Professional Learning Communities at Work: Bringing the Big Ideas to Life

With

Dr. Rick DuFour
And
Becky DuFour

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Professional Learning Communities at Work: Bringing the Big Ideas to Life

by
Rick & Becky DuFour
rdufour@d125.org
beck.dufour@jetbroadband.com

Assumption: Teachers Matter

- Regardless of the research basis, it is clear that effective teachers have a profound impact on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students.
  – **Marzano (2003), p. 75**

Assumption: Schools Matter

An analysis of research conducted over a thirty-five year period demonstrates that **schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.**

—Robert Marzano (2003)

Assumption: Effective Schools Require More than Competent Individual Teachers

Student achievement gains and other benefits are influenced by organizational characteristics beyond the skills of individual staff. We saw schools with competent teachers that lacked the organizational capacity to be effective with many students. **The task for schools is to organize human resources into an effective *collective* effort.**

—Newmann & Wehlage (1995), p. 29-30

Assumption

- **We now know how to create schools that help more kids learn at higher levels. In fact, there has never been greater consensus regarding the schools it will take to raise student achievement.**

The Power of Professional Learning Communities

The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.
The path to change in the classroom lies within and through professional learning communities.

—Milbrey McLaughlin (1995)

Organizations That Endorse
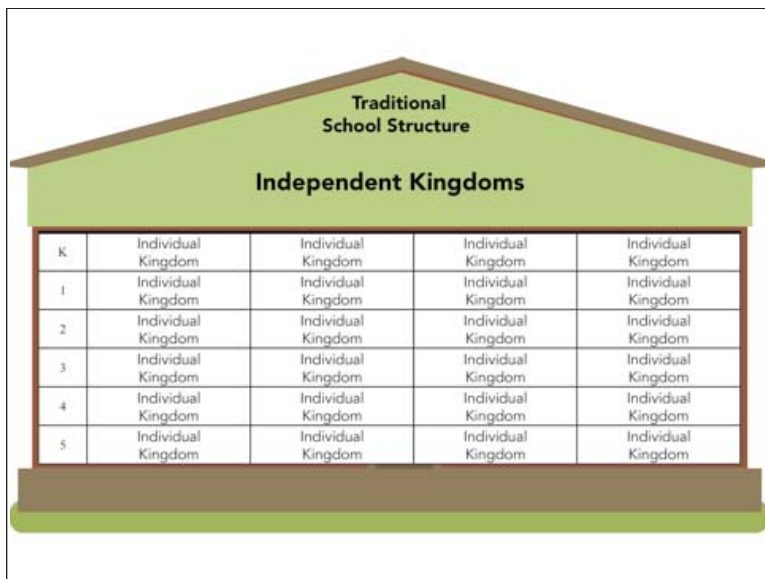# Professional Learning Community Concepts

American Federation of Teachers
Annenberg Institute for School Reform
California Teachers Association
Center for Performance-Based Assessment
Center for Teaching Quality
Council of Chief State School Officials
ETS Assessment Training Institute
Interstate New Teacher Assessment and Support Consortium
Mid-Continent Regional Educational Laboratory
National Association of Elementary School Principals
National Association of Secondary School Principals
National Board of Professional Teaching Standards
National Commission on Teaching and America's Future
National Center for Restructuring Education, Schools, and Teaching
National Council for Accreditation of Teacher Education
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National Middle School Association
National Science Education Leadership Association
National Science Teachers Association
National Staff Development Council
North Central Association, Commission on Accreditation and School Improvement
North Central Regional Educational Laboratory
Research for Better Teaching, Inc.
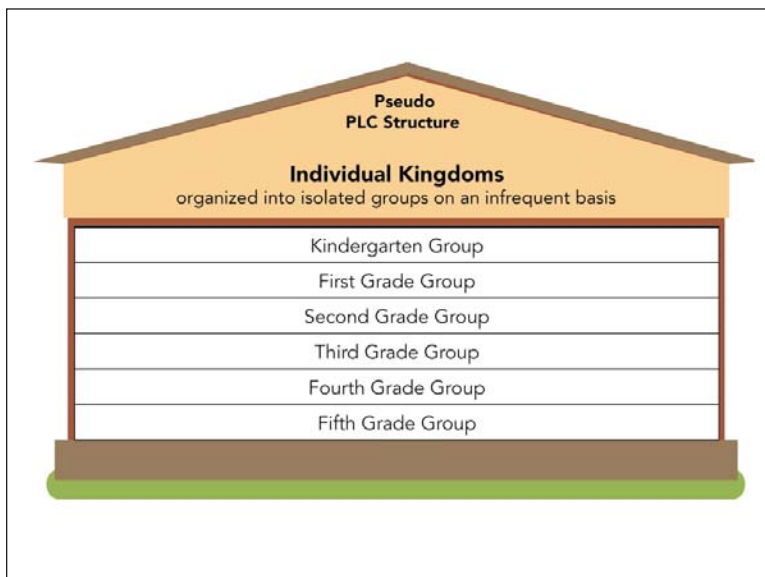Southwest Educational Development Laboratory

> **For more information, please visit www.allthingsplc.info "Articles & Research."**

Educational Researchers Who Endorse PLC Concepts

Roland Barth	Judith Warren Little	Thomas Sergiovanni
Anthony Byrk	Robert Marzano	Dennis Sparks
Linda Darling-Hammond	Milbrey McLaughlin	Richard Stiggins
Richard Elmore	Fred Newmann	Joan Talbert
Michael Fullan	Douglas Reeves	Gary Wehlage
Carl Glickman	Jonathan Saphier	Dylan Wiliam
Andy Hargreaves	Phil Schlecty	Art Wise
Shirley Hord	Mike Schmoker	
Sharon Kruse	Karen Seashore Louis	

What is a PLC?

Traditional School Structure

Independent Kingdoms

K	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom
1	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom
2	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom
3	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom
4	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom
5	Individual Kingdom	Individual Kingdom	Individual Kingdom	Individual Kingdom

Pseudo PLC Structure

Individual Kingdoms
organized into isolated groups on an infrequent basis

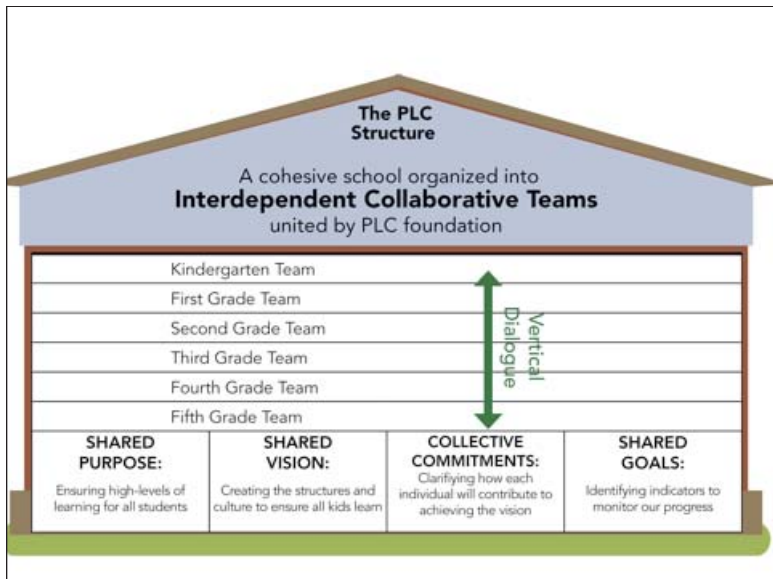| |
|---|
| Kindergarten Group |
| First Grade Group |
| Second Grade Group |
| Third Grade Group |
| Fourth Grade Group |
| Fifth Grade Group |

Professional Learning Community (PLC) Defined

Educators are committed to working **collaboratively** in *ongoing processes* of collective inquiry and action research in order to achieve better **results** for the students they serve.

PLCs operate under the assumption that the key to improved _learning_ for students is continuous, job-embedded learning for educators.

—DuFour, DuFour, Eaker, & Many (2006)

The PLC Structure

A cohesive school organized into
Interdependent Collaborative Teams
united by PLC foundation

Kindergarten Team
First Grade Team
Second Grade Team
Third Grade Team
Fourth Grade Team
Fifth Grade Team

Vertical Dialogue

SHARED PURPOSE:	SHARED VISION:	COLLECTIVE COMMITMENTS:	SHARED GOALS:
Ensuring high-levels of learning for all students	Creating the structures and culture to ensure all kids learn	Clarifying how each individual will contribute to achieving the vision	Identifying indicators to monitor our progress

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The Pervasive Impact of the PLC Process

A Professional Learning Community is an ethos that infuses every single aspect of a school's operation. When a school becomes a professional learning community, everything in the school looks different than it did before.

—Andy Hargreaves (2004)

Is the Professional Learning Community Concept Based on…

…adherence to core practices or individual teacher autonomy?

…strong administrative leadership or teacher empowerment?

…recognition and celebration of current efforts and achievements or discontent with the status quo?

…approaching school improvement with a sense of urgency or demonstrating the patience to sustain an improvement initiative over the long haul?

Simultaneous Loose AND Tight School Cultures

Simultaneous loose *and* tight cultures establish clear parameters and priorities that enable individuals to work within established boundaries in a creative and autonomous way. They are characterized by "*directed empowerment"* or *what Marzano and Waters refer to as "defined autonomy" - freedom to act and to lead within clearly articulated boundaries.*

The BIG IDEAS of a PLC

- **We accept <u>learning</u> as the fundamental purpose of our school and therefore are willing to examine <u>all</u> practices in light of their impact on learning.**

- We are committed to working together to achieve our collective purpose. We cultivate a **<u>collaborative culture</u>** through development of high-performing teams.

- We assess our effectiveness on the basis of **<u>results</u>** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

If the purpose of school is truly to ensure high levels of learning for all students, schools will:

- Clarify what each student is expected to learn

Team Learning Process

- Clarify 8-10 Essential Common Outcomes (**skills, knowledge, dispositions**) <u>per semester</u> by Course/Content Area

The 1st Step in Decision Making in a PLC: Building Shared Knowledge

Professional Learning Communities **always** attempt to answer critical questions by BUILDING SHARED KNOWLEDGE - engaging in collective inquiry - LEARNING TOGETHER.

If people make decisions based upon the collective study of the same pool of information, they increase the likelihood that they will arrive at the same conclusion.

Resources To Help Teams Build Shared Knowledge & Clarify "Learn What"

- State/Provincial/National Standards (e.g.NCTE/NCTM)
- **Vertical articulation**
- District or department curriculum guides
- Assessment Frameworks (how will they be assessed)
- Data on past student performance (local/state/national)
- Examples of student work and the criteria by which the quality of student work will be judged
- Textbook Presentation of Curriculum
- Curriculum Framework of High Performing Schools

Criteria for Identifying Essential Common Outcomes

To separate the essential from the peripheral, apply these 3 criteria to each standard:

1. **Endurance** - are students expected to retain the skills/knowledge long after the test is completed
2. **Leverage** - is this skill/knowledge applicable to many academic disciplines
3. **Readiness for the Next Level of Learning** - is this skill/knowledge preparing the student for success in the next grade/course
   - **Doug Reeves**

Advantages of Team Discussion of Essential Learning

- Greater clarity regarding interpretation of standards
- Greater consistency regarding importance of different standards
- Greater consistency in amount of time devoted to different standards (common pacing)
- Common outcomes and common pacing are essential prerequisites for a team to create common assessments and team interventions
- Greater ownership of and commitment to standards

Levels of Curricula at Work in Your school

1. Intended - What we want them to learn
2. Implemented - What actually gets taught
3. Attained -What they actually learn

*To impact the *attained* curriculum in the most powerful way, make certain the *implemented* curriculum is *guaranteed and viable.*
    - Robert Marzano

To Improve Student Achievement

- ..create a *guaranteed and viable* curriculum (Marzano)
- ..establish a limited number of *power standards* (Reeves)
- ..pursue clear and focused *essential academic goals* (Lezotte)
- ..identify *learning intentions and success criteria* (Hattie)
- ..develop a compact list of *learning expectations and tangible exemplars of student proficiency* (Saphier)

  If we want all students to learn at high levels, those who teach them must be able to answer the questions, "learn what" with a consistent voice.

If the purpose of school is truly to ensure high levels of learning for all students, schools will:

- Clarify what each student is expected to learn
- **Monitor each student's learning on a timely basis**

The Case for a Guaranteed Curriculum

One of the most significant factors that impacts student achievement is that teachers commit to implementing a *guaranteed and viable curriculum* to ensure no matter who teaches a given class, the curriculum will address certain essential content. For learning to be effective, clear targets in terms of information and skills must be established (Marzano, 2003).

To improve student achievement, educators must determine the *power standards –* learning standards that are most essential because they possess the qualities of endurance, leverage, and readiness for success at the next level. The first and most important practical implication of power standards is that leaders must make time for teachers to collaborate within and among grade levels to identify the power standards (Reeves, 2002).

One of the keys to improving schools is to ensure teachers know the *learning intentions* and success criteria of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students' current knowledge and the success criteria. This can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009)

"The staff in the effective school accepts responsibility for the students' learning of the *essential curricular goals*" (our emphasis, Lezotte, 2001, p.4).

Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher's classroom work. Teachers work collaboratively to provide *a rigorous curriculum that is crystal clear and includes a compact list of learning expectations* for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

Effective teachers *clarify goals and assessment criteria* in ways that will help students understand what they need to learn and the strategies likely to be most useful in enabling them to learn (Brophy, 2004).

Implementing a strategy of *common, rigorous standards* with differentiated resources and instruction can create excellence and equity for all students (Childress, Doyle, & Thomas, 2009)

Assessing Your Current Reality

Consider the descriptions of 5 stages of PLC progress regarding:

1. Clarity on What Students Must Know and Be Able to Do

Individually, silently, and honestly
assess the current status of your school for each indicator
on the Professional Learning Community Continuum

Progress and Problems

Share your assessment with your colleagues:

- Where are areas of agreement?
- Where are the areas of disagreement?
- Where can you celebrate the greatest progress?
- What areas are you finding problematic?

Closing the Knowing-Doing Gap

- What steps could you take to make progress in these indicators?

- Complete the "Where Do We Go From Here" worksheets to begin your plan for becoming a school committed to a focus on learning.

The Professional Learning Communities at Work™ Continuum: Learning as Our Fundamental Purpose (Part I)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, and/or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, and/or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

Where Do We Go From Here? Worksheet
Clearly Defined Outcomes

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.				

Team Learning Process

- Clarify 8-10 Essential Common Outcomes (skills, concepts, and dispositions) per semester by Course/Content Area
- **Develop multiple Common Formative Assessments for each Course/Content Area**

What are Common Formative Assessments?

We will make the case that common formative assessments are the lynchpin of the collaborative team process in a PLC.

☐ **Define "common" assessment.**

☐ **Define "formative" assessment.**

Keys to Formative Assessments

To determine if an assessment is formative, ask:

1. Is it used to identify students who are experiencing difficulty in their learning?

2. Are students who are having difficulty provided with additional time and support for learning?

3. Are students given an additional opportunity to demonstrate their learning?

Resources to Help Teams Build Valid Common Assessments

- List of Essential Outcomes/Pacing Guides for Each Course/Subject
- Recommendations from Stiggins, Reeves, Ainsworth, Wiliam…
- Released items from district, state, provincial, and national assessments (ACT, SAT, ITBS, NAEP, etc.)
- **Websites such as:**
  - ☐ **www.nces.ed.gov/nationsreportcard/**
- Data from past indicators of achievement
- Methods of alternative assessments
- Examples of rubrics
- Assessments from other high-performing teams

Two Essentials of Performance Based Assessment

- Can we agree on the criteria by which we will judge the quality of student work?
- Can we apply those criteria consistently (inter-rater reliability)?

Team Learning Process

- Clarify 8-10 Essential Common Outcomes (skills, concepts, and dispositions) per semester by Course/Content Area
- Develop multiple Common Formative Assessments for each Course/Content Area
- **Establish Specific Target/Benchmark so rigorous it will lead to success on high stakes assessments**
- **Analyze Results**
- **Identify & Implement Improvement Strategies**

THIRD GRADE READING SKILLS: COMMON ASSESSMENT RESULTS (***TARGET SCORE 80/100)

STUDENT	MAKES PREDICTIONS					COMPARES/CONTRASTS STORIES					MAIN IDEA/SUPPORTING DETAILS					CAUSE/EFFECT				
	CLASS #1	CLASS #2	CLASS #3	CLASS #4	TOTALS	CLASS #1	CLASS #2	CLASS #3	CLASS #4	TOTALS	CLASS #1	CLASS #2	CLASS #3	CLASS #4	TOTALS	CLASS #1	CLASS #2	CLASS #3	CLASS #4	TOTALS
1	100	100	100	100		100	100	100	86		50	90	100	70		89	100	100		
2	100	100	80	100		86	100	86	100		60	90	100	70		100	100	100		
3	80	60	80	100		86	100	89	100		70	90	80	80		78	89	89		
4	100	100	100	80		100	100	86	86		92	90	100	80		100	89	100		
5	100	100	80	100		100	86	100	67		90	90	100	100		89	89	89		
6	80	100	100	60		100	100	100	71		100	100	92	40		100	100	56		
7	100	100	80	80		100	100	100	100		90	100	80	70		89	100	100		
8	40	80	80	100		100	100	86	100		90	83	83	50		67	100	89		
9	100	100	100	100		100	100	100	100		83	100	100	80		100	100	89		
10	60	100	100	100		71	100	100	86		60	92	90	70		78	89	89		
11	100	100	80	60		86	100	100	71		92	100	90	50		100	100	56		
12	100	80	100	80		100	86	100	100		83	100	100	50		78	100	100		
13	100	100	80	60		86	100	86	86		92	100	80	100		100	100	100		
14	80	100	100	100		100	86	100	86		90	90	80	100		89	100	100		
15	100	100	100	100		100	100	100	89		100	100	90	100		89	100	89		
16	100	100	100			86	100	86			80	100	80			100	89			
17	100	100				100	89				90	92				89				
18	100					100					100					100				
Average Score	91%	95%	91%	88%	92%	95%	97%	95%	89%	94%	84%	95%	90%	74%	86%	91%	94%	97%	90%	93%

Standard Group Comparison
2001

Group	Designation	Forced Choice Mastery	Performance Mastery	Total Mastery
10-1: INFERENTIAL RDG				
ENG110FR ENGLISH - - FOLEY , T(00–01) - % Mean 0.72	MASTERY	- (89%) 63 of 71 Students have Mastered this Local Standard. 63 89% (15 of 25)	0 0% (0 of 0)	80% Selected. 63 89%
	NON-MASTERY	8 11%	0 0%	8 11%
ENG110FR ENGLISH – (00 – 01) - %Mean 0.73	MASTERY	- (89%) 562 of 630 Students have Mastered this Local Standard. 562 89% (15 of 25)	0 0% (0 of 0)	80% Selected. 562 89%
	NON-MASTERY	68 11%	0 0%	68 11%
10-2: VOCAB STRATEGIES				
ENG110FR ENGLISH - - FOLEY , T(00–01) - % Mean 0.72	MASTERY	- (61%) 43 of 71 Students have Mastered this Local Standard. 43 61% (4 of 6)	0 0% (0 of 0)	80% Selected. 43 61%
	NON MASTERY	28 39%	0 0%	28 39%
ENG110FR ENGLISH – (00 – 01) - %Mean 0.73	MASTERY	- (73%) 458 of 630 Students have Mastered this Local Standard. 458 73% (4 of 6)	0 0% (0 of 0)	80% Selected 458 73%
	NON-MASTERY	172 27%	0 0%	172 27%
10-3: TERMS & STRUCT LIT				
ENG110FR ENGLISH - - FOLEY , T(00–01) - % Mean 0.72	MASTERY	- (87%) 62 of 71 Students have Mastered this Local Standard. 62 87% (3 of 5)	0 0% (0 of 0)	80% Selected. 62 87%
	NON-MASTERY	9 13%	0 0%	9 13%
ENG110FR ENGLISH – (00 – 01) - %Mean 0.73	MASTERY	- (90%) 564 of 630 Students have Mastered this Local Standard. 564 90% (3 of 5)	0 0% (0 of 0)	80% Selected. 564 90%
	NON-MASTERY	66 10%	0 0%	66 10%
10-4: AIMS/MODES OF WRITING				
ENG110FR ENGLISH - - FOLEY , T(00–01) - % Mean 0.72	MASTERY	- (80%) 57 of 71 Students have Mastered this Local Standard. 57 80% (5 of 9)	0 0% (0 of 0)	80% Selected. 57 80%
	NON-MASTERY	14 20%	0 0%	14 20%
ENG110FR ENGLISH – (00 – 01) - %Mean 0.73	MASTERY	- (78%) 491 of 630 Students have Mastered this Local Standard. 491 78% (5 of 9)	0 0%(0 of 0)	80% Selected. 491 78%
	Non-MASTERY	139 22%	0 0%	139 22%
10-5: CORRECTNESS OF EXPR				
ENG110FR ENGLISH - - FOLEY , T(00–01) - % Mean 0.72	MASTERY	- (79%) 56 of 71 Students have Mastered this Local Standard. 56 79% (6 of 10)	0 0% (0 of 0)	80% Selected. 56 79%
	NON-MASTERY	15 21%	0 0%	15 21%
ENG110FR ENGLISH – (00 – 01) - %Mean 0.73	MASTERY	- (73%) 458 of 630 Students have Mastered this Local Standard. 458 73% (6 of 10)	0 0% (0 of 0)	80% Selected. 458 73%
	NON-MASTERY	172 27%	0 0%	172 27%

Standard Group Comparison
2001

Group	Designation	Forced Choice Mastery	Performance Mastery	Total Mastery
10-6: IDENT. PHRASES/CLAUSES				
ENG110FR ENGLISH - - FOLEY , T(00-01)	- % Mean 0.72	- (77%) 55 of 71 Students have Mastered this Local Standard.		
	MASTERY	55 77% (3 of 5)	0 0% (0 of O)	55 77%
	NON-MASTERY	16 23%	0 0%	16 23%
ENG110FR ENGLISH – (00 – 01)	- %Mean 0.73	- (83%) 520 of 630 Students have Mastered this Local Standard.		
	MASTERY	520 83% (3 of 5)	0 0% (0 of 0)	520 83%
	NON-MASTERY	110 17%	0 0%	110 17%
10-7: IDENTIF SENT/RUN-ON/FRAGS				
ENG110FR ENGLISH - - FOLEY , T(00-01)	- % Mean 0.72	- (86%) 61 of 71 Students have Mastered this Local Standard.		
	MASTERY	61 86% (3 of 5)	0 0% (0 of 0)	61 86%
	NON-MASTERY	10 14%	0 0%	110 17%
ENG110FR ENGLISH – (00 – 01)	- %Mean 0.73	- (86%) 543 of 630 Students have Mastered this Local Standard.		
	MASTERY	543 86% (3 of 5)	0 0% (0 of 0)	543 86%
	NON-MASTERY	87 14%	0 0%	87 14%

DuFour, DuFour, & Eaker © Solution Tree

Item Analysis for 630 Students

02/14/2001   2000-2001 School Year

Item	A	B	C	D	E	Space	Diff
# 1 -	1 (0%)	17 (3%)	6 (1%)	606 (96%) *	0 (0%)	0 (0%)	0.962
# 2 -	10 (2%)	10 (5%)	564 (90%) *	27 (4%)	0 (0%)	0 (0%)	0.895
# 3 -	29 (5%)	3 (0%)	586 (93%) *	13 (2%)	0 (0%)	0 (0%)	0.930
# 4 -	553 (88%) *	37 (6%)	4 (1%)	36 (6%)	0 (0%)	0 (0%)	0.878
# 5 -	37 (6%)	19 (3%)	52 (8%)	524 (83%) *	0 (0%)	0 (0%)	0.832
# 6 -	106 (17%)	458 (73%) *	58 (9%)	10 (2%)	0 (0%)	0 (0%)	0.727
# 7 -	11 (2%)	22 (3%)	570 (90%) *	28 (4%)	0 (0%)	0 (0%)	0.905
# 8 -	10 (2%)	16 (3%)	38 (6%)	569 (90%) *	0 (0%)	0 (0%)	0.903
# 9 -	46 (7%)	40 (6%)	13 (2%)	529 (84%) *	0 (0%)	1 (0%)	0.840
# 10 -	12 (2%)	590 (94%) *	15 (2%)	12 (2%)	0 (0%)	1 (0%)	0.937
# 11 -	460 (73%) *	104 (17%)	63 (10%)	4 (1%)	0 (0%)	1 (0%)	0.730
# 12 -	432 (69%) *	129 (20%)	55 (9%)	14 (2%)	0 (0%)	0 (0%)	0.686
# 13 -	3 (0%)	528 (84%) *	34 (5%)	65 (10%)	0 (0%)	0 (0%)	0.838
# 14 -	8 (1%)	598 (95%) *	7 (1%)	17 (3%)	0 (0%)	0 (0%)	0.949
# 15 -	56 (9%)	461 (73%) *	19 (3%)	94 (15%)	0 (0%)	1 (0%)	0.732
# 16 -	78 (12%)	14 (2%)	79 (13%)	460 (73%) *	0 (0%)	0 (0%)	0.730
# 17 -	112 (18%)	139 (22%)	6 (1%)	376 (60%) *	0 (0%)	0 (0%)	0.597
# 18 -	21 (3%)	47 (7%)	561 (89%) *	2 (0%)	0 (0%)	0 (0%)	0.890
# 19 -	4 (1%)	407 (65%) *	3 (0%)	219 (35%)	0 (0%)	1 (0%)	0.646
# 20 -	548 (87%) *	30 (5%)	5 (1%)	50 (8%)	0 (0%)	0 (0%)	0.870
# 21 -	14 (2%)	4 (1%)	21 (3%)	592 (94%) *	0 (0%)	0 (0%)	0.940
# 22 -	438 (70%) *	64 (10%)	98 (16%)	31 (5%)	0 (0%)	0 (0%)	0.695
# 23 -	69 (11%)	457 (73%) *	61 (10%)	44 (7%)	0 (0%)	0 (0%)	0.725
# 24 -	56 (9%)	28 (4%)	472 (75%) *	76 (12%)	0 (0%)	1 (0%)	0.749
# 25 -	10 (2%)	50 (8%)	556 (88%) *	16 (3%)	0 (0%)	0 (0%)	0.883
# 26 -	112 (18%)	120 (19%)	10 (2%)	389 (62%) *	0 (0%)	0 (0%)	0.617
# 27 -	125 (20%)	269 (43%)	237 (38%) *	2 (0%)	0 (0%)	0 (0%)	0.376
# 28 -	568 (90%) *	37 (6%)	11 (2%)	14 (2%)	0 (0%)	0 (0%)	0.902
# 29 -	506 (80%) *	28 (4%)	65 (10%)	34 (5%)	0 (0%)	0 (0%)	0.803
# 30 -	64 (10%)	48 (8%)	30 (5%)	488 (77%) *	0 (0%)	1 (0%)	0.775
# 31 -	11 (2%)	559 (89%) *	16 (3%)	44 (7%)	0 (0%)	0 (0%)	0.887
# 32 -	88 (14%)	63 (10%)	422 (67%) *	58 (9%)	0 (0%)	2 (0%)	0.670
# 33 -	107 (17%)	377 (60%)	16 (3%)	131 (21%)	0 (0%)	0 (0%)	0.598
# 34 -	427 (68%) *	49 (8%)	81 (13%)	75 (12%	0 (0%)	0 (0%)	0.678
# 35 -	73 (12%)	413 (66%) *	38 (6%)	107 (17%)	0 (0%)	0 (0%)	0.656
# 36 -	34 (5%)	398 (63%) *	45 (7%)	154 (24%)	0 (0%)	0 (0%)	0.632
# 37 -	78 (12%)	253 (40%)	11 (2%)	289 (46%) *	0 (0%)	0 (0%)	0.459
# 38 -	97 (15%)	397 (63%) *	62 (10%)	73 (12%)	0 (0%)	1 (0%)	0.630
# 39 -	222 (15%)	167 (27%)	170 (27%) *	72 (11%)	0 (0%)	1 (0%)	0.270
# 40 -	99 (16%)	44 (7%)	88 (14%)	400 (63%)	0 (0%)	1 (0%)	0.635
# 41 -	542 (86%) *	25 (4%)	5 (1%)	60 (10%)	0 (0%)	0 (0%)	0.860
# 42 -	36 (6%)	82 (13%)	135 (21%)	378 (60%) *	0 (0%)	0 (0%)	0.600
# 43 -	12 (2%)	291 (46%)	11 (2%)	318 (50%)	0 (0%)	0 (0%)	0.505
# 44 -	486 (77%) *	48 (8%)	91 (14%)	5 (1%)	0 (0%)	1 (0%)	0.771
# 45 -	8 (1%)	93 (15%)	518 (82%) *	13 (2%)	0 (0%)	1 (0%)	0.822
# 46 -	57 (9%)	421 (67%) *	123 (20%)	33 (5%)	0 (0%)	0 (0%)	0.668
# 47 -	54 (9%)	360 (57%) *	41 (7%)	178 (28%)	0 (0%)	0 (0%)	0.571
# 48 -	19 (3%)	165 (26%) *	51 (8%)	396 (63%)	0 (0%)	0 (0%)	0.262
# 49 -	42 (7%)	574 (91%) *	5 (1%)	9 (1%)	0 (0%)	1 (0%)	0.911
# 50 -	153 (24%)	72 (11%)	9 (1%)	398 (63%) *	0 (0%)	0 (0%)	0.632
# 51 -	542 (86%) *	50 (8%)	41 (7%)	0 (0%)	0 (0%)	2 (0%)	0.860
# 52 -	17 (3%)	307 (49%)	311 (49%) *	1 (0%)	0 (0%)	0 (0%)	0.490

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.	Each teacher establishes his or her own criteria for assessing the quality of student work.	Teachers have been provided with sample rubrics for assessing the quality of student work.	Teachers working in collaborative teams are attempting to assess student work according to common criteria. They are practicing apply the criteria to examples of student work, but they are not yet consistent. The discrepancy is causing some tension on the team.	Teachers working in collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently.	Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning. Members have established strong inter-rater reliability and use the results from these assessments to inform and improve their individual and collective practice. The team's clarity also helps members teach the criteria to students, who can then assess the quality of their own work and become more actively engaged in their learning
We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.	Each teacher creates his or her own assessments to monitor student learning. Assessments are typically summative rather than formative. A teacher can teach an entire career and not know if he or she teaches a particular skill or concept better or worse than the colleague in the next room.	The district has established benchmark assessments that are administered several times throughout the year. Teachers pay little attention to the results and would have a difficult time explaining the purpose of the benchmark assessments.	Teachers working in collaborative teams have begun to create common assessments. Some attempt to circumvent the collaborative process by proposing the team merely use the quizzes and tests that are available in the textbook as their common assessments. Some administrators question the ability of teachers to create good assessments and argue that the district should purchase commercially developed tests.	Teachers working in collaborative teams have created a series of common assessments and agreed on the specific standard students must achieve to be deemed proficient. The user-friendly results of common assessments are providing each member of the team with timely evidence of student learning. Members are using that evidence to improve their assessments and to develop more effective instructional strategies.	Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common formative assessments. The team analysis of results drives the continuous improvement process of the school. Members determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Members who struggle to teach a skill are learning from those who are getting the best results. The frequent common formative assessments provide the vital information that fuels the school's system of intervention and enrichment. The assessments are formative because (1) they are used to identify students who need additional time and support for learning, (2) the students receive the additional time and support for learning, and (3) students are given another opportunity to demonstrate that they have learned.

Where Do We Go From Here? Worksheet
Monitoring Each Student's Learning

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.				
We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.				

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The BIG IDEAS of a PLC

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine **all** practices in light of their impact on learning.
- **We are committed to working together to achieve our collective purpose. We cultivate a <u>collaborative culture</u> through development of high-performing teams.**

Barriers to a Learning Community

- A professional norm of teacher isolation.

Why Should We Collaborate?

- Gains in student achievement
- Higher quality solutions to problems
- Increased confidence among all staff
- Teachers able to support one another's strengths and accommodate weaknesses
- Ability to test new ideas
- More support for new teachers
- Expanded pool of ideas, materials, and methods

—Judith Warren Little (1990)

The Case for Teams

Empowered teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization. Given the right context, teams generate passion and engagement. In addition, a team is something to belong to, a support group and political unit with more clout than the individuals in it.

      Pinchot & Pinchot, *The End of Bureaucracy and the Rise of the Intelligent Organization*

We are at a point in time where teams are recognized as a critical component of every enterprise–the predominant unit for decision making and getting things done. . . . Working in teams is the norm in a learning organization.

      Senge, et al., *The Fifth Discipline Fieldbook*

The leader of the future will master the art of forming teams. Future leaders will master teamwork, working with and through others because no one person can master all the sources of information to make good decisions.

      Ulrich, "Credibility and Capability" in *The Leader of the Future*

Teams bring together complementary skills and experience that exceed those of any individual on the team. Teams are more effective in problem solving. Teams provide a social dimension that enhances work. Teams motivate and foster peer pressure and internal accountability. Teams have more fun.

      Katzenbach and Smith, *The Wisdom of Teams*

The best way to achieve challenging goals is through teamwork. Where single individuals may despair of accomplishing a monumental task, teams nurture, support, and inspire each other.

      Noel Tichy, *The Leadership Engine*

People who collaborate learn from each other and create synergy. That is why learning organizations are made up of teams that share a common purpose. Organizations need togetherness to get things done and to encourage the exploration essential to improvement.

      Charles Handy, "Managing the Dream" in *Learning Organizations*

Learning organizations are fast, focused, flexible, friendly and fun. To promote these characteristics they are far more likely to be organized into teams than in old-fashioned hierarchies.

      Rosabeth Moss Kanter, "Mastering Change" in *Learning Organizations*

We have known for nearly a quarter of a century that self-managed teams are far more productive than any other form of organizing. There is a clear correlation between participation and productivity.

      Margaret Wheatley, "Goodbye, Command and Control" in *Leader to Leader*

The Case for Collaboration

The single most important factor for successful school restructuring and the first order of business for those interested in increasing the capacity of their schools is building a collaborative internal environment (Eastwood & Seashore Louis, 1992).

When groups, rather than individuals are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann and Wehlage, 1995).

"The key to ensuring that every child has a quality teacher is finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers" (National Commission on Teaching and America's Future, 2003, p. 7.)

Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success (McLaughlin & Talbert, 2006).

"High performing schools tend to promote collaborative cultures [and] support professional communities and exchanges among all staff…Teachers and staff communicate to remove barriers to student learning" (National Education Association, 2006).

When teachers work in collaborative teams schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Judith Warren Little, 1990).

[High-achieving schools] "build a highly collaborative school environment in where working together to solve problems and to learn from each other become cultural norms" (West Ed, 2000, p.12).

Improving schools require a collaborative culture. Without collaborative skills and relationships it not possible to continue to learn (Michael Fullan, 1993).

Collaboration and the ability to engage in collaborative action are becoming increasingly important to the survival of the public schools. Indeed, without the ability to collaborate with others the prospect of truly improving schools is not likely (Schlechty, 2005, p. 22).

"It is imperative that professional learning be directed at improving the quality of collaborative work" (National Staff Development Council, 2001).

It is time to end the practice of solo teaching in isolated classrooms. Today's teachers must transform their personal knowledge into a collectively built, widely shared and cohesive professional knowledge base (Fulton, Yoon, & Lee, 2005).

Group IQ

There is such a thing as group IQ. While a group can be no smarter than the sum total of the knowledge and skills of its members, it can be much "dumber" if its internal workings don't allow people to share their talents.

—Robert Sternberg (1988)

Team Defined

What Is Collaboration?

A **systematic** process in which we work together, **interdependently,** to analyze and **impact** professional practice in order to improve our individual and collective results

—DuFour, DuFour, & Eaker (2002)

The Focus of Collaboration

Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things they may end up being powerfully wrong.

- Michael Fullan

A Key Question in PLCs

The critical question in a PLC is not, "do we collaborate," but rather,

"what do we collaborate about."

You must not settle for "Collaboration Lite."

Critical Corollary Questions:
If We Believe All Kids Can Learn:

- What is it we expect them to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.

The Criterion for Creating Teams

The fundamental question in organizing teams is:

"Do the people on this team have a shared responsibility for responding to the critical questions in ways that enhance the learning of their students."

Possible Team Structures:
Provided Focus Is on LEARNING

- All teachers teaching the same grade level
- All teachers teaching the same course
- Vertical teams (K-2/3-5 or French I-IV)
- Electronic teams
  - □ **www.isightEd.com**
  - □ **www.firstclass.com**
  - □ **professional organizations**
- Interdisciplinary teams
- District or regional teams
- Similar Responsibility Teams

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.
2. **Schedule time for collaboration into the school day and school calendar.**

Parameters for Collaborative Time

- Can not keep the kids at home
- Can not increase costs
- Can not significantly impact instructional time

For more ideas on

Team Structure

Making Time for Collaboration
Go to:

www.allthingsplc.info

"Evidence of Effectiveness" Schools

Making Time for Collaboration

It is imperative that teachers be provided with time to meet during their contractual day. We believe it is insincere and disingenuous for any school district or any school principal to stress the importance of collaboration, and then fail to provide time for collaboration. One of the ways in which organizations demonstrate their priorities is allocation of resources, and in schools, one of the most precious resources is time. The following list is not meant to be comprehensive but is merely intended to illustrate some of the steps schools and districts have taken to create the prerequisite time for collaboration.

Common Preparation: Build the master schedule to provide daily common preparation periods for teachers of the same course, or department. Each team should then designate one day each week to engage in collaborative, rather than individual planning.

Parallel Scheduling: Schedule common preparation time by assigning the specialists—physical education teachers, librarians, music teachers, art teachers, instructional technologists, guidance counselors, foreign language teachers, etc.—to provide lessons to students across an entire grade level at the same time each day. The team should designate one day each week for collaborative planning. Some schools build back-to-back specials classes into the master schedule on each team's designated collaborative day, thus creating an extended block of time for the team to meet.

Adjusted Start and End Time of Contractual Day: Members of a team, department, or an entire faculty agree to start their workday early or extend their workday one day each week to gain collaborative team time. In exchange for adding time to one end of the workday, the teachers are compensated by getting the time back on the other end of that day.

For example, on the first day of each school-week the entire staff of Adlai Stevenson High School in Lincolnshire, Illinois, begins its workday at 7:30 a.m., rather than the normal 7:45 start-time. From 7:30 to 8:30, the entire faculty engages in collaborative team meetings. Student arrival begins at 7:40, as usual, but the start of class is delayed from the normal 8:05 until 8:30. Students are supervised by administration and non-instructional staff in a variety of optional activities such as breakfast, library and computer research, open gym, study halls, and tutorials. To accommodate for the 25 minutes of lost instructional time, five minutes is trimmed from five of the eight 50-minute class periods. The school day ends at the usual 3:25 p.m., buses run their regular routes, and Stevenson teachers are free to leave at 3:30 rather than the 3:45

time stipulated in their contract. By making these minor adjustments to the schedule on the first day of each week, the entire faculty is guaranteed an hour of collaborative planning to start each week, but their work day or work week has not been extended by a single minute.

Shared Classes: Teachers across two different grade levels or courses combine their students into one class for instruction. While one teacher/team instructs the students during that period, the other team engages in collaborative work. The teams alternate instructing and collaborating to provide equity in learning time for students and teams. Some schools coordinate shared classes to ensure that older students adopt younger students and serve as literacy buddies, tutors and mentors.

Group Activities, Events, or Testing: Teams of teachers coordinate activities that require supervision of students rather than instructional expertise (i.e., videos, resource lessons, read-alouds, assemblies, testing). Non-teaching staff supervise students while the teachers engage in team collaboration.

Banking Time: Over a designated period of days, instructional minutes are extended beyond the required school day. After banking the desired number of minutes on designated days, the instructional day ends early to allow for faculty collaboration and student enrichment. In a middle school, for example, the traditional instructional day ended at 3:00 p.m.; students boarded buses at 3:20 and the teacher contractual day ended at 3:30. The faculty decided to extend the instructional day until 3:10 rather than 3:00. By teaching an extra 10 minutes nine days in a row, they bank 90 minutes. On the tenth day, instruction stops at 1:30 and the entire faculty has collaborative team time for two hours. The students remain on campus and are engaged in clubs, enrichment activities, and assemblies sponsored by a variety of parent/community partners and co-supervised by the school's non-teaching staff.

In-Service/Faculty Meeting Time: Schedule extended time for teams to work together on staff development days and during faculty meeting time. Rather than requiring staff to attend a traditional whole staff in-service session or sit in a faculty meeting while directives and calendar items are read to highly educated professionals, shift the focus and use of these days or meetings so members of teams have extended time to learn with and from each other.

Materials derived from: DuFour, DuFour, Eaker, & Many. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.
2. Schedule time for collaboration into the school day and school calendar.
3. **Focus teams on critical questions.**
4. **Make products of collaboration explicit.**

Example of a Timeline for Team Products

By the end of the:
- 2nd Week - Team Norms
- 4th Week - Team SMART Goal
- 6th Week - Common Essential Outcomes
- 8th Week - First Common Assessment
- 10th Week - Analysis of Student Performance on First Common Formative Assessment

Reciprocal Accountability

Accountability must be a reciprocal process. For every expectation I have of you to perform, I have an equal responsibility to provide you with the capacity to meet that expectation.

- Richard Elmore, 2006

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

1. ___ We have identified team norms and protocols to guide us in working together.

2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

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.

4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.

5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

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.

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.

8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

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.

15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.

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.

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.

To Help Build the Capacity of Teams, Address...

- Why - (Rationale)
- How - (Process)
- What - (Common Language, Tools, Templates, Materials, Resources, Examples
- When - (Timeline)
- Guiding Questions
- Criteria for Clarifying Quality of Each Product
- Tips and Suggestions

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.
2. Schedule time for collaboration into the school day and school calendar.
3. Focus teams on critical questions.
4. Make products of collaboration explicit.
5. **Establish team norms to guide collaboration.**

The Significance of Team Norms

- When all is said and done, the norms of a group help determine whether it functions as a high-performing team or becomes simply a loose collection of people working together.
- Positive norms will stick only if the group puts them into practice over and over again. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for group members, and helps to socialize newcomers into the group quickly.
  - Daniel Goleman

Importance of Team Norms

- Social psychologists learned long ago that if you make a commitment and then share it with others, you are far more likely to follow through than if you simply make the commitment to yourself.
  - ☐ Kerry Patterson et. al. Influencers, p. 152

The Importance of Norms

- One thing is clear: having clear norms gives teams a huge advantage. A key to effective teams is involving all members in establishing norms, and then holding everyone accountable to what they have agreed upon.
  - ☐ Patrick Lencioni, *Overcoming the Five Dysfunctions of a Team*

The Importance of Team Norms

- At the heart of team interaction lies a commitment-building process. The team establishes a social contract among its members that relates to their purpose, and guides and obligates how they must work together. At its core, team accountability is about the promises we make to ourselves and others, promises that underpin two critical aspects of teams: commitment and trust.
  - ☐ Katzenbach and Smith, The Wisdom of Teams

Why Should We Create Norms?

Teams improve their ability to grapple with the critical questions when they clarify the norms that will guide their work. These collective commitments represent the "promises we make to ourselves and others, promises that underpin two critical aspects of teams—commitment and trust." (Katzenbach & Smith, 1993, p. 60)

Norms can help clarify expectations, promote open dialogue, and serve as a powerful tool for holding members accountable (Lencioni, 2005).

"When self-management norms are explicit and practiced over time, team effectiveness improves dramatically, as does the experience of team members themselves. Being on the team becomes rewarding in itself—and those positive emotions provide energy and motivation for accomplishing the team's goals." (Goleman, Boyatzis, & McKee, 2004, p. 182)

Explicit team norms help to increase the emotional intelligence of the group by cultivating trust, a sense of group identity, and belief in group efficacy (Druskat & Wolf, 2001).

Referring back to the norms can help "the members of a group to 're-member,' to once again take out membership in what the group values and stands for; to 'remember,' to bring the group back into one cooperating whole" (Kegan & Lahey, 2001, p. 194).

Inattention to establishing specific team norms is one of the major reasons teams fail (Blanchard, 2007).

Norms of High Performing Teams

- Willingness to consider matters from another's perspective
- Accurate understanding of spoken and unspoken feelings and concerns of team members
- Willingness to confront a team member who violates norms
- Communicating positive regard, caring, and respect
- Willingness and ability to evaluate the team's own effectiveness
- Seeking feedback about and evidence of team effectiveness from internal and external sources
- Maintaining a positive outlook and attitude
- Proactive problem-solving
- Awareness of how the group contributes to the purpose and goals of the larger organization
  - **- Daniel Goleman**

Criteria For Team Norms

- The norms have clarified our expectations of one another.
- All members of the team participated in creating the norms. All voices were heard.
- The norms are stated as commitments to act in certain ways.
- All members have committed to honoring the norms.

Tips For Team Norms

- Each team establishes its own norms.
- Norms are stated as commitments to act or behave in certain ways.
- Norms are reviewed at the beginning and end of each meeting until internalized.
- One norm requires team to assess its effectiveness every six months. This assessment should include review of adherence to norms and the need to identify new norms.
- Less is more. A few key norms are better than a laundry list.
- Violations of norms must be addressed.

Developing Norms

Comments to the Facilitator: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. For this reason, it is essential to provide pens or pencils or to ask that everyone use the same type of writing implement.

Supplies: Index cards, pens or pencils, poster paper, display board, tape, tacks

Time: Two hours

Directions

1. Explain to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.

2. Provide examples of norms by posting the list of norms that appears on page 212.

3. Recommend to the group that it establish a set of norms:

   ■ To ensure that all individuals have the opportunity to contribute in the meeting;

   ■ To increase productivity and effectiveness; and

   ■ To facilitate the achievement of its goals.

4. Give five index cards and the same kind of writing tool to each person in the group.

5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.

6. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.

7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.

8. When all of the cards have been sorted, ask the group to write the norm suggested by each group of cards. Have one group member record these new norms on a large sheet of paper.

9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

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Developing Norms

When Establishing Norms, Consider:	Proposed Norm
Time ■ When do we meet? ■ Will we set a beginning and ending time? ■ Will we start and end on time?	
Listening ■ How will we encourage listening? ■ How will we discourage interrupting?	
Confidentiality ■ Will the meetings be open? ■ Will what we say in the meeting be held in confidence? ■ What can be said after the meeting?	
Decision Making ■ How will we make decisions? ■ Are we an advisory or a decision-making body? ■ Will we reach decisions by consensus? ■ How will we deal with conflicts?	
Participation ■ How will we encourage everyone's participation? ■ Will we have an attendance policy?	
Expectations ■ What do we expect from members? ■ Are there requirements for participation?	

Our Team's Collective Commitments

In order to make our team meetings positive and productive experiences for all members, we make the following collective commitments to each other:

- ❖ Begin and end our meetings on time and stay fully engaged during each meeting;

- ❖ Maintain a positive attitude at team meetings – no complaining unless we offer a better alternative;

- ❖ Listen respectfully to each other;

- ❖ Contribute equally to the workload;

- ❖ Make decisions on the basis of consensus;

- ❖ Encourage one another to honor our commitments and candidly discuss our concerns when we feel a member is not living up to those commitments; and

- ❖ Fully support each other's efforts to improve student learning.

Survey on Team Norms

Team:_____ Date:_____

Use the following ratings to honestly reflect on your experiences as a member of a collaborative team:

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**

1. ___ I know the norms and protocols established by my team.

   Comments: _____
   _____
   _____
   _____

2. ___ Members of my team are living up to the established norms and protocols.

   Comments: _____
   _____
   _____
   _____

3. ___ Our team maintains focus on the established team goal(s).

   Comments: _____
   _____
   _____
   _____

4. ___ Our team is making progress toward the achievement of our goal(s).

   Comments: _____
   _____
   _____
   _____

5. ___ The team is having a positive impact on my classroom practice.

   Comments: _____
   _____
   _____
   _____

Keys to Responding to a Resister

- Assume good intentions
- Seek to understand
- Use strategies of persuasion

Seven Ways to Change Someone's Mind

1) Reason. Appealing to rational thinking and decision making.
2) Research. Building shared knowledge of the research base supporting a position.
3) Resonance. Connecting to the person's intuition so that the proposal **feels right.**
4) Representational Re-descriptions. Changing the way the information is presented (for example, using stories or analogies instead of data).
5) Resources and Reward. Providing people with incentives to embrace an idea.
6) Real-World Events. Presenting real-world examples where the idea has been applied successfully.
   Howard Gardner, 2004

The Sequence of Changing Attitudes (Including Your Own)

- **Attitude**
   - is shaped by
- **Experience**
   - is a result of
- **Behavior**

- To change attitudes, focus on behavior.

Keys to Responding to a Resister

- Assume good intentions
- Seek to understand
- Use strategies of persuasion
- **Identify specific behaviors essential to the success of the initiative**
- **Focus on behavior not attitude. Monitor behavior.**

We Can Behave our Way to New Attitudes

- There is a large literature demonstrating that attitudes follow behavior. People accept new beliefs as a result of changing their behavior.
  - □ Pfeffer and Sutton

Assessing Your Current Reality

Consider the descriptions of 5 stages of PLC progress regarding:

Building a Collaborative Culture

Individually, silently, and honestly assess the current status of your school for each indicator on the Professional Learning Community Continuum

The Professional Learning Communities at Work™ Continuum: Building a Collaborative Culture Through High-Performing Teams

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level. There is no plan in place to assign staff members into teams or to provide them with time to collaborate.	Teachers are encouraged but not required to work together collaboratively. Some staff may elect to work with colleagues on topics of mutual interest. Staff members are congenial but are not co-laboring in an effort to improve student achievement.	Teachers have been assigned into collaborative teams and have been provided time for collaboration during the regular contractual day. Teams may be unclear regarding how they should use the collaborative times. Topics often focus on matters unrelated to teaching and learning. Some teachers believe the team meeting is not a productive use of their time.	Teachers have been assigned into collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. Teams leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.	The collaborative team process is deeply engrained in the school culture. Staff members view it as the engine that drives school improvement. Teams are self-directed and very skillful in advocacy and inquiry. They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence. The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.	No attention has been paid to establishing clearly articulated commitments that clarify the expectations of how the team will function and how each member will contribute to its success. Norms do emerge from each group based on the habits that come to characterize the group, but they are neither explicit nor the result of a thoughtful process. Several of the norms have an adverse effect on the effectiveness of the team.	Teams have been encouraged by school or district leadership to create norms that clarify expectations and commitments. Recommended norms for teams may have been created and distributed. Norms are often stated as beliefs rather than commitments to act in certain ways.	Each team has been required to develop written norms that clarify expectations and commitments. Many teams have viewed this as a task to be accomplished. They have written the norms and submitted them, but do not use them as part of the collaborative team process.	Teams have established the collective commitments that will guide their work, and members have agreed to honor the commitments. The commitments are stated in terms of specific behaviors that members will demonstrate. The team begins and ends each meeting with a review of the commitments to remind each other of the agreements they have made about how they will work together. They assess the effectiveness of the commitments periodically and make revisions when they feel that will help the team become more effective.	Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team. The commitments have been instrumental in creating an atmosphere of trust and mutual respect. They have helped members work interdependently to achieve common goals because members believe they can rely upon one another. The commitments facilitate the team's collective inquiry and help people explore their assumptions and practices. Members recognize that their collective commitments have not only helped the team become more effective, but have also made the collaborative experience more personally rewarding. Violations of the commitments are addressed. Members use them as the basis for in crucial conversations and honest dialogue when there is concern that one or more members are not fulfilling commitments.

Where Do We Go From Here? Worksheet
Collaborative Culture

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:				
1. Collaboration is embedded in our routine work practice.				
2. We are provided with time to collaborate.				
3. We are clear on the critical questions that should drive our collaboration.				
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We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.				

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Progress and Problems

Share your assessment with your colleagues:

- Where are areas of agreement?
- Where are the areas of disagreement?
- Where can you celebrate the greatest progress?
- What areas are you finding problematic?

Closing the
Knowing-Doing Gap

- What steps could you take to make progress in these indicators?

- Complete the "Where Do We Go From Here" worksheets to begin your plan for becoming a school committed to a focus on learning.

The BIG IDEAS of a PLC

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine **all** practices in light of their impact on learning.

- We are committed to working together to achieve our collective purpose. We cultivate a **collaborative culture** through development of high performing teams.

- **We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.**

Professional Learning Communities Focus on Results

1. To identify students who need more time and support for learning

2. To identify strategies to improve upon both our individual and collective ability to teach each essential skill and concept

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.
2. Schedule time for collaboration into the school day and school calendar.
3. Focus teams on critical questions.
4. Make products of collaboration explicit.
5. Establish team norms to guide collaboration.
6. **Pursue specific and measurable team performance goals.**

Results-Oriented Goals: Keys to Effective Teams

Leaders foster effective teams when they help teams establish specific, measurable, results-oriented, performance goals. Promoting teams for the sake of teams or focusing on team-building exercises does little to improve the effectiveness of the organization. There is nothing more important than each member's commitment to common purpose and a related performance goal to which the group holds itself jointly accountable.

—Katzenbach & Smith (1993)

Evidenced-Based Decisions as Key to a Results Orientation in Education

An astonishing number of educational leaders make critical decisions about curriculum, instruction, assessment, and placement on the basis of information that is inadequate, misunderstood, misrepresented, or simply absent. Even when information is abundant and clear, I have witnessed leaders who are sincere and decent people stare directly at the information available to them, and then blithely ignore it……Strategic leaders are worthy of the name because of their consistent linking of evidence to decision making. They respond to challenges not by scoring rhetorical points but by consistently elevating evidence over assertion.

> Doug Reeves, *The Leader's Guide to Standards*

School systems must create a culture that places value on managing by results, rather than on managing by programs. It is essential that leaders work to establish a culture where results are carefully assessed and actions are taken based on these assessments.

> Phil Schlechty *Creating the Capacity to Support Innovations*

Concentrating on results does not negate the importance of process. On the contrary, the two are interdependent: Results tell us which processes are most effective and to what extent and whether processes need reexamining and adjusting. Processes exist for results and results should inform processes."
Mike Schmoker, *Results*

As schools initiate reform, they can't back off the collection of data because they will need information more than ever. They must have a process that gathers information that is recognized as authentic and relevant. The information should provide constant evaluation that shows schools where they are getting close and where they are falling short in a way that pushes people toward continual improvement.

> Patrick Dolan, *Restructuring Our Schools*

What does it take to close the achievement gaps? Our findings suggest that it comes down to how schools use data. Teachers in gap-closing schools more frequently use data to understand the skill gaps of low-achieving students….
When data points to a weakness in students' academic skills, gap-closing schools are more likely to focus in on that area, making tough choices to ensure that students are immersed in what they most need.

> Kiley Walsh Symonds, Perspectives on the Gap: Fostering the Success of Minority and Low Income Students

Evidenced-Based Decisions as Key to a Results Orientation in Any Organization

The ultimate measure of a great team is results. Effective teams avoid ambiguity and interpretation when it comes to results. They decide what they want to achieve, then they clarify how they will measure their progress. They select one or two indicators they can collectively focus upon and around which they can rally. They create a scoreboard that helps keep them focused on results. These teams use the scoreboard to monitor their progress against the expected achievement.
     Patrick Lencioni, *Overcoming the Five Dysfunctions of a Team*

Companies operate under the false assumption that if they carry out enough of the "right" improvement activities, actual performance improvements will inevitably materialize. At the heart of this assumption, which we call "activity centered," is a fundamentally flawed logic that confuses ends with means, processes with outcomes. Payoffs from the infusion of activities will be meager at best. And there is in fact an alternative: results' driven improvement processes that focus on achieving specific, measurable operational improvements within a few months.
     Robert Schaffer and Harvey Thomson, *Successful Change Programs Begin with Results*

We found there was something distinctive about the decision making process of the great companies we studied. First, they embraced the current reality, no matter how bad the message. Second, they developed a simple yet deeply insightful fame of reference for all decisions. ….You absolutely cannot make a series of good decisions without first confronting the brutal facts.
     Jim Collins, *Good to Great*

Unless you can subject your decision-making to a ruthless and continuous *JUDGEMNT BY RESULTS*, all your zigs and zags will only be random lunges in the dark, sooner or later bound to land you on the rocks.
     James Champy, *Reengineering Management*

Ducking the facts about performance for fear of being judged, criticized, humiliated, and punished characterizes losing streaks, not winning streaks. In a losing streak, facts are used for blame, not improvement; they are turned into weapons to persecute, not tools to find solutions.....In winning streaks, players get and use abundant feedback about their performance. Leaders can...ensure that measurements ultimately empower rather than punish people.
     Rosabeth Moss Kanter, *Confidence*

Why Do We Need SMART Goals?

"According to research, goal setting is the single most powerful motivational tool in a leader's toolkit. Why? Because goal setting operates in ways that provide purpose, challenge, and meaning. Goals are the guideposts along the road that make a compelling vision come alive. Goals energize people. Specific, clear, challenging goals lead to greater effort and achievement than easy or vague goals do." (Blanchard, 2007, p. 150)

"Goal setting is one of the simplest and most effective organizational interventions that can be used to increase employee performance." (O'Hora & Maglieri, 2006, p. 132)

"[Schools with teachers who learn and kids who achieve] use clear, agreed-upon student achievement goals to focus and shape teacher learning." (WestEd, 2000, p. 12)

"Collegial support and professional development in schools are unlikely to have any effect on improvement of practice and performance if they are not connected to a coherent set of goals that give direction and meaning to learning and collegiality." (Elmore, 2003, p. 60)

California elementary schools that outperformed schools with similar student populations assigned a high priority to student achievement, set measurable goals for improved student achievement, and had a well-defined plan to improve achievement (Williams et al., 2006). *"Consistently higher performing high schools set explicit academic goals that are aligned with and often exceed state standards."* (Dolejs, 2006, p. 1)

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