

Welcome KLA Cadre Members

Advocating for Learners

Learning Target

- 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.

How to Handle Difficult Conversations

- × Opinions vary
- × Stakes are high
- × Emotions run strong
 - × Results could have a huge impact on the culture of your school /district

How to Handle Difficult Conversations

- × Who do you regularly have these types of conversations with?

How to Handle Difficult Conversations

- × Avoid them
- × Face them and handle them poorly
- × Face them and handle them well

1. 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?

7

- < Emotions
- < We're under pressure
- < We don't know where to start
- < We're our own worse enemies.

8

- 1. "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 accountable---regardless of level or position.
- 1. The path to high productivity passes not through a static system, but through face-to-face conversations at all levels." pg. 11

9

RESISTANCE ISSUES

- › Safety
- › Productivity
- › Diversity
- › Quality

10

How does your school/district operate when it comes to crucial conversations?

How do you operate?

11

RESISTANCE ISSUES

- › As an administrator have you developed a culture where there is a "pool of shared meaning"?
- › What needs to be in place to make this work in education?

12

Where do we start?

- × 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!

33

Crucial Conversations

- × Begin each crucial conversation with the right motives and stay focused no matter what happens
 - × Know what you want
 - × Believe that dialogue, no matter the circumstances, is always an option.

34

What do I really want?

- × 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 these results?

35

Setting the Choice Options

- × 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?

17

Creating your own "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.

18

What's Next

- × Take the "Your Style Under Stress" Test
- × Identify how you typically behave
- × Identify the skills that you currently have

19

Identify the areas you want to go more in depth

- × 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

20


PLC

- A PLC is a group of people working interdependently to achieve a common goal for which members are mutually accountable.
- Leaders of Learning page 70

21

Six Characteristics of Healthy PLCs

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



Learning Targets

- 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.

23

KLA PLCs

- 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?

24

KLA PLCs

- 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

KLA PLCs

- 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.

26

KLA PLCs

- 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.

27

KLA PLCs

- 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.

28

KLA PLCs

- Take your chart back to your table.
- Decide how to ensure the examples are available for your PLC at the next session.

29

OUR PLC PLAN FOR 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:**

:

30

Bibliography of Resources Used

- Reeves, Douglas.(2011). *Finding Your Leadership Focus*: New York, NY. Teachers' College Press.
- Patterson, Grenny, McMillan, Switzler. (2002). *Crucial Conversations*: New York, NY, McGraw Hill.
- Dufour, R and Marzano, R. (2001, March). *Leaders of Learning: Bloomington, IN, Solution Tree*.

31

Bibliography of Resources Used

- Van Clay, Soldwedel, Many (2011). *Aligning School District PLCs*: Bloomington, IN, Solution Tree.
- Moss, C. and Brookhart, S (2009). *Advancing Formative Assessment in Every Classroom*: Alexandria, VA, ASCD.
- Glanz, Jeffrey.(2006). *School-Community Leadership*, Thousand Oaks, CA, Corwin Press.

32

Advocating for Teachers

33
