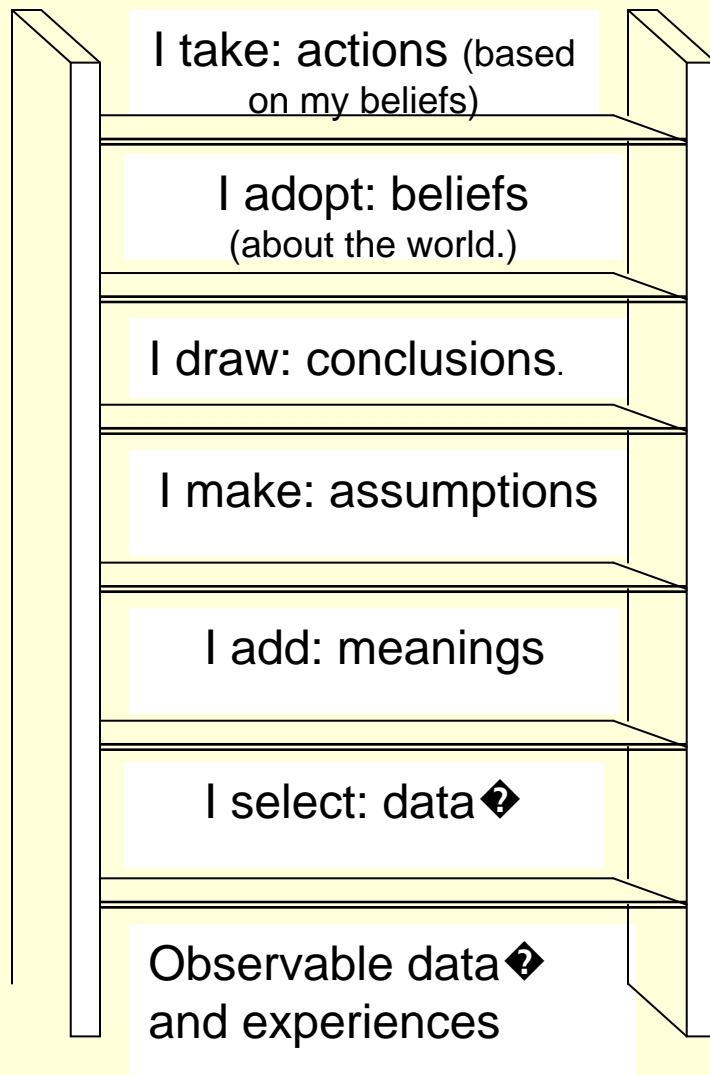


What helps to build trust on a team, in a department or in a newly constituted PLC?

Competence in . . .

- **Taking on the tough stuff**
 - Dealing with conflict
 - Confronting the elephants
 - Communicating in difficult situations
- Knowing and using productive problem-solving strategies/processes
- **Anchoring change efforts with standards and data**





HO pp. 29-31

Recognizing and Climbing Down From the Ladder of Inference

Establish Mutual Purpose
aka “Figure out what unites you.”

WHY?

How might something we care about in our teaching, counseling or leadership be affected in a way that helps students?

Establish Mutual Purpose
aka “Figure out what unites you.”

WHY?

Academic goal that needs more love and attention (core value)

Persistent learning deficit we complain about but have never taken action to change

Crisis or deep worry about a set of students that has commanded our attention and concern

Establish Mutual Purpose
aka “Figure out what unites you.”

We have always celebrated our ability to get students to see themselves as good readers.

WHY?

This concept is one we’ve identified as crucial--and it’s really hard. Every year 25-35% of our kids never really get it under control. There’s got to be another way to make it click for them.

Don’t want any child in this school to feel that no one cares whether s/he’s here or not.

Why = **An important learning
problem**

Not

Doing a task that needs doing



Mutual Purpose. . .

Is

Each of us is laboring alone on similar problems without the chance to pool what we have learned.

Together we could significantly the impact we're having on students' ability to

. . . .

Is Not

We need to be doing professional learning communities this year.

We're going to have meetings to share our ideas because you've wanted that.



Make it real.

**GET AND
USE
DATA**

Demographics

Performance

Attendance

Surveys of and
interviews with
students

Work samples

Observations

Discipline records

Reflective writing

Assessments



**MODEL
AND
REWARD
DATA-BASED
DISCUSSIONS**

- Give all the facts, don't selectively report or "spin" info
- Talk about the data not the people
- Ask for evidence to back up assertions
- **Make statements about the data and ask questions about meaning**
- Involve members in specifying what to collect and how



Identify the Outcomes

- Publicly state **specific, measurable, attainable outcomes** that would show progress is being made on the student learning problem.

We will reduce by at least 50% the number of students who cannot demonstrate understanding of factor tree analysis

Chart and Post the Agreements to Act

- Post the **steps** the group has identified as necessary **as agreements to act**

Each of us will

- Collect data to check our assumptions re what the obstacles to learning are (muddiest point ticket or focused interview) and bring it to the next meeting
- Use at least 2 of the 3 re-teaching techniques we identified with the target students
- Re-test and bring the data and work samples to the next meeting

Specify What Evidence/Data Must be Collected--and Sometimes How

- Post the **data about results** the group wants to look at next **as agreements to act**

Each of us will

- Collect data to check our assumptions re what the obstacles to learning are (muddiest point ticket or focused interview) and bring it to the next meeting
- Use at least 2 of the 3 re-teaching techniques we identified with the target students
- Re-test and bring the data and work samples to the next meeting

For Thurs: Choose 2 of the selections below according to what best matches your situation/interests

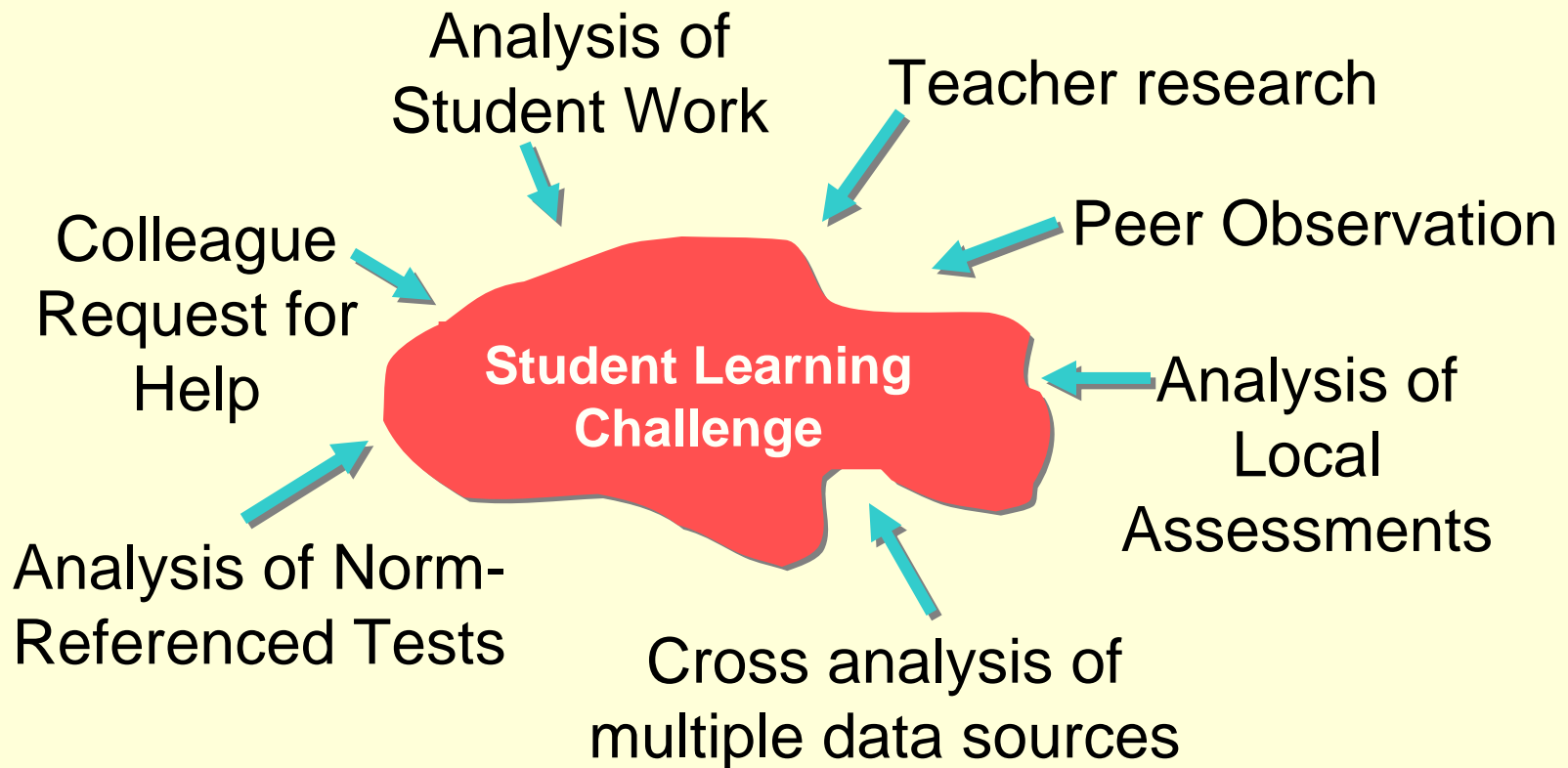
- Ch 2 Confronting Blocks to Organizational Learning
- Ch 6 “Identifying Stretch Points” 142-148
- Ch 6 “Creating Model Teams” 149-154
- Ch 6 “ Selecting Teacher Leaders” and Building Teacher Leadership Capacity”
- 154-164

Competence in . . .

- **Taking on the tough stuff**
 - Dealing with conflict
 - Confronting the elephants
 - Communicating in difficult situations
- Knowing and using productive problem-solving strategies/processes
- **Anchoring change efforts with standards and data**



How Accountable Communities Find Focus



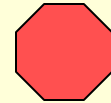


Richard Dufour

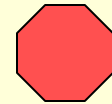
- ✓ What are students supposed to be learning?
- ✓ How will we know if they've learned it?
- ✓ What will we do if they did?
- ✓ What will we do if they didn't?

4 Common Types of Responses

Judgmental statements (including praise)



Observer-centered statements and opinions (*"I like, I would prefer, We didn't see . . ."*)



Facts-- not accompanied by judgments



Open-ended questions



Conflict Norming

During a discussion or debate over a controversial issue where members disagree . . .

Acceptable behaviors
would be

Unacceptable
behaviors would be

Source, Lencioni, 2005

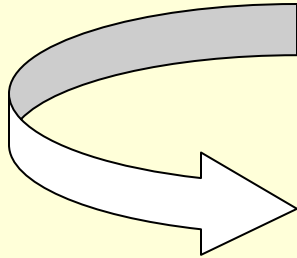
Inspect What You Expect

- Look at the data people collect when you say you will (push back against interference)
- Hold high expectations: communicate “no excuses”
- Establish norms to govern what will happen if agreements are not honored
- Honor safety but push for fairness.

Paying Attention to Safety

People feel unsafe when they think

- You don't respect them as a human being
- You don't have any respect or don't care about their goals.



So how do you demonstrate respect and care?

Habits of Mind/Practice

- Be curious. Ask why--and why else--and why not?
- Seek first to understand.

5 Levels of Active Listening



Inferring Beyond
What is Literally Said

Summarizing the Content
and Feeling

Paraphrasing

Acknowledging and Inviting

Attentive Body Language

Habits of Mind/Practice

- Be curious. Ask why--and why else--and why not?
- Seek first to understand.
- Tolerate ambiguity when you don't yet have an answer.

High- Functioning Teams



Practical Resources

Patrick Lencioni

The Five Dysfunctions of a Team, 2002

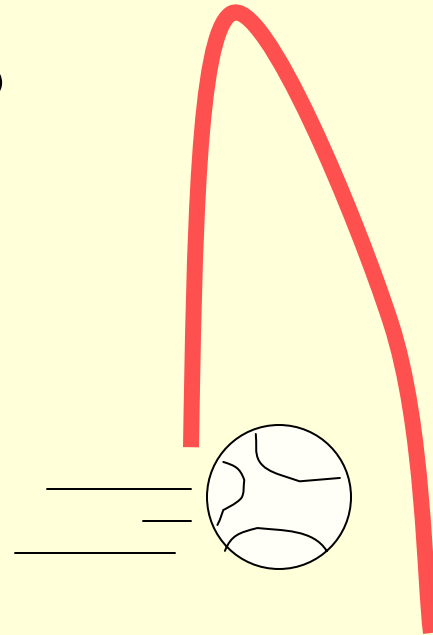
Overcoming the Five Dysfunctions of a Team,
2005

National School Reform Faculty Website
nsrfharmony.org for lots of terrific info on
protocols, feedback etc.



What's the goal?

**How well are we
doing?**



**What's the capacity we need
to build next?**