SAM

Building Collaborative Capacity for Continuous Improvement
Team Seating
Plug In
Log on to SAM
Website Home Page
www.sammt.org
Background

- Teacher
- Principal (Elementary, Middle and High School)
- District Office
- Ministry of Education
- JK Thomas & Assoc
- Family
- Kids
- Canadian
- SAM 21CLI
- American History
Building Collaborative Capacity for Continuous Improvement

Creating Learning Organizations
Leave a Legacy
Impact!
IMPACT
STUDENT LEARNING
Write Down:
1. A student Learning Goal you have for this year.

2. What is the organization you will be leading toward that goal? Estimate of the number of students impacted by the goal?
SAM
21st Century Leadership Institute
Shape of the Day
Accessing Documents:

1. Open SAM Website
   www.sammt.org
2. Click Tab: Conferences
3. At Left:
   Click: SAM Administrators Institute
4. Scroll down to SAM 21CLI Summit
   July 29, 2016
Shape of the Day

Welcome/Shape of Day
Define Learning Organizations
Define Leadership
BREAK
Team Learning, School Improvement
Leadership SKILLS -21 Proficiencies
Getting Started
Learning Cycles
LUNCH
Role Play – Practice Learning Cycles
Action Plan
Closure
Strategies

1. Model
2. Self-Reflection
3. Team Learning
4. Apply/Practice Collaboration Skills
5. Network
6. Action Planning
Learning TEAMS
ACTIVITY

Introduce Your Learning Team
Instructions

1. Select a Facilitator
2. Select a note-taker/reporter
3. One by one – introduce yourself to your group:
Name/Position/District/School-District/Student Learning Goal/Organization – what you want to learn today.
4. As a team – discuss & identify any commonalities, differences, that describe the group as a whole.
5. Person on your right is responsible for introducing you to the larger group.
ACTIVITY

Introduce Your Learning Team

Name Position
District/School
Student Learning Goal
Organization (# of students)

TEAM REPORTER – GROUP DESCRIPTION
Interchangeable Terms

- Professional Learning Communities
- Learning Teams
- Collaborative Capacity
- Learning Organizations
- Six Sigma Teams
- Quality Teams
- Improvement Teams
6 Characteristics of a PLC

1. Shared values and vision
2. Collaborative Culture
3. Focus on Student Learning
4. Supportive and Shared Leadership
5. Shared Personal Practice
6. Supportive Conditions
1. What do you want students to learn?
2. How will you know when they have learned it?
3. What will you do if they don’t?
4. What will you do if they already know it?
Learning = Improvement
<table>
<thead>
<tr>
<th>Driver</th>
<th>Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Driven by: what is available, interest or what is required for certification</td>
<td>Driven by: desire to improve personal performance or performance directly related to a project currently underway at their school or district.</td>
</tr>
<tr>
<td>2 Learning Styles - Semi-Personalized</td>
<td>Learning Style Personalized</td>
</tr>
<tr>
<td>Some effort is made for people to make choices, but few real personal adaptations can be made</td>
<td>Provides choices in learning style, time, place, convenience</td>
</tr>
<tr>
<td>3 Curriculum - One size fits all</td>
<td>Curriculum –Individualized</td>
</tr>
<tr>
<td>Set Curriculum - with scope and sequence</td>
<td>Each learner selects their own topic as well as scope and sequence</td>
</tr>
<tr>
<td>4 Event orientated</td>
<td>Ongoing - or continuous</td>
</tr>
<tr>
<td>Learning is usually within a set time period, a course, a program or a conference</td>
<td>Learning is continuous, and is connected to what came before and what will come after</td>
</tr>
<tr>
<td>5 Prior Learning - Non Differentiated</td>
<td>Prior Learning - Differentiated</td>
</tr>
<tr>
<td>Little or no differentiation occurs - the learner is coming to the learning that is provided</td>
<td>Content, pace, level of current use and understanding is adapted for the needs of each learner</td>
</tr>
<tr>
<td>$</td>
<td>Previous learning is taken into consideration - and is incorporated into the plan for study</td>
</tr>
</tbody>
</table>
Levels of Professional Learning
Understanding
Results

Success
Feedback Loops = Results
1. What resonated for you in this video – about PLC’s?
2. Any “take-aways”?
# Level of Development of Collaborative Practices

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Launch</th>
<th>Launch</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Emerging</td>
<td>Proficient</td>
<td>Exemplary</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Doc # 5 Current Level: Development of Collaborative Practices</td>
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<tr>
<td>We have had some conversations about the idea of collaborative practices. We have not yet begun to meet in any kind of collaborative teams. We would like to launch an effort soon.</td>
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</tr>
<tr>
<td>We are in the first stages of development. We have met several times and are starting to look at student learning and want to really ramp up our efforts to become effective. OR We have been meeting as PLC’s for some time now (could be several years). We have function quite well and have seen some of the fruits of our labor on teacher collaboration.</td>
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</tr>
<tr>
<td>We are very high functioning in our collaborative work. I would describe our collaborative efforts as very focused and focused on student learning. We can document increases in student achievement that are directly related to our collaborative work.</td>
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<tr>
<td>We have developed very sophisticated protocols and have a track record of significant gains in student achievement over a number of years. We are a model that can be used to develop collaborative practices in other schools. We are looking to improve our work.</td>
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<td>2.99</td>
<td>3.0</td>
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SAM
21st Century Leadership Institute

Defining Leadership
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission, Vision, and Core Values</td>
<td>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</td>
</tr>
<tr>
<td>2. Ethics and Professional Norms</td>
<td>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>3. Equity and Cultural Responsiveness</td>
<td>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>4. Curriculum, Instruction, and Assessment</td>
<td>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>5. Community of Care and Support for Students</td>
<td>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</td>
</tr>
<tr>
<td>6. Professional Capacity of School Personnel</td>
<td>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>7. Professional Community for Teachers and Staff</td>
<td>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>8. Meaningful Engagement of Families and Community</td>
<td>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>9. Operations and Management</td>
<td>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</td>
</tr>
<tr>
<td>10. School Improvement</td>
<td></td>
</tr>
</tbody>
</table>
Doing things is Management
Changing/Improving Things is LEADERSHIP
Overwhelmed with Management Functions
PART 1
Improvement
PART 2: Leadership is getting *others* to do what they need to do in order to achieve the mission.
You Lead Teams
Importance of Teams
What we’ve learned about teams: CRITICAL
What we’ve learned about teams:

HOW LEARNING TAKES PLACE
What we’ve learned about teams:

ISOLATION
What we’ve learned about TEAMS

Motivation Theory
What we’ve learned about TEAMS

Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers or a sports team, humans have an inherent desire to belong and be an important part of something greater than themselves. HavingTime.com
What we’ve learned about teams:

1. Shared Work Place – District
2. Region/Location
3. Content Interest
4. Grade Level – ES/MS/HS
5. Level of Collaborative Practices
What we’ve learned about teams: Differentiated
What we’ve learned about TEAM LEARNING

Time for a Paradigm Shift?
1. Was there anything in the video that resonated with you?

2. Any “take-aways”? 
Protocol

Designed, step by step instructions for carrying on a group dialogue, in order to facilitate deeper understanding or achieving a purpose such as solving a problem, make a decision, providing additional thoughts or viewpoints or thinking about an issue.
MEETING NORMS

All meeting participants will:

- Be kind, courteous and respectful
- Work together
- Speak one at a time
- Explain unfamiliar terminology
- Keep to the agenda
- Start and end on time
Leading Learning Organizations
School Improvement
School Improvement
We are doing great work!!
FIX IT!

uh-oh, get the duct tape, mom!
Performance Gap
What do we mean by Improvement?
3-S Improvement
Significant
Sustainable
3-S Improvement

- Significant
- Systemic
- Sustainable
Learning Organization

Foundation Assumptions
3 Assumptions

ASSUMPTIONS

Never assume what you’re trying to prove,
unless you’re trying to prove you’re a bonehead.
Research
Assumption # 1

Improve Student Learning
Assumption # 2

Teacher Collaboration Does it
Assumption

# 3

Leader’s PD = Build Collaboration Capacity
Flavor of the Month Professional Learning

Trickle Down Impact

Disjointed – Siloes | Uncoordinated | Mild or Minimum | Achievement Improvement
Critical Path
Professional Learning
Directed, Coordinated, Rational
Do those 3 assumptions hold for you?
FIST: I am AGAINST THIS. I cannot support it.

Five: Total Support
Four: Strong Support – couple of unimportant issues
Three: I can support this statement – couple of issues I am wondering about
Two: I can support the statement – but I have some reservations
One: I can support the statement – but minimally – I have concerns
What is your level of “buy-in” to the three assumptions. Another way of saying this – how strongly can you support the 3 assumptions as guiding principles for our work here today and your work next year.
SAM

21st Century Leadership Institute

21 Capacity Building Leadership Proficiencies
Learning Organization
A wealth of resources:
- Articles
- Books
- Videos
- Websites
- Activities
21 Leadership Proficiencies

21 UNITS Resource Center
### Unit 1: Define and Determine your Level of PLC Development

<table>
<thead>
<tr>
<th>Description</th>
<th>In this unit, we provide a definition of what a PLC is and, based on writing and research of Shirley Hord and Rick DuFour, describe 6 characteristics of PLCs. It also provides some very simple surveys to measure &quot;where you are at&quot; in developing your PLC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>In order to launch or further develop PLCs or Collaboration Teams, it is essential leaders and all participating members understand WHAT a PLC’s or CT’s are, and be able to use this understanding to determine the necessary steps to make it successful.</td>
</tr>
</tbody>
</table>
| Modules     | 1) **Definition of PLC's** (20:25 minutes)  
   Voice/PPT Presentation  
   Link: [http://elearningcenter.adobeconnect.com/p496ce4pjuk/](http://elearningcenter.adobeconnect.com/p496ce4pjuk/)  

   2) **Definition of Collaborative Learning Teams** (4:23 minutes)  
   Voice/PPT Presentation (4:22 minutes)  
   Link: [http://elearningcenter.adobeconnect.com/p80xs5vzl6/](http://elearningcenter.adobeconnect.com/p80xs5vzl6/)  

   3) **The Four Stages of Team Development** (5:36 minutes)  
   This module describes how teams develop and identifies the behaviors and feelings of people as they move through the four stages.  
   Voice/PPT Presentation  
### Purpose

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Pre-Launch</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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</thead>
<tbody>
<tr>
<td>Use these tools to teach what a PLC is and to provide a vivid detailed vision of what they do, and how they operate, and to create an action plan or smart goals to developing the 6 characteristics school wide.</td>
<td>Use these tools to further develop the teams understanding of how PLC schools operate, and to initiate actions to improve or better demonstrate or exhibit the 6 Characteristics.</td>
<td>Use these tools to fine tune or initiate targeted highly focused remediation to better demonstrate or exhibit the 6 Characteristics.</td>
<td>Use these tools to fine tune or initiate targeted highly focused remediation to better demonstrate or exhibit the 6 Characteristics.</td>
<td></td>
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<tr>
<td>#</td>
<td>Title</td>
<td>Author(s)</td>
<td>Description</td>
<td>Link</td>
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<td>----------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Professional Learning Communities at Work</td>
<td>Rick DuFour, Robert Eakac</td>
<td>One of the foundational books on Professional Learning Communities. This book offers recommendations for those who seek to transform their school into a professional learning community as characterized by an environment fostering mutual cooperation, emotional support, personal growth, and a synergy of efforts. Published by Solution Tree.</td>
<td><a href="http://books.google.ca/books/about/Professional_Learning_Communities_at_Work.html?id=Yk4UMgAACAAJ&amp;redir_esc=y">Link</a></td>
</tr>
<tr>
<td>2</td>
<td>Leading Professional Learning Communities: Voices From Research and Practice</td>
<td>Shirley M. Hood, William A. Sommers</td>
<td>One of the best books you can get on how to lead professional learning communities.</td>
<td><a href="http://books.google.ca/books?id=en&amp;lr=id&amp;lgZ0AwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=professional+learning+communities+definition&amp;ots=1HgCRsSBDK&amp;sig=luUZPYd96kLWcaGSJx7rX1umlM4#v=onepage&amp;q=leading%20learning%20communities%20definition&amp;f=false">Link</a></td>
</tr>
<tr>
<td>3</td>
<td>Revisiting Professional Learning Communities</td>
<td>Richard DuFour, Rebecca DuFour, Robert Eakac</td>
<td>This tenth anniversary sequel to the authors’ best-selling book Professional Learning Communities at Work, also available from Hawker Brownlow Education, merges research and practice to offer the most extensive, practical, and authoritative examination of how schools at all levels can use the Professional Learning Communities concept to improve teaching, both for students and the adults who serve them.</td>
<td><a href="http://books.google.ca/books?id=krGMOQAAAACAA&amp;dq=revisiting+professional+learning+communities&amp;hl=en&amp;sa=X&amp;ei=Z9B9VNHRNj1iQL2y4CQ8w&amp;ved=0CCcQ6AEwAA">Link</a></td>
</tr>
<tr>
<td>4</td>
<td>Building a Professional Learning Community at Work</td>
<td>Parry Graham, William Feiriger</td>
<td>Building a Professional Learning Community at Work2: A Guide to the First Year addresses the real-world critical questions that arise when schools begin their work to become professional learning communities. How can administrators and teachers take the promise of a PLC and turn it into reality?</td>
<td><a href="http://books.google.ca/books?id=bdmAAYAAAYAAJ&amp;dq=building+a+plc&amp;pg=building+a+plc&amp;hl=en&amp;sa=X&amp;ei=wdB9VO2TCev1jQLwmoHQAw&amp;ved=0CDEQ6AEwAA">Link</a></td>
</tr>
</tbody>
</table>

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## Best Articles Related to This Unit

<table>
<thead>
<tr>
<th></th>
<th>Article Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>What is a Professional Learning Community?</td>
<td>Rick DuFour&lt;br&gt;One of the best in the business provides a brief easy to read explanation in an Educational Leadership article from ASCD.&lt;br&gt;Link: <a href="http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-is-a-Professional-Learning-Community%2C.aspx">http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-is-a-Professional-Learning-Community%2C.aspx</a></td>
</tr>
<tr>
<td>7</td>
<td>Professional Learning Communities: A Model for Ontario Schools</td>
<td>An excellent 4 page article provided by the Ontario government – that gives an insightful summary and great explanation of what PLC’s are. This article would be a very good resource to start discussions around PLC’s in your school or district.&lt;br&gt;Link: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/plc.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/plc.pdf</a></td>
</tr>
<tr>
<td>Best Videos to Support Learning on This Unit</td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. About Professional Learning Communities</strong></td>
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<tr>
<td>This is an excellent 6 minute video which tells teachers explaining what PLC's are - and how they can benefit teachers and students and their learning.</td>
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<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=_TYX40bWrCs">https://www.youtube.com/watch?v=_TYX40bWrCs</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Rick DuFour – an why PLC’s are important and valuable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an excellent 1:37 minute video of Rick DuFour – that can be used to explain WHY we should have PLC’s. He does it in a humorous, powerful way.</td>
<td></td>
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</tr>
<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=GJcFW9qMi6l&amp;list=PL4274E78A5B74E2B2&amp;index=5">https://www.youtube.com/watch?v=GJcFW9qMi6l&amp;list=PL4274E78A5B74E2B2&amp;index=5</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Rick DuFour – on WHY we should have PLC’s</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another great, brief (6 minute) and powerful clip – that answers the question Why PLC’s.</td>
<td></td>
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<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=MnWDJFxIAKE">https://www.youtube.com/watch?v=MnWDJFxIAKE</a></td>
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<td><strong>4. We are your PLC</strong></td>
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<tr>
<td>A humorous but really interesting take on PLC’s – teachers singing and dancing and explaining what a PLC is and some of the benefits. Fun – 3.30 minutes</td>
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<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=7CsGao_i1BM">https://www.youtube.com/watch?v=7CsGao_i1BM</a></td>
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<tr>
<td><strong>5. Professional Learning</strong></td>
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<tr>
<td>A brief (2:30 minutes) animated presentation that motivates and sells the idea of PLC’s and teacher collaboration.</td>
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<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=e6ZhfWtfc8">https://www.youtube.com/watch?v=e6ZhfWtfc8</a></td>
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<tr>
<td><strong>6. Building Organizational Culture</strong></td>
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<tr>
<td>Another brief animated presentation – that explains why culture, professional learning communities are critical to organizational effectiveness. Another resource you can use to provide an initial conversation with people to explain why PLC’s and their benefit.</td>
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<td></td>
</tr>
<tr>
<td>Link: <a href="https://www.youtube.com/watch?v=6aDev-z0eIM">https://www.youtube.com/watch?v=6aDev-z0eIM</a></td>
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<tr>
<td></td>
<td>Websites</td>
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</tr>
<tr>
<td>1</td>
<td>The Center for Comprehensive School Reform and Improvement</td>
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<td></td>
<td>An excellent website! You will be able to navigate easily – and find</td>
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<td>dozens of articles and resources your school or district to get your</td>
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<td>PLC rolling.</td>
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<tr>
<td></td>
<td>Link: <a href="http://www.centerforcsri.org/plc/program.html">http://www.centerforcsri.org/plc/program.html</a></td>
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<tr>
<td>2</td>
<td>SEDL – website page on Professional Learning Communities</td>
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<tr>
<td></td>
<td>An outstanding website with dozens of resources and information you</td>
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<tr>
<td></td>
<td>can use to help develop understanding of how they work and why they</td>
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<td></td>
<td>are so important.</td>
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<tr>
<td></td>
<td>Link: <a href="http://www.sedl.org/pubs/change34/">http://www.sedl.org/pubs/change34/</a></td>
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</tbody>
</table>
Different Ways to use the Resource Center
NOT Sequential!!
HOW to USE it?
Learn Independently Yourself
Teach it to Your Faculty
Learn in Teams
Lead
Teacher
Share
Leadership
Learn ONLINE Independently
LEARNING OUTCOMES

- Teacher Collaboration Skills
- Student Learning Project
Move the Needle!
Let’s Go Play
Suggestions

1. Look at table of contents – 21 Proficiencies
2. Unit i – Introduction to SAM 21CLI
3. Scroll down to a Unit that you might be interested in
4. Look at the modules and resources – ask yourself how would I use these?
Thoughts about the Resource Center?
How to Start?
Stages of Development
## Alignment of 21 Proficiencies with Building Collaborative Capacity

<table>
<thead>
<tr>
<th>Step</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Launch</td>
<td>1 Understanding of PLC’s</td>
</tr>
<tr>
<td></td>
<td>2 What School Change Looks Like</td>
</tr>
<tr>
<td></td>
<td>3 Inventory of School Culture and Performance</td>
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<td></td>
<td>4 Look at Your Leadership Skills</td>
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<tr>
<td></td>
<td>5 Build Collaborative Culture</td>
</tr>
<tr>
<td>Launch</td>
<td>6 Set Expectations</td>
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<td>7 Think Systemically</td>
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<td>8 Develop Personal Time Management</td>
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<td>9 Design PLC Structures</td>
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<td>10 Set Direction, Purpose and Aims</td>
</tr>
<tr>
<td>Level I</td>
<td>11 Build the SKILLS of Collaborative Capacity</td>
</tr>
<tr>
<td></td>
<td>12 Maintain Momentum - Deal with Blockers</td>
</tr>
<tr>
<td></td>
<td>13 Motivate Learning Teams</td>
</tr>
<tr>
<td>Level II</td>
<td>14 Provide Professional Development aligned to learning needs</td>
</tr>
<tr>
<td></td>
<td>15 Use Data to Make Instructional Decisions</td>
</tr>
<tr>
<td></td>
<td>16 Enable Sharing of Personal Practice</td>
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<tr>
<td></td>
<td>17 Monitor and Support Your Learning Teams</td>
</tr>
<tr>
<td></td>
<td>18 Nurture Shared Leadership</td>
</tr>
<tr>
<td>Level III</td>
<td>19 Utilize Collaborative Inquiry, Continuous Improvement</td>
</tr>
<tr>
<td></td>
<td>20 Network with other schools - district, region, state &amp; nation</td>
</tr>
</tbody>
</table>
## ACTIVITY Possible Scenarios

**Doc # 11**

**Differentiated Year Plans**

### Possible or Likely Timelines for PLC Development and Improvement of student learning

<table>
<thead>
<tr>
<th>2014 Summer</th>
<th>High Performance</th>
<th>Sustaining</th>
<th>Established</th>
<th>Emerging</th>
<th>Baseline - Toxic</th>
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<tr>
<td><strong>PLC Development</strong></td>
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<td><strong>PLC Development</strong></td>
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<tr>
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<td>Pre Launch</td>
<td>Pre Launch</td>
<td>Design Team</td>
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<tr>
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<td>Level 1/2</td>
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<td>Level 1/2</td>
<td>Pre Launch</td>
<td>Design Team</td>
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<tr>
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<td>Level 1/2</td>
<td>Level 1</td>
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<td>Level 1/2</td>
<td>Level 1</td>
<td>Intervention?</td>
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<td>Level 1/2</td>
<td>Level 1</td>
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<td>Level 1</td>
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</tbody>
</table>
1. Open Doc # 9 - 5 Scenarios
2. Independently – Based on the level of development of collaborative capacity in your organization – what actions are you going to take to build collaborative capacity?
3. What Units in the Resource Center will be of value?
4. What are your thoughts about HOW you will go about building capacity of your PLC’s?
EXPECTATIONS
LEARNING OUTCOMES

- Teacher Collaboration Skills
- Student Learning Project
SAM
21st Century Leadership Institute

Learning Cycles
Continuous Improvement
Learning is not compulsory... neither is survival.

W. Edwards Deming
Improvement Theory
Inquiry Based Learning Process
3S Improvement ONLY Happens if you use it
The Deming Cycle
Step 1 – Plan
- Identify a problem
- Develop a hunch for a solution
- Develop a strategy – action plan
- Determine desired outcomes
Step 2 – Do

Carry out the plan with fidelity.
Step 3 – Check
- Measure the outcomes
- Assess the results
Step 4 – Act
- Analyze the data
- Draw Conclusions
- Embed the Learning in Practice
The Deming Cycle

PLAN
Identify the problem, develop a hunch, and a strategy, and how to measure your outcome

DO
Carry out the plan with fidelity

CHECK
Accurately access the results of the plan: measure

ACT
Analyze the results, determine the implications and build into practice
Application of Continuous Improvement Processes
Schedule of a Learning Organization

Doc # 12 Learning Schedule

SAM 21 CLI 2015 – 2016
Proposed Schedule and Delivery Model
- Walk through blank PLAN SHEET
Learning Cycle

Doc # 14
Protocol for PLAN Meeting

- Walk through PLAN
- Protocol
Walk through DO-CHECK ACT SHEET
Walk through DO-CHECK ACT Protocol
Role play a PLAN Meeting Example
Role play a DO CHECK ACT Meeting Example
INDEPENDENT ACTION PLAN
RICK DUFOUR
PROTOCOL
SAM
21st Century Leadership Institute

Closure
1. Create networks/teams to follow through.
2. 21CLI
   Mentors/Resource Center/Teams
3. EPAS Pilot Group
   Resource Center/
“The Fire Within”

Stephen Covey
Summary

Leadership & Learning Organizations
1. Did you see any actions that are aligned with our discussion of learning organizations?

2. What were some of the leadership behaviors did you see in the video that impressed you?

3. Any “take-aways”? 
Thank You!