APPENDIX IV – 23

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Tucson Unified School District

Taking Action, Enhancing Learning for All

Guiding Coalition Workshop

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Tucson Unified School District
July 16 or 17, 2018
Taking Action, Enhancing Learning for All
Guiding Coalition Workshop

Laying the PLC Foundation

8:30 – 8:45   Introductions *and* Objectives
- Reflection
- Three Big Ideas of a PLC
- Types of Schools
- Teams versus Groups
1. Team Foundations
- Team Protocols
- Work of Teams
- Action Plan for Implementation

8:45 – 9:00   Collaboration at Work
1. Effective Elements of the Team
2. What allows this team to be effective?
3. Similarities we have
4. Challenges and Questions

8:45 – 9:00   Three Big Ideas of a PLC
1. Focus on Learning
2. Collaboration
3. Results Orientation

9:00 – 9:30   Assessing the Foundation – what happens when; it's missing?
1. Our Next Steps vs. Current Reality
2. Laying the Foundation Continuum

9:30 – 9:45   BREAK

9:45 – 10:45   Working with Resisters
1. Agnes and her Friends
2. How do we support resistance within a team?

10:45 – 11:00   Types of Schools Activity - What does it look like?
11:00 – 11:30   Action Planning our Foundation
11:30 – 12:30   LUNCH
12:30 – 1:15   Personal Styles – How do we communicate in our teams?

1:15 – 2:15   Creating a Collaborative Culture
1. Team Protocols
2. Work Products of Teams, Getting Started
3. Team Structures

2:15 – 2:30   BREAK
2:30 – 3:30   Action Planning – Next Steps for our Teams

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Workshop
Participant Note Sheet

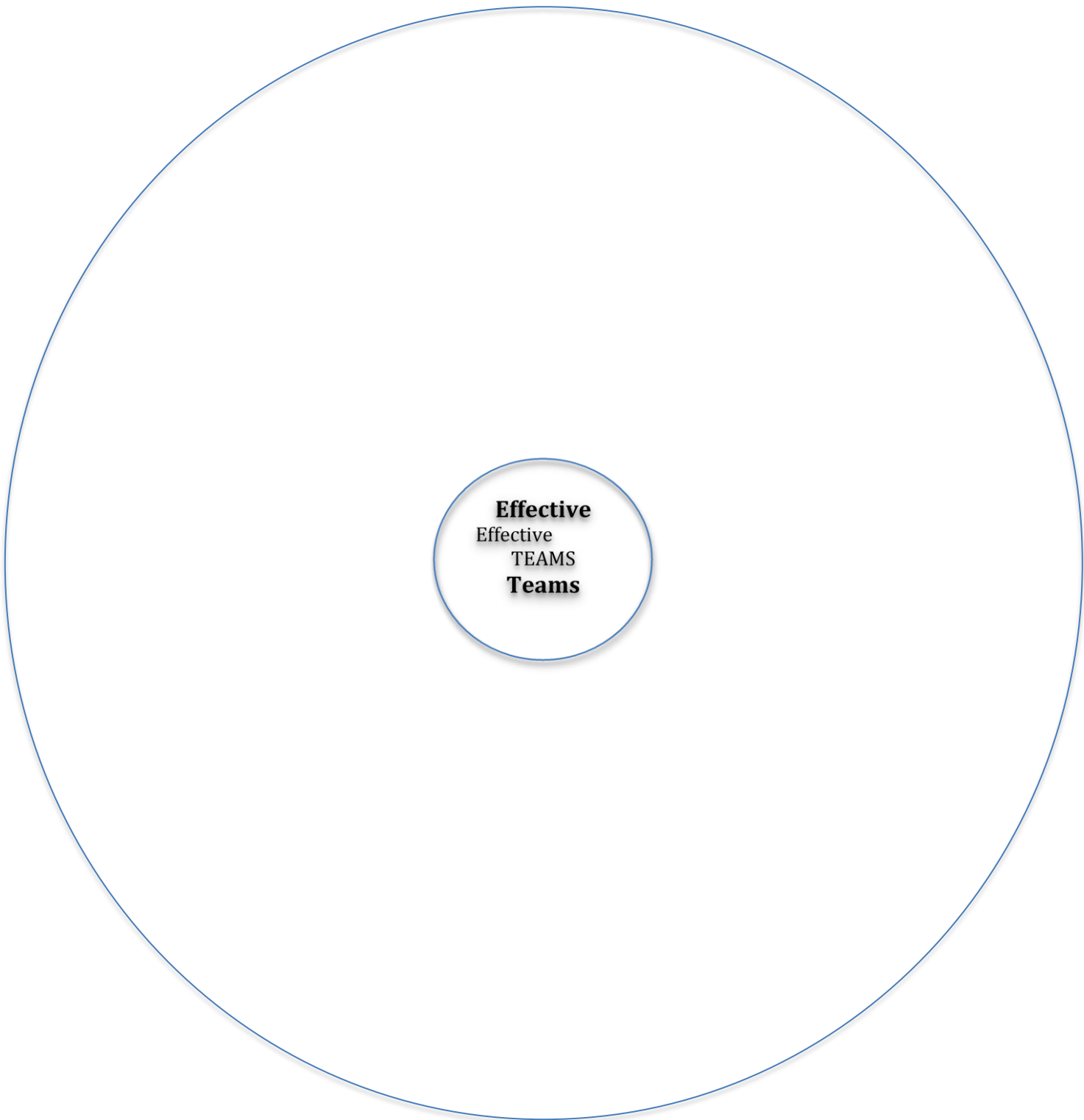| What Resonates With Me	How Can I Put This into Practice

What is a PLC? – Becky DuFour

What's not a PLC?	What is a PLC?

Important concepts to guide our focus with schools

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<u>Reflection – Collaboration at Work</u>

What do we see? Effective Elements of Teams

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Effective
Effective
TEAMS
Teams

Reflection

Key points

Our collaboration resembles

Challenges or questions moving forward

PLC Note taking Sheet

Characteristics of a Professional Learning Community

Characteristics of a Focus on Learning

Characteristic of a Collaborative Culture

Characteristics of a Focus on Results

Questions???

Quotation Quest

The team is the cornerstone of the learning organization. What really matters is how people make decisions and take action - how the team thinks and acts together.

Peter Senge

The real voyage in discovery consists not in seeking new landscapes but in having new eyes.

Marcel Proust

Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their meaning.

Michael Fullan

When schools attempt significant reform, efforts to form a schoolwide professional learning community are critical.

Louis, Kruse, & Raywid

If schools want to enhance their organizational capacity to boost student learning, they should work on building professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff.

Newmann & Wehlage

The illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

A. Toffler

Significant instructional improvement efforts will be successful only to the extent to which they are consistent with and supported by the organizational culture of the schools in which they are attempted.

S. Sarason

Improvement efforts are likely in schools where positive professional cultures and norms, values, and beliefs reinforce a strong educational mission.

Deal & Peterson

Becoming a PLC

Expert Thinking	My Thinking

Guiding Questions to Focus on Learning

What are we currently doing that identifies us as a learning community?

What do we need to stop doing?

What do we need to start doing?

What would it look like?

Agnes and Her Friends

Agnes: Aggressor, monopolizes the agenda, uses verbal and/or non-verbal put-downs, 'knows it all', over talks, interrupts, intimidates, dominates, uses more than his/her share of the time.

Reasons	Ways to change/prevent

Bert: Blocker, often says 'yes, but", repeatedly plays devil's advocate, greets new ideas with "we tried that and it didn't work.." followed by a long anecdote, blocks progress by grabbing on to one issue and not letting it go, asks questions to which he/she has answer or that group has already dealt with, arrives late and leaves early,, refuses to accept empirical data.

Reasons	Ways to change/prevent

Clarence: Clown, puts-down other using humor, inserts humor inappropriately throughout the meeting, continually tells anecdotes, 'birdwalks', loves to tell stories he/she finds humorous.

Reasons	Ways to change/prevent

Dora: Drop-out, appears inattentive, arrives late and leaves early, goes off on tangents that indicate she was not listening, engages in unrelated tasks during meeting, socializes during business meeting, asks unrelated questions, does not participate in discussions or offer ideas, appears willing to go along with anything.

Reasons	Ways to change/prevent

Simon: Saboteur, goes along with group in meetings, but airs real feelings outside, has side conversations, keeps undercurrent alive, does not participate, sabotages group decisions after meeting.

Reasons	Ways to change/prevent

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RESISTANCE TO CHANGE

From *Motivational Interviewing: Preparing People for Change*
Miller, Rollnick, and Conforti

➢ **Integrity**

1. People don't believe the proposed change is for the best, even after they have considered the change with an open mind. Their integrity tells them this change should be resisted.

OR

2. The individual(s) presenting the change has a personal lack of integrity. Past behaviors cause people to resist any change from this leader as he/she doesn't seem to have credibility.

➢ **Fear**

3. People can feel threatened by the change. They can fear the unknown, failure and the loss of control, position, or power. Some might even fear success. The fear may be real or imagined. In either case, the fear is real to the perceiver.

➢ **Communication**

4. People may lack information regarding the change. They may not be informed about the reasons for the change. (Some leaders may choose to leave people in the dark and only give people information on an as-needed basis.) If people don't have accurate and timely information, the void will become filled with speculation, rumor, or gossip.

➢ **Pace**

5. Some people may think the proposed change is happening too fast. "We can't keep up with this pace. It is just too much too soon!" On the other hand, some may think the pace is too slow. "Why can't we make a decision and move forward? We have been discussing this forever! Please, let's just do something!"

➢ **History**

6. People may resist the proposed change because of how things were done in the past. Because past change was handled poorly, any change being proposed will most likely meet with resistance. This is especially true if the current change proposal is being led by the people who led the prior attempts poorly.

➢ **Stress**

7. Some may resist change because they don't think they can handle any additional items at the present. They are already stressed, spinning too many plates, when somebody wants to give them still another plate in the form of more change.

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Working with Resisters

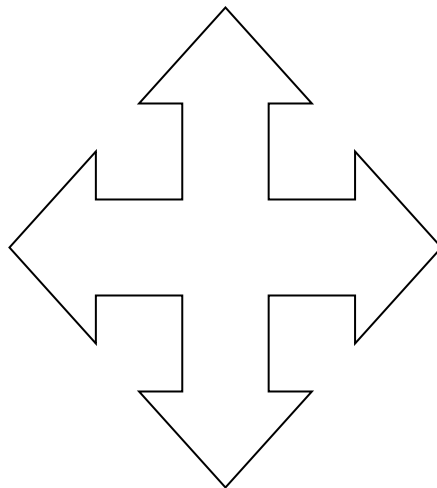| Characteristic	Reason	Action

Creating a Type "D" School

- How can we create a compelling reason for type "D Schools"?

- What stands in the way from schools working as type "D School"?

- How will we know if our school is functioning as a type "D School"?

- What will it look like? Feel like?

➢ Next Steps for our School – How do we move forward?

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Personal Styles Compass Points

North
Acting: Likes to act, try things, and plunge in

West		East
West Paying attention to detail: Likes to know the who, what, when, where, why,		**East** Speculating: Likes to look at the big picture, the possibilities, before acting

South
Caring: Likes to know that everyone's feelings have been taken into consideration and that their voices have been heard before acting

<u>Styles of our Team</u>

North –

East –

West –

South –

What do we know about ourselves?

How should we communicate?

<u>Group and Team Characteristics</u>

Group Characteristics	Team Characteristics

Examples of Group Meetings:
What are they called?
When do you meet?
Discussion Topics -

Examples of Team Meetings:
What are they called?
When do you meet?
Discussion topics -

Definition of Collaboration
Collaboration is essential for the successful integration of information skills instruction into curricular subject areas. But, collaboration is often used to mean cooperation or Coordinating, and there's a big difference among the three terms.

Cooperation is informal, with no commonly defined goals or planning effort; information is shared as needed. **For example, a library media specialist and a teacher in a cooperative relationship work loosely together. Each works independently, but they come together briefly for mutual benefit.**

Coordinating suggests a more formal working relationship and the understanding of missions. Some planning is required and more communication channels are established. **For example, in a library media program the teacher and library media specialist might make arrangements to plan and teach a lesson or unit. In this situation, a closer working relationship is required.**

Collaboration is a much more prolonged and interdependent effort. Collaboration changes the way we work. Collaboration moves from competing to building consensus; from working alone to including others from different fields and backgrounds; from thinking mostly about activities and programs to thinking about larger results and strategies; from focusing on short-term accomplishments to requiring long term results. **Collaboration is a working relationship over a relatively long period of time. Collaboration requires shared goals, derived during the partnership. Roles are carefully defined, and more comprehensive planning is required. Communication is conducted at many levels to ensure success. Leadership, resources, risk, control, and results are shared. As a result of collaboration, there is a substantial benefit. "More is accomplished jointly than could have been individually." (Mattessich and Monsey, 1992)**

 "Lessons Learned Series", American Association of School Librarians, Fall 1

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Team Protocols

Norms – Standards of behavior to guide the work of our team.

What commitments do I need to make to maximize my learning in this team?

What commitments do I need from my colleagues to maximize my learning in this team?

Consensus – How will we make decisions as a team?

All points of view have been heard.

It's the will of the group to move forward – fist to five.

Team Vision – What is the purpose of our team?

Agenda – How will agendas be created for our meetings?

Roles on my team – Time Keeper, Note Taker, Facilitator, Presenter

Timeline for Completing Team Protocols

Week 1

Week 2

Week 3

Week 4

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Billy Bob Middle School
Science Team Meeting
August 7, 2018

Biology Team Vision - We want all kids to learn Biology.

Team Smart Goal – By the end of the cell reproduction unit, 100 percent of students will score a 70% or higher on the unit test.

Today's Agenda

TEAM Norms
■ Start on time
■ No side conversations
■ Everyone participates
■ Set aside distractions
■ Stay focused
■ Be present
■ No put downs

I.   Review Norms

II.   Review Common Assessment Data

■ Common Assessment SMART Goal

All students will score at the proficiency level of 80 percent on each learning target of the science inquiry assessment.

III.   Identify Areas of Strength
■ Areas of strength
■ Areas of Concern
■ Next Steps
■ Possible Interventions

IV.   Topics of Next Meeting

V.   How did we do today? Review Norms.

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SMART Goal

Draft_____

_____

This goal is STRATEGIC and SPECIFIC because it has a long-term impact since it is focused on specific needs. The part of this goal that covers this is:

This goal is measurable because we can MEASURE a change in results. The part of this goal that covers this is:

The goal is ATTAINABLE because it is within our control to reach this goal. The part of this goal that covers this is:

The goal is RESULTS – BASED because it defines what is expected, an outcome, not a way to reach that outcome. The part of this goal that covers this is:

This goal is TIME-BOUND because it states a time limit for reaching the outcome. The part of this goal that covers this is:

Refined SMART Goal_____

_____

DATA – What type of data will your team need to explore to develop and adequate SMART goal? National? State? Departmental/Grade Level? Classroom?

Which data set will make the greatest impact on your team's goal?

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Critical Questions for Teams

Question	Products	Resources
1 –What do we want students to learn?		
2 – How will we know they've learned?		
3 – What will we do when students don't learn?		
4 – What will we do when they've already learned?		

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PLC Process for Teams – T1 and T2 Support (TUSD)

"Why does the knowledge of what needs to be done so infrequently result in actions or behavior consistent with that knowledge?"

Pfeffer and Sutton (2000), *The Knowing Doing Gap*

1. Determine a SMART goal for the highly leveraged standard
2. Have this team select ONE highly leveraged standard (with supporting standards) and apply the following:
   a. Unwrap the highly leveraged standard into objectives.
   b. Develop an assessment plan that would define the team's:
      i. Common Summative Assessment
      ii. Common Formative Assessment(s)
      iii. Individual teacher formative assessments such as exit slips, quizzes, checks for understanding, questioning strategies, etc.
   c. Make the objectives visible to the students
   d. Begin instruction
3. Following the plan developed above (2b), individual teachers provide informal, ungraded feedback to students as the instruction progresses.
4. Following the plan developed above (2b) deliver interventions/preventions, immediately following CFAs.
5. Continue for multiple objectives.
6. Deliver Common Summative Assessment
7. Students who still do not demonstrate mastery of the objectives (not just the entire highly leveraged standard), receive Tier 2 Intervention at the objective level