Waraama KLA Caana Waambars	
Advorganing Rould Carmers	
I will know I am successful when I can prepare for and handle the most difficult, high stakes and important conversations to keep the focus where it belongs-on learning.	

Opinions vary Stakes are high Emotions run strong Results could have a huge impact on the culture of your school /district	
Who do you regularly have these types of conversations with?	
5	
THE SWALL TO LIVE HERRICAL CORPORATION	
 Avoid them Face them and handle them poorly Face them and handle them well 	
Use the reflection sheet - think about 3 different conversations that you have had that are examples of the 3 different ways to handle the conversation.	

What was different about the situations that caused you to react differently?	
, , , , , , , , , , , , , , , , , , , ,	
Emotions We're under pressure We don't know where to start We're our own worse enemies.	
* "It all comes down to how people handle crucial conversations * In the worse companies, poor performers are first ignored and then transferred. * In good companies, bosses eventually deal with problems. * In the best companies, everyone holds everyone else accountableregardless of level or position. The path to high productivity passes not through a static system. but through face-to-face	
conversations at all levels." pg. 11	

iskatynny Eleksional Plantikanna	
. Safety	
> Productivity	
Diversity	
Quality	
10	
How does your school/district	
operate when it comes to crucial conversations?	
Conversations:	
How do you operate?	
11	
iglester dissipation in the property of	
 As an administrator have you developed a culture where there is a "pool of shared 	
meaning"? Mhat needs to be in place to make this work	
in education?	

Withereran westandaren hara.	
 Work on you first! Realize that in reality the only person you can continually inspire, prod and shape with any 	
degree of success is you!	
	13
Cinucial Convergations	
 Begin each crucial conversation with the r motives and stay focused no matter what happens 	
 Know what you want Believe that dialogue, no matter the circumstances, is always an option. 	
	14
Williams of the light of the li	
 What do I really want for myself? What do I really want for others? 	
What do I really want for the relationship? How would I behave if I really wanted the results?	
icould:	

ASVETICITAÇÃO DE DECLORAS	
× Sucker's choice:	
* We can be honest and attack our colleague * We can be kind and withhold the truth	
× Go for option 3	
Being honest and respectful	
	16
Setup new choices.	
· Clarify what you really want.	
What I want is for Ms. Jones to be more positive with her students. Clarify what you really don't want.	
What I don't want is for Ms. Jones to become defensive, return to her classroom and then take it out on her students Create an "and" question	
How can I have a candid conversation with Ms. Jones about being more positive with her students and avoid her becoming defensive and returning to her classroom and taking it out on her students?	
	η
Creating your lown "and" question	
 Go back to your earlier reflections. Choose one conversation that didn't go as well as you 	
had planned. See if you can create an "and" question to help you think through the	
situation.	

Whatishext	
 Take the "Your Style Under Stress" Test Identify how you typically behave Identify the skills that you currently have 	
, a	
** Complete the sheet identifying the 2 areas you want to spend time learning more about. * Before Meeting 2 - Spend time on your identified area * Before Meeting 3 - Spend time on your identified area * Before Meeting 4 - Read Chapter 12, Change Your Life	
A PLC is a group of people working interdependently to achieve a common goal for which members are mutually accountable.	

■ <u>Leaders of Learning</u> page 70

See Chanaerrassans of Figurery 19.68

Shared Mission and Vision
Collaborative Culture
Collective Inquiry
Action Orientation
Continuous Improvement
Focus on Results

Learnaine Tarapts

- I will know I am successful when I can effectively lead an team that works interdependently to achieve a common goal for which the team members are mutually accountable.
- I will know I am successful when I can lead the charge and advocate for increasing the learning of all students through the PLC process.

Dalida IPXLic

- Each member selected a PLC area of focus:
- What do we want students to know and be able to do?
- How will we know when they've learned it?
- How will we respond when students haven't learned it?
- How will we enrich and extend the learning for students who are proficient?

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	 	-		
			_	

 What could your PLC learn together this year during our KLA Cadre sessions to help you be 	
better prepared to effectively deal with the issue you selected?	
25	
	•
KUAPILES	
How does this issue impact your advocacy for student learning?	
 Individually, create a learning goal regarding what you want to accomplish to develop your capacity in the selected area. 	
 This session will focus on advocating for student learning through the lens of your 	
selected area.	
IN KLAPLOS	
 During each KLA PLC session segment, participants will read and process resource 	
material as well as share tools, processes and products.	
■ Begin by sharing your goal; what you want to	
accomplish.	

KEAPIGER - LA	
 Chart what your PLC might need in order to accomplish your goals. 	
■ Gallery walk. Read what each PLC has charted.	
Write what examples you could share to	
assist in their work. Please write your email address beside the item.	1
38	
KIAPIGS - EPT - TEST	
Take your chart back to your table.	
 Decide how to ensure the examples are available for your PLC at the next session. 	
19	
OUR PLEPLANTOR PROGRESS	
Our focus area:	
MY PERSONAL GOAL:	
IN THE FIRST 30 DAYS AFTER KLA CADRE SESSION ONE, WE WILL KNOW WE ARE SUCCESSFUL WHEN:	
THE MEASURES/EVIDENCE WE WILL USE ARE:	
OUR ACTION STRATEGIES:	
■ WHO IS ON POINT?	
 If WE ARE NOT SUCCESSFUL, WE WILL: 	

Bithography of Resources Used

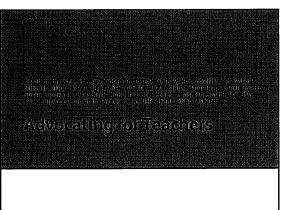
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