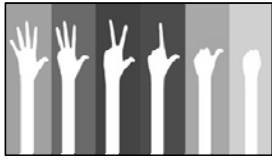



PLC
AT WORK



**Building a Collaborative Culture
Sustained by Coaching and
Celebrating**


Regina Owens, M. Ed.
Solution Tree Associate

#empowered




COLLABORATE.

#empowered



I LIKE What resonates with me....	I WONDER How I could employ....

#empowered



Our Mission

To ensure high levels of learning for **all** students.

#empowered



Our Goal

To achieve this goal, a school must:

- ensure a **CULTURE** for collaboration is established;
- ensure a mindset of **COACHING** supports the collaborative environment;
- ensure **CONTINUOUS IMPROVEMENT** by relying on results instead of good intentions

#empowered




Driving Question

Why do school struggle with establishing effective teams that function collaboratively?


#empowered



COLLABORATION.
Collaboration is *intentional* not invitational.


#empowered 

What is Collaboration?
What it is not.

#empowered 

Collaboration

The systematic process...
in which we work together...
to analyze and impact professional
practice...
(problem solve)
in order to improve ...
our individual and collective results towards
(student achievement)

Rick DuFour 

#empowered

Collaboration Cautions

- Camaraderie
- Congeniality
- Consensus on Response
- Cooperation in Planning
- Knowing About vs. Knowing and Doing
- All or Nothing

"Some schools talk a good game....as long as the process does not cause discomfort for the adults." - Douglas Reeves

#empowered



Effective Collaboration Produces...

- student achievement gains,
- solutions that are high quality,
- self-efficacy among all staff,
- systematic assistance to beginning teachers,
- substantial pools of ideas, methods, and materials that benefits all teachers.

Richard Dufour (1990)

#empowered



Culture of Collaboration

*Our **behaviors** are influenced by our **beliefs**.*

#empowered



Collaboration for Discipline

Classroom rules	Expectations
Classroom management	Uniform procedures
Referrals for administration	Documentation
Management system	Electronic database
Systemic response	Code of conduct
Hearings for students	Public appeals
Court involvement	Expectation or preparedness and communication

#empowered



Collaboration for Learning

Expectations	
Uniform procedures	
Documentation	
Electronic database	
Code of conduct	
Public appeals	
Expectation or preparedness and communication	

#empowered



CONSENSOGRAM



#empowered



Collaboration Calibration

To what degree do you believe that building a collaborative culture affects student learning?

0 10 20 30 40 50 60 70 80 90 100

↓


To what degree do you believe that your grade-level or content-team practices collaborative inquiry?

0 10 20 30 40 50 60 70 80 90 100

↓


To what extent are you personally committed to this goal?

0 10 20 30 40 50 60 70 80 90 100

#empowered 

Coaching Collaboration

Coaching builds capacity and sustainability.

#empowered 

COURAGE IS BEING AFRAID

SADDLING UP ANYWAY

COURAGE IS THE POWER TO LET GO OF THE FAMILIAR.

#empowered 


Critical Issues for Team Consideration

State of the School Address

Teacher Leadership Expectations

Teacher Leader Coaching Rubric


#empowered



Continuous Improvement


Collective inquiry and action research along with coaching will result in continuous improvement.

#empowered



DATA LITERACY.

#empowered



Level-5 Teacher Leadership Rubric

Aspects of Leadership	Level 1	Level 2	Level 3	Level 4	Level 5
Data Usage	Does not understand data and does not understand the connection between student achievement data and instructional practices	Has trouble understanding how to analyze data and match activities and strategies to students' needs	Still needs help with data analysis and determining students' needs	Knows how to use data to determine students' needs	Can demonstrate and teach others how to use data to improve student performance

#empowered



FOUR ESSENTIAL QUESTIONS and DATA

- What exactly do we expect students to learn?
- How do we know what students are learning?
- What do we do if students are not learning?
- What do we do if students *already* know it?

(DuFour, DuFour, & Eaker, *Getting Started*, 2002)

#empowered



Collective Commitments



#empowered



“A team’s purpose and specific performance goals have a symbiotic relationship: Each depends on the other to stay relevant and vital.”

—Ron Katzenbach,
The Wisdom of Teams


SMART GOALS

#empowered 

SMART GOALS

S
M
A
R
T


What gets measured gets done.

#empowered 

SMART GOALS


Specific
Measurable
Attainable
Result Oriented
Time Bound

What gets measured gets done.

#empowered 


DATA PROTOCOLS.

Allthingsplc.info
www.nsrffharmony.org

#empowered 

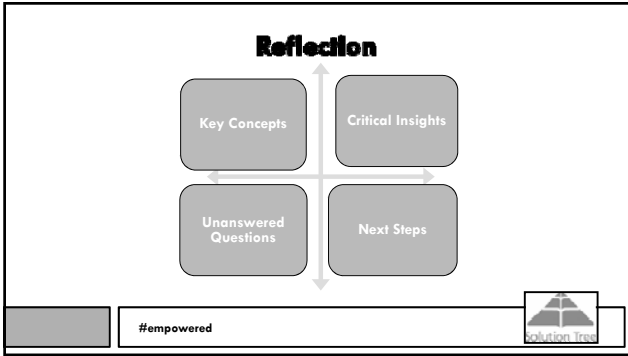
COMMON ASSESSMENT REFLECTIONS	
STEP 1	Gather classroom data, assemble it on a master grid, and duplicate for team review of results. Be sure to attach copy of the reflection form.
STEP 2	Briefly describe the assessment and learning targets.
STEP 3	Create a graphic representation of the data.
STEP 4	Identify areas for team discussion. <ul style="list-style-type: none"> • As a team, which areas from the assessment require more attention? • As a team, which students did not master which targets? • As a team, which classrooms require additional support? • As an individual teacher, which area was my lowest and how can I improve in that area?
STEP 5	Create and explain a team plan of action to address the needs of students who have not yet mastered the required targets.

Building Collaborative Teams 2 Day Workshop by Cassandra Erkens

#empowered 

CELEBRATIONS.

#empowered 



RESOURCES

DuFour, R., DuFour, R., Eaker, R., & Karhanek. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree

www.nsrffharmony.org
Allthingsplc.info

#empowered

THANK YOU!

To contact Regina rowens007@gmail.com

Follow Regina on Twitter: @regina_owens

#empowered

To schedule professional development
at your site, contact **Solution Tree**
at 800.733.6786

#empowered



Rate Yourself as a Team Player

Effective schools improvement teams are made up of individuals who respect each other and work well together. Your behavior has an enormous impact on the team's ability to do its work efficiently and effectively. The following is a series of questions about your behavior on your work team. Answer each question honestly. There are no right or wrong answers. Describe your behavior as accurately as possible.

1. I offer facts, opinions, ideas, suggestions, and relevant information during our team discussions.

Never 1 2 3 4 5 6 7 Always

2. I express my willingness to cooperate with other team members.

Never 1 2 3 4 5 6 7 Always

3. I am open and candid in my dealings with the entire group.

Never 1 2 3 4 5 6 7 Always

4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.

Never 1 2 3 4 5 6 7 Always

5. I take risks in expressing new ideas and current feelings during a team discussion.

Never 1 2 3 4 5 6 7 Always

6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.

Never 1 2 3 4 5 6 7 Always

7. I offer help and assistance to anyone on the team in order to improve the team's performance.

Never 1 2 3 4 5 6 7 Always

8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

Never 1 2 3 4 5 6 7 Always

9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all teams.

Never 1 2 3 4 5 6 7 Always

10. Three things I might do to increase the effectiveness of our team include:

- _____
- _____
- _____

Leading edge: 'Collaboration lite' puts student achievement on a starvation diet

By Rick DuFour

Journal of Staff Development, Summer 2003 (Vol. 24, No. 3)

Copyright, National Staff Development Council, 2003. All rights reserved.

In my previous column, I argued that 1) a professional is obligated to seek and apply best practice when serving clients; 2) it is evident that the best practice for meeting the needs of students and improving professional practice in schools is to build a collaborative culture; and 3) educational leaders should, therefore, focus their improvement efforts on building a collaborative culture in their districts and schools.

Calls for a collaborative culture come from leading educational researchers who use unusually emphatic language. Milbrey McLaughlin and Joan Talbert (2001) found that effective high schools and effective departments within high schools were characterized by powerful professional collaboration. Kenneth Eastwood and Karen Seashore Louis (1992) concluded that creating a collaborative environment featuring cooperative problem solving was the single most important factor in successful school restructuring. Fred Newmann and Gary Wehlage (1995) found that nurturing a professional collaborative culture was one of the most significant factors in successful school improvement efforts. Judith Warren Little (1990) advised that effective collaboration between teachers was linked to gains in student achievement, higher quality solutions to problems, increased self-efficacy among all staff, more systematic assistance to beginning teachers, and an expanded pool of ideas, methods, and materials that benefited all teachers.

But what is collaboration? Although school and district leaders acknowledge the benefits of a collaborative culture, they often have different ideas about what constitutes collaboration. Many equate collaboration with congeniality. They point to the camaraderie of the group--the secret Santa exchanges, recognition of birthdays, Friday afternoon social gatherings--as evidence of a collaborative culture.

Other leaders believe they are building a collaborative culture when they engage staff in developing consistent operational guidelines and procedures. They attempt to build consensus on how teachers respond to routine issues such as tardiness, students failing to complete homework, the supervision rotation for recess, whether the school permits classroom parties, and so on.

Some leaders cite teachers' willingness to work together to create schoolwide programs and events as evidence of a collaborative culture. They contend,

correctly, that staff must demonstrate high levels of cooperation to plan and execute the annual school picnic, science fair, or career day. Elementary principals may point to how well their teachers work together to build a schedule that allows students to move from one classroom to another for instruction in specific content. Many leaders organize the staff into committees to oversee school operations--discipline, technology, social, community involvement, etc.

All the initiatives and projects described have, at one time or another, been offered as examples of a school's commitment to collaboration. All of the activities can be worthwhile. Although there is little evidence that teacher congeniality and social interactions impact student achievement (Marzano, 2003), life is certainly more pleasant if we enjoy the company of those with whom we work. Including the staff in decisions about school procedures is generally preferable to unilateral decrees from the principal. Special schoolwide events can enrich students' experience. Coordinated teacher schedules can allow teachers to capitalize on individual strengths in meeting students' needs. Schoolwide committees can encourage all staff to take an interest in the school beyond their classrooms and expand leadership opportunities. I am not criticizing any of these practices. However, none of these can transform a school.

Leaders determined to impact student achievement must not settle for congeniality, coordination, delegating responsibilities, or any form of "collaboration lite." They must promote a collaborative culture by defining collaboration in narrow terms: the systematic process in which we work together to analyze and impact professional practice in order to improve our individual and collective results. The first key term in this definition is systematic. Teachers are not invited or encouraged to collaborate. Collaboration is embedded in the routine practices of the school. Teachers are organized into teams and provided time to meet during the school day. They are provided specific guidelines and asked to engage in specific activities that help them focus on student achievement. Teams center dialogue around three critical questions:

- What is it we want our students to learn?
- How will we know when each student has learned it?
- How can we improve on current levels of student achievement?

None of this happens by chance. School leaders develop procedures to ensure all staff work together to focus constantly on those key questions.

Second, the process is designed to impact professional practice. Staff members do more than analyze, reflect, discuss, or debate. They use collaboration as a catalyst to change their practices. They continuously look for more effective ways to help all students learn.

Third, the effectiveness of the collaborative process is assessed on results rather than perceptions, projects, or positive intentions. Teams identify and pursue

specific, measurable, results-oriented goals and look for evidence of student achievement as the barometer of their success. They shift the focus from teacher inputs (for example, whether teachers accomplished their goal of creating a new unit or implementing a new strategy) to student outcomes--evidence that students are learning at higher levels.

Leaders foster powerful professional collaboration when they engage teams of teachers in 1) clarifying the essential knowledge and skills of a particular grade level, course, or unit of instruction; 2) developing common assessments of student learning; 3) analyzing results to identify areas of strength and weakness for both individual teachers and the team; and 4) establishing specific goals and action plans to improve student achievement.

Schools cannot achieve the systematic, results-oriented collaboration that impacts teacher practice unless teachers have both comparative student achievement data and collegial support.

Teachers may work together to identify common outcomes and develop common assessments. If, however, each teacher has access only to the results of his or her students, without any comparison to other students in the school, team members will not be able to ascertain the strengths and weaknesses of their individual instruction.

There is a big push for schools to be more data-driven these days, but simply providing data to schools and teachers does not translate into improved practice. Even teachers who work in isolation can bury themselves in data. For every assessment a teacher administers, he or she can establish the mean, median, mode, range, percentage of As, percentage of Fs, standard deviations, and a host of other statistical facts for the test in general and for specific skills within the test. But unless teachers have a valid basis for comparison, they are denied insight into what they have done well and what areas are most in need of improvement.

Teachers who have the benefit of this useful information on a frequent, timely basis, along with support from a collaborative team, describe the process as energizing. But true collaboration does not happen by chance or by invitation. It happens only when leaders commit to creating the systems that embed collaboration in the routine practices of the school and when they provide teachers and teams with the information and support essential to improve practice.

Effective school leaders will not settle for what is now passing for collaboration in many schools. They will, instead, work with staff to create a systematic process in which teachers work together to analyze and impact professional practice to improve their individual and collective results.

PROFESSIONAL LEARNING COMMUNITY EVALUATION CHART		Place X = CURRENT STATE T = TARGET IN CORRESPONDING COLUMN
Overall PLC Development		
<ul style="list-style-type: none"> The school has not yet begun to address a particular principle of a PLC. 		Pre-initiation Stage
<ul style="list-style-type: none"> An effort has been made to address the principle, but the effort has not yet begun to impact a "critical mass." 		Initiation Stage
<ul style="list-style-type: none"> A critical mass has endorsed the principle. Members are beginning to modify their thinking and practice as they attempt to implement the principle. Structural changes are being made to align with the principle. 		Developing Stage
<ul style="list-style-type: none"> The principle is deeply embedded in the school's culture. It represents a driving force in the daily work of the school. It is so internalized that it can survive changes in key personnel. 		Sustaining Stage
Mission: Is it evident that learning for all is our core purpose?		
<ul style="list-style-type: none"> No effort has been made to engage faculty in identifying what they want students to learn, or how they will respond if students do not learn. School personnel view the mission of the school as teaching rather than learning. 		Pre-initiation Stage
<ul style="list-style-type: none"> An attempt has been made, typically by the central office, to identify learning outcomes for all grade levels or courses, but this attempt has not impacted the practice of most teachers. Responding to students who are not learning is left to the discretion of individual teachers. 		Initiation Stage
<ul style="list-style-type: none"> Teachers are clear regarding the learning outcomes their students are to achieve. They have developed strategies to assess student mastery of these outcomes, they monitor the results, and they attempt to respond to students who are not learning. 		Developing Stage
<ul style="list-style-type: none"> Learning outcomes are clearly articulated to all stakeholders in the school, and each student's attainment of the outcomes is carefully monitored. The school has developed systems to provide more time and support for students experiencing initial difficulty in achieving the outcomes. The practices, programs, and policies of the school are continually assessed on the basis of their impact on learning. Staff members work together to enhance their effectiveness in helping students achieve learning outcomes. 		Sustaining Stage
Shared Vision: Do we know what we are trying to create?		
<ul style="list-style-type: none"> No effort has been made to engage faculty in describing preferred conditions for their school. 		Pre-initiation Stage
<ul style="list-style-type: none"> A vision statement has been developed for the school, but most staff are unaware of, or are unaffected by it. 		Initiation Stage
<ul style="list-style-type: none"> Staff members have worked together to describe the school they are trying to create. They have endorsed this general description and feel a sense of ownership in it. School improvement planning and staff development initiatives are tied to the shared vision. 		Developing Stage
<ul style="list-style-type: none"> Staff members routinely articulate the major principles of the share vision and use those principles to guide their day-to-day efforts and decisions. They honestly assess the current reality in their school and continually seek effective strategies for reducing the discrepancies between the conditions described in the vision statement and their current reality. 		Sustaining Stage
Shared Values: How must we behave to advance our vision?		
<ul style="list-style-type: none"> Staff members have not yet articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for all and the vision of what the school might become. If they discuss school improvement, they focus on what <u>other</u> groups must do. 		Pre-initiation Stage
<ul style="list-style-type: none"> Staff members have articulated statements of beliefs or philosophy for their school; however, these value statements have not yet impacted their day-to-day work or the operation of the school 		Initiation Stage
<ul style="list-style-type: none"> Staff members have made a conscious effort to articulate and promote the attitudes, behaviors, and commitments that will advance their vision of the school. Examples of the core values at work are shared in stories and celebrations. People are confronted when they behave in ways that are inconsistent with the core values. 		Developing Stage
<ul style="list-style-type: none"> The values of the school are embedded in the school culture. These shared values are evident to new staff and to those outside of the school. They influence policies, procedures, and daily practices of the school as well as day-to-day decisions of individual staff members. 		Sustaining Stage
Goals: What are our priorities?		

<ul style="list-style-type: none"> No effort has been made to engage the staff in setting and defining school improvement goals related to student learning. If goals exist, they have been developed by the administration. 		Pre-initiation Stage
<ul style="list-style-type: none"> Staff members have participated in a process to establish goals, but the goals are typically stated as projects to be accomplished, or are written so broadly that they are impossible to measure. The goals do not yet influence instructional decisions in a meaningful way. 		Initiation Stage
<ul style="list-style-type: none"> Staff members have worked together to establish long-and short-term improvement goals for their school. The goals are clearly communicated. Assessment tools and strategies have been developed and implemented to measure progress toward the goals. 		Developing Stage
<ul style="list-style-type: none"> All staff pursue measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals. 		Sustaining Stage
Collaborative Culture: Teachers Working Together.		
<ul style="list-style-type: none"> Teachers work in isolation. There is little awareness of what or how colleagues are teaching. 		Pre-initiation Stage
<ul style="list-style-type: none"> Teachers recognize a common curriculum that they are responsible for teaching, but there is little exchange of ideas regarding instructional materials, teaching strategies, or methods of assessment. 		Initiation Stage
<ul style="list-style-type: none"> Teachers function in work groups that meet periodically to complete certain tasks such as reviewing intended outcomes and coordinating calendars. 		Developing Stage
<ul style="list-style-type: none"> Teachers function as a team. They work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another. Unlike a work group, they are characterized by common goals and interdependent efforts to achieve those goals. 		Sustaining Stage
Collaborative Culture: Administrator/Teacher Relations		
<ul style="list-style-type: none"> Questions of power are a continuing source of controversy and friction. Relationships between teachers and administrators are often adversarial. 		Pre-initiation Stage
<ul style="list-style-type: none"> Efforts have been made to reduce friction by clarifying "management rights" and "teacher rights." Both parties are protective of intrusion onto their turf. 		Initiation Stage
<ul style="list-style-type: none"> Administrators solicit and value teacher input as improvement initiatives are developed and considered, but administrators are regarded as having primary responsibility for school improvement 		Developing Stage
<ul style="list-style-type: none"> Staff are fully involved in the decision-making processes of the school. Administrators pose questions, delegate authority, create collaborative decision-making processes, and provide staff with the information, training, and parameters they need to make good decisions. School improvement is viewed as a collective responsibility. 		Sustaining Stage
Parent Partnerships		
<ul style="list-style-type: none"> There is little or no effort made to cultivate a partnership with parents. Parents are either ignored or viewed as adversaries. 		Pre-initiation Stage
<ul style="list-style-type: none"> An effort is made to keep parents informed of events and situations at school in order to secure parental support for the school's efforts. 		Initiation Stage
<ul style="list-style-type: none"> Structures and processes for two-way communications with parents are developed. The parental perspective is solicited on both school wide issues and matters related directly to their own children. 		Developing Stage
<ul style="list-style-type: none"> The school-parent partnership moves beyond open communication. The school provides parents with information and materials that enable parents with information and materials that enable parents to assist their children in learning. Parents are welcomed in the school and there is an active volunteer program. Parents are full partners in the educational decisions that affect their children. Community resources are used to strengthen the school and student learning. 		Sustaining Stage

Teacher Leadership Rubric

Aspects of Leadership	Level 1	Level 2	Level 3	Level 4	Level 5
Collaborative Activities	Little or no use of collaborative activities.	Mechanical use of collaborative activities.	Routine use of collaborative activities.	Appropriate use of collaborative activities.	Executive control use of collaborative activities.
Planning Team	Participation in planning meetings is very limited, and teacher may be trying to cover up their lack of knowledge and skill by reverting to silence or aggression during collaborative activities.	Participation in meetings is limited to trying to understand issues, problems, and solutions.	The teacher is an active listener during planning team meetings and asks appropriate questions and seeks and accepts advice.	The teacher is an active member of the planning team.	The teacher is an active member of the planning team.
Area of Expertise	May have missed opportunities to grow as a learner and teacher.	Teacher needs extensive coaching and additional training.	Is beginning to put forth her own ideas and differs from the group when confronted by ideas she believes are not in the best interest of the students.	Is becoming a leader in one or two areas.	Leads in area of expertise.
Usage of Data	Does not understand data and does not understand the connection between student achievement data and instructional practices.	Has trouble understanding how to analyze data and match activities and strategies to needs of students.	Still needs help with data analysis and determining the needs of students.	Knows how to use data to determine student's need.	Can demonstrate and teach others how to use data to improve student performance.
Staff Development	Teacher is not eager to learn and only attends required meetings and training.	Attends all meetings and staff development.	Attends all meetings and staff development on time.	Begins to lead in delivery of training.	Leads staff development.
Best Practices	The teacher has lost the knowledge and skill learned in training and cannot replicate any or very little of the best practices or strategies of the campus.	The teacher can only replicate the exact examples of best practices learned in training or as instructed by mentor. She can not apply the learning in new ways or combine strategies to create new strategies or activities. The amount of use of campus strategies is not enough and limited only to what was learned during training.	Can implement best practices on a routine basis but still needs coaching to make adjustments and to be successful with all students.	Appropriately uses best practices and knows how and when to use different activities to help struggling students reach their goals.	Can train others in best practices of the school.
Mentor	Teacher is not working well with mentor.	Depends on mentor for making most teaching and learning decisions.	Is eager to learn and improve.	Helps mentor new teachers.	Mentors new or struggling teachers/staff.
Achievement Gains	Student achievement gains regress.	Student achievement gains are flat and rarely meet campus expectations.	Student achievement gains meet campus expectations most of the time.	Student achievement gains meet campus expectations.	Student achievement gains meet campus expectations.

ADD RUBRIC FOR Technology

Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing				True of Our Team		

- | | |
|--|--|
| <p>1. ___ We have identified team norms and protocols to guide us in working together.</p> <p>2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.</p> <p>3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.</p> <p>4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.</p> <p>5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.</p> <p>6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.</p> <p>7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.</p> <p>8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</p> <p>9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.</p> <p>10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.</p> | <p>11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</p> <p>12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.</p> <p>13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.</p> <p>14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.</p> <p>15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.</p> <p>16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.</p> <p>17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</p> <p>18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</p> |
|--|--|

Team Agenda & Feedback

Team: _____ **Week:** _____ **Date:** 5/14/2015

Team Members	A	P	Prior Notification	No Notification	Reason
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Goals Update	Met	In Progress	Date
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Agenda Items	Outcomes	Assigned Team Member	Time

Feedback

- 1.
- 2.
- 3.

SMART Goal Worksheet

School: _____ Team Name: _____ Team Leader: _____

Team Members: _____

District Goal(s): _____

School Goal(s): _____

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness

SMART Goal Worksheet: Eighth-Grade Math

School: Thomas Jefferson Middle School **Team Name:** Eighth-Grade Math **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal(s): We will increase student achievement and close the achievement gap in all areas of our middle and secondary schools, using a variety of local, state, and national indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Reduce the failure rate in our school.
2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Last year, 24% of our students failed one or more semesters of math. And 31% percent of our students were unable to meet the state proficiency standard in math.</p>	<p>We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course.</p>	<p>Entire team</p>	<p>We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each new unit.</p>	<p>Written analysis of state assessment and strategies to address weaknesses</p>
<p>Our Goal: This year, we will reduce the percentage of failing grades to 10% or less and the percentage of students unable to meet state standards to no more than 15%.</p>	<p>Develop common formative assessments and administer them every 3 weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment.</p>	<p>Entire team</p>	<p>Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team.</p>	<p>Student performance on team-endorsed common assessments</p>



SMART Goal Worksheet Eighth-Grade Math (continued)

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
	<p>After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students re-assigned from study hall to the math tutoring center.</p>	<p>Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment.</p>	<p>Assessments administered every 3 weeks. Students will be assigned to the tutoring center within 1 week of assessment.</p>	<p>Daily list of students receiving tutoring in math</p>
	<p>Replace failing grades from our common assessments with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring.</p>	<p>Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed the required tutoring.</p>	<p>Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within 2 weeks of a student's assignment to the tutoring center.</p>	<p>Compilation of results from subsequent assessments</p>
	<p>Examine the results of each common assessment in an effort to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively.</p>	<p>Each member of the team</p>	<p>Ongoing throughout the year each time a common assessment is administered.</p>	<ul style="list-style-type: none"> ■ Analysis of findings after each common assessment is administered ■ Decrease in the failure rate of students proficient on state assessment



LEADING AND MANAGING COMPLEX CHANGE

Educators know that schools are a complex organism with a life of their own. To fully implement change, an understanding of the components of systemic reform requires experience, people skills, and extreme patience. Knoster (1991) in a presentation to The Association for Severely Handicap (TASH) Conference introduced a Managing Complex Change Model that has several components. Knoster suggested that when the components of *vision, consensus, skills, incentives, resources and action plan* are collectively inherent in the system, then change will likely take place. However, if any one of the components was missing, then the “Change Process” may be inhibited or may not take root.

A unique feature about Knoster’s model for change is its surgical approach. In assessing the condition and climate of an organization, this model offers a potential remedy by identifying the symptom and then restoring the missing component (link). Quite often leaders may sense what is wrong, but do not understand how to resolve or determine the root of the problem. As an example, if the change agent senses or anticipates *sabotage* as a symptom from within the organization, then the ability to work through *consensus* through collaboration is paramount. If there is a high level of *resistance*, then the leader needs to identify the *incentives* and determine what will personally motivate an individual to change. In some schools, the problems are so severe that multiple missing links have created a hostile environment that is difficult to sort through.

Although the model below may appear to be simple, it is a powerful tool to connect the symptom with the components of change. Unless a leader is able to connect with the people of the organization through empathic listening, they will never understand the emotion behind the concerns of their clients. Developing this trust through relationship building may draw out the essential missing link. Then the change process may continue to develop and help the organization arrive at the desired results.

Leading and Managing Complex Change

Vision +	Consensus +	Skills +	Incentives +	Resources +	Action Plan	= Change
	Consensus +	Skills +	Incentives +	Resources +	Action Plan	=Confusion
Vision +		Skills +	Incentives +	Resources +	Action Plan	= Sabotage
Vision +	Consensus +		Incentives +	Resources +	Action Plan	=Anxiety
Vision +	Consensus +	Skills +		Resources +	Action Plan	= Resistance
Vision +	Consensus +	Skills +	Incentives +		Action Plan	= Frustration
Vision +	Consensus +	Skills +	Incentives +	Resources +		= Treadmill