PLC Training
Facilitator Training & Core Comes First
Woodburn School District
August 11, 2016

Objectives:

- Briefly review the steps of the process

- Understand team essentials:
    - Roles, Responsibilities, Norms and Agendas
- Address problems of practice:
    - Dig deeper with Step 1
    - Navigating personality types

- Plan next steps for ongoing support

Agenda:

Welcome

Process Review

Emotional Intelligence

Compass Points

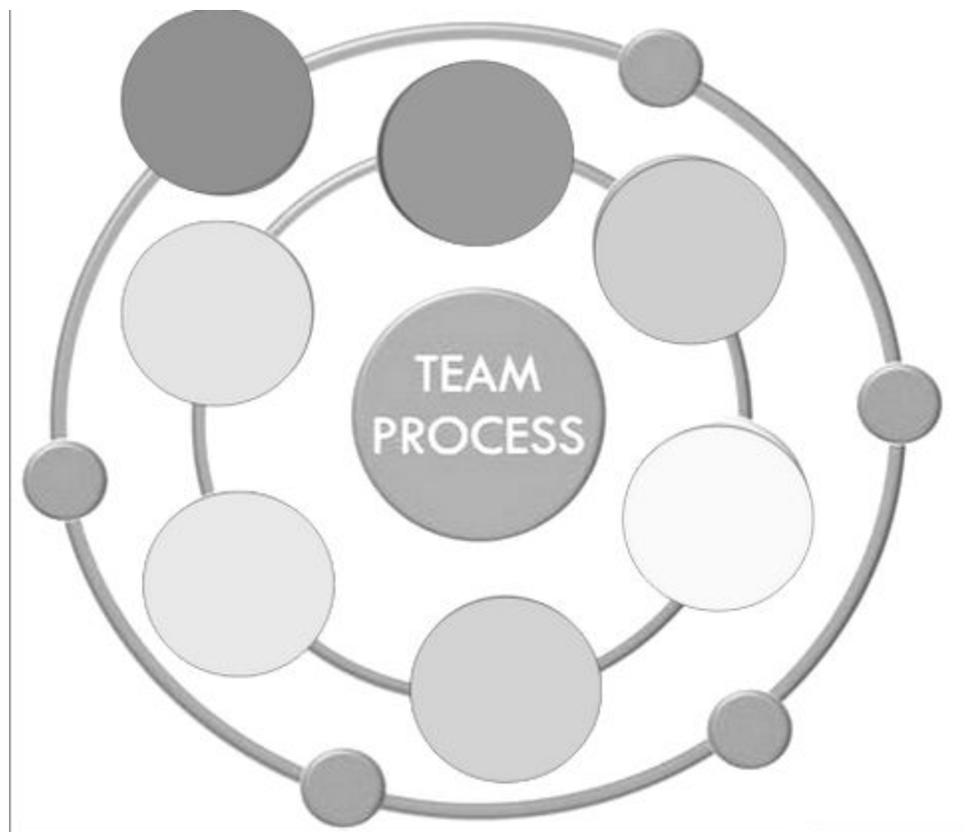Factors that affect Collaboration
-Norms
-Roles
-Time
-Agenda
-Location

Step 1
-The "Flow"
-Guided Practice

Tiered Comprehensive
Observation Rubric (COR)

Give One, Get One

Closing/Reflection

The Key to Effective Teams in Schools: Emotional Intelligence (Edutopia)

JUNE 29, 2015

Elena Aguilar, Transformational Leadership Coach from Oakland, California

I'm going to share one of my greatest discoveries about developing teams. This understanding has led me to take actions that otherwise would never occur to me when working with groups. I also think it might be one of the keys to building effective teams of educators who can collaborate, learn together, and transform our schools.

You've probably heard about emotional intelligence (EI) -- the ability to recognize when you're experiencing emotions, to have strategies for managing them, and to recognize other people's emotions and respond appropriately to them. A team leader's EI is extremely important, but there's also such thing as a group's *collective emotional intelligence*. And this, say the researchers, is what sets high-functioning teams apart from average ones.

Why Group Emotional Intelligence Matters

A team's emotional intelligence might be the most important predictor of what it will do together, what conversations will sound like, and how members will feel about going to meetings -- and just because a team is comprised of individuals with strong emotional intelligence doesn't mean that the team itself will have high EI. Groups take on their own character.

Group Emotional Intelligence Examples
Some indicators of low EI in a group:

- Team members don't look at each other when they're talking. A speaker might look at one other member or at the team leader.
- Team members allow themselves to be distracted by technology, each other, and other things. Team members interrupt each other in discussions.
- When someone shares an idea or perspective, the first response from another member is a disagreement, skeptical question, or challenge.
- Questions about the processes used in meeting are constantly raised.
- Individuals raise potentially contentious topics that might be important to address but are not relevant or appropriate at that time.
- Team members put each other down or attack each other.
- One person can hijack the meeting because of her opinion, confusion, disagreement, or emotional state.
- There's a lot of blaming others (parents, administration, "the district"). Conversations often focus on the sphere outside of our control or influence. Personal beliefs are espoused as truths. For example, "Our students can't do that."

Some indicators of strong EI in a group:

- When a team member is talking, he makes eye contact with all others. Team members paraphrase each other's ideas.
- When a new idea is put on the table, there's curiosity about it. You hear comments such as:
  - I've shared a lot already. I'm going to sit back and listen to others on this topic.
  - I'd really like to hear your perspective on this,

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- ○ We haven't heard much from you today.
- ○ I'm having a hard day and I'm not feeling great this afternoon.
- ○ I'm working on shifting this and I don't want you to wonder why I'm less engaged today.
- Team members express empathy for each other, as well as for others outside of their team. Conversations focus on seeking solutions.
- Team members address when others seem to be having emotions. This can sound like, "I'm wondering what's going on for you right now, You seem upset."
- Team members offer feedback in the moment on their process. This can sound like, "I feel like we might have rushed through that discussion too fast to surface everyone's ideas. Do others feel that way?"
- Team members offer feedback at the end of meetings on their process. This can sound like, "I appreciated our conversation at the start of our meeting. That was really helpful for me to get clarity. I wish we'd had more time to articulate our next steps. Is that something that others would like to spend time on next time?"
- Humor is used appropriately to lighten situations and call awareness to a group or individual's mood. People find things to be optimistic about.
- Team members appreciate each other for their contributions to the team and their action.

Further Benefits for the Group

Emotionally intelligent teams have ways of managing the moods that one member is experiencing as well as their moods as a team. This "management" doesn't necessarily come from the leader -- in fact, an indicator of an emotionally intelligent team is that any member accepts authority to address moods, communication dynamics, and interactions between members.

Much of the time, the ways that teammates manage these interactions feel comfortable and appropriate. In an emotionally intelligent team, members welcome insights, observations, and suggestions for improving their work and team dynamics. When one person starts talking too much, another might lightheartedly say, "OK, James! We've got it. You love this idea and hope we start working on it right away. I appreciate your enthusiasm and want to make sure we hear from others, so zip it for a while!" And in an emotionally intelligent team, James would laugh, motion the zipping of his lips, and sit back to listen to others.

The concept that a team has emotional intelligence can significantly affect how we facilitate groups and can help us address myriad challenges in our teams. But the purpose is not just so we feel good.

Teams need to develop emotional intelligence so that members can engage in conversations that push each other's thinking (not each other's buttons), and that include challenging questions, taking personal risks, and acknowledging vulnerability.

Building emotionally intelligent teams might just be the most important work that we do as facilitators, department heads, instructional coaches, and leaders. In my next post, I'll share strategies for building a team's emotional intelligence. It can be done.

Source: www.edutopia.org/blog/key-effective-teams-schools-emotional-intelligence-elena-aguilar

Other Factors That Affect Collaboration	
Norms	
Roles & Responsibilities ▪ Facilitator ▪	
▪ Time keeper	
▪ Recorder/Scribe	
▪ Data Manager	
▪ Process Observer/Engaged Participant	
▪ Support Members: Administrator/coaches etc.	
Time	
Agendas	
Location of Meetings	

Agenda Guided Practice:

Notes from last week 1/10	1/17	1/24

Agenda Items for next week:
● Math, Unit 4
    ○ Standards
    ○ Look at Lessons
    ○ Create Post
● Math, Unit 3
    ○ Calibrate scoring for post
● Writing, Check in		

Recommendations for Ongoing Support

● **Consistent meetings** (same day of the week and same time with few if any cancellations or use of time for other purpose)

● Principal and coach **attendance** at each meeting

● Principal and coach **fully engaged** in team meetings –answering questions, offering suggestions, helping the team overcome hurdles

● **Team agendas** that are reviewed by the principal and coach to look for patterns of where the team spends time

● Clear **roles and responsibilities** of team members

● **Facilitators are appointed** because of understanding of the process and skills, not random selection

● **Team meeting notes** are submitted by teams and reviewed by the principal and coach to see how teams are progressing and may need additional support/PD

● **Feedback notes** from the Principal are provided to teams weekly that are specific and descriptive. Notes identify group and individual team strengths and critical next steps.

● **Teams consistently use a process** that guides their work through standards to create lessons, CFAs, data analysis and improved instruction.

● **Facilitators are supported** through monthly meetings that provided them with new skills and help them overcome barriers.

● **The principal and coach meet weekly to review team progress** and to target teams for support and provide PD.

● **The Principal and coach** track team progress and discuss how to move teams to improved practice and deeper application of the process.

● **The Principal and coach provide** relevant PD that helps teams move forward.

● **Strategic support is provided** to teams that help them use the process, go deeper into the process and that supports classroom instruction.

● **Teams are held accountable** consistently at the end of each meeting by doing a quick report out of tangible outcomes and at the end of unit instruction.

● **Walk-throughs are consistently (every 4-6 weeks) conducted** to see how PLC/DATA team decisions are implemented in the classroom.

● **Summary walk through feedback** is provided to teams so they can see the degree to which classroom implementation occurs.

● **Implementation of universal (macro) practices/strategies (descriptive versus evaluative feedback)** are targeted for school-wide implementation and supported by walk through/observational data with feedback provided to staff.

● **Implementation of targeted (micro) practices/strategies (Close reading)** are targeted and supported by walk through/observational data with feedback provided to staff.

● **Instructional data are consistently reviewed** at multiple levels (school-wide by grade level –every 6-9 weeks, within a grade and for specific groups of students weekly) and instructional modifications are made to increase student learning.

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The Flow of Step One: Plan and Prepare
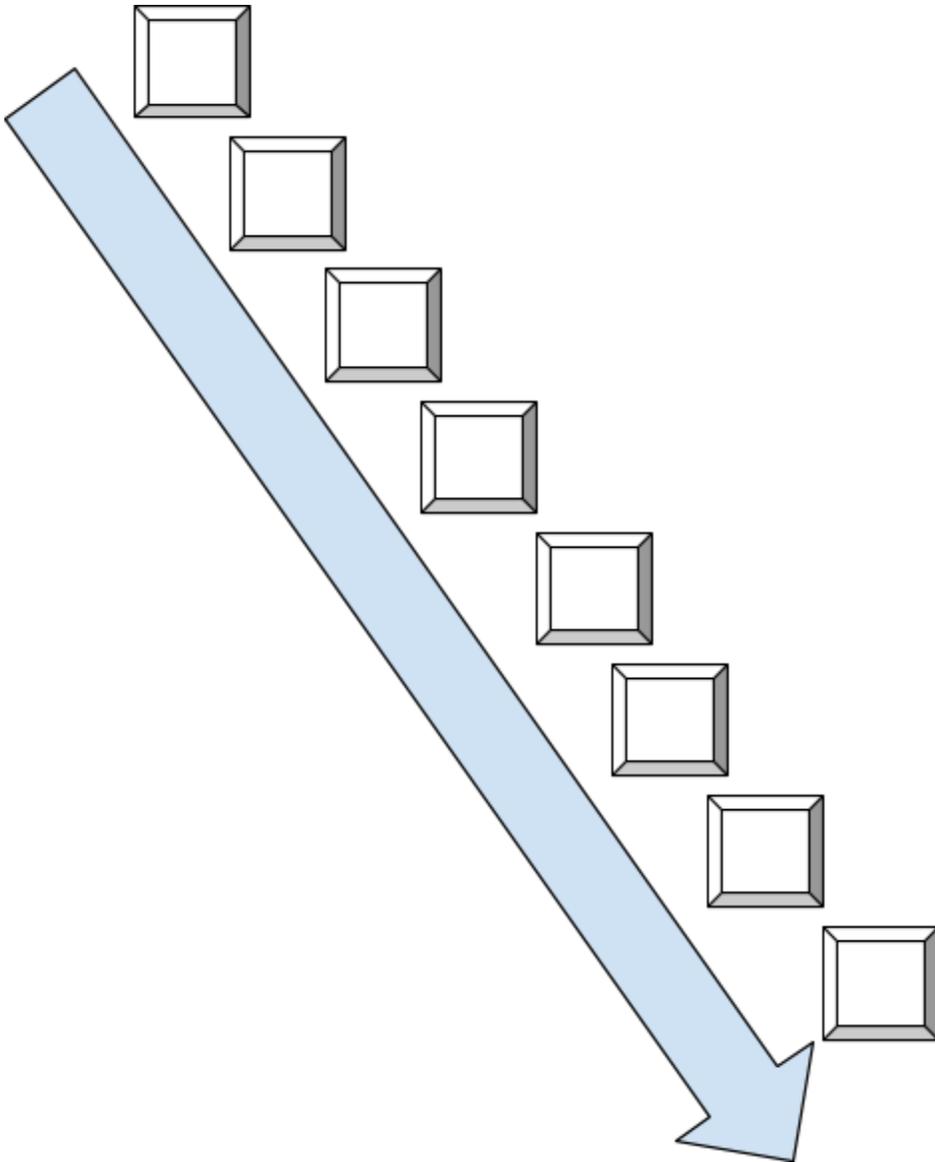
Standard	Enduring Understanding	Essential Questions	Content and Vocab	Learning Targets	Assessment	Instructional Strategies and Resources
RI.2 Identify the main topic and retell key details of a text.	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?	main idea topic retell key detail important vs. interesting text	I can define main idea/topic (who or what the text is mostly about).(K) I can identify the main idea or topic of a text.(R) I can retell the key details of a text in sequence (e.g., who, what, where, when, why, and how).(R)	-Pre assessment occurred in unit 1 (using water cycle text and DRA retell rubric lines only Response sheet graphic organizer (PM) -Recycling text using DRA retell rubric lines only	ELA Adoption Unit 2: Lessons 1,2, consolidate lessons 3 & 4, teach 5,6,9 and leave four days for lesson 11 (it's the heart!!!). Skip lessons 7,8,10 *Anchor chart (Think bubbles re: who, what, where, when, why) *CCD for main idea, retell, key detail *Relate to our writing and bridge the connection to reading (check writing to sources from adoption to strengthen link) *Model thinking aloud after using pictorial input (create w/ composting process text) *Turn and tell for practice with shared texts *Response in reading journals/sticky notes. *Response sheets-story mapping-graphic organizer. (with GRR model, shared, table groups, partners, solo, and second solo will be progress monitor). *Review other comprehension strategies and also referring to their strategy cards.

Deconstructing the Standard(s):

Standard:/Expectation:

Type(s)
- ❏ Knowledge
- ❏ Reasoning
- ❏ Performance Skill
- ❏ Product

Circle the Nouns. Underline the Verbs.

Define Nouns:

Define Verbs:

Learning Targets			
What is the knowledge, reasoning, skill or product target underpinning this objective?			
Knowledge Targets: What knowledge is necessary?	Reasoning Targets: How are students using knowledge to solve a problem, make a decision, etc.	Performance Skill Targets What must students be able to do? How are they using knowledge and reasoning to perform a task?	Product Target: What are students asked to produce or create?

Team Process sheet access: https://goo.gl/UP4lxj
No need to request access, just make a copy for yourself.

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Marzano's Instructional Strategies

The Nine Categories of Instructional Strategies	
Category	**Definition**
Setting Objectives and Providing Feedback	Provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance.
Reinforcing Effort and Providing Recognition	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with abstract tokens of recognition or praise for their accomplishments related to the attainment of a goal.
Cooperative Learning	Provide students with opportunities to interact with one another in ways that enhance their learning.
Cues, Questions, and Advance Organizers	Enhance students' ability to retrieve, use, and organize what they already know about a topic.
Nonlinguistic Representations	Enhance students' ability to represent and elaborate on knowledge using mental images.
Summarizing and Note Taking	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
Assigning Homework and Providing Practice	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
Identifying Similarities and Differences	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
Generating and Testing Hypotheses	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.

PRE-ASSESSMENT PLANNING PAGE

Notes on scoring agreements and column cut scores

Applying Reality

What **would/could** the assessment results show that would make you want to…

Revise the **CORE** plan?
Create a targeted instruction plan?
Create a supplemental intervention plan?

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I want to remember_____

_____

My next tiny step will be _____

_____

My next BIG step will be _____

_____

Other Feedback _____