

Designing learning

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Selecting a learning design

Purpose	Help principals and staff members to evaluate the appropriateness and value of various learning designs for addressing the challenges they face in the learning cycle.
Recommended time	1 hour minimum
Materials	<p>Tool 4.1</p> <ul style="list-style-type: none"> Selecting the Design That Works With the Context and Content, pages 3–7
Process	<ol style="list-style-type: none"> Share with leadership team or the entire faculty the importance of selecting the best learning designs when making professional learning decisions. “Not all learning designs are created equal.” Divide everyone into smaller groups and assign <i>Selecting the Design That Works</i>, pages 3–7. After thoroughly reviewing that information, discuss the following four questions: <ul style="list-style-type: none"> What new learning did you gain? What “wonderings” do you have? Are there concerns that surfaced as you read? What questions do you have? How might this resource be useful in the future? Lead a large-group discussion about the findings and perspectives. Discuss how they might apply the information during the school improvement or team learning cycle.

Selecting a learning design, continued

Selecting the Design That Works

Purpose	Use the questions below to guide the selection of learning designs to achieve the intended outcomes of professional learning
Non-Purpose	Identify the single best learning design
Questions to consider about connecting the purposes of professional learning with specific learning designs	<ol style="list-style-type: none"> 1. Which designs are most useful for gathering and using information from within the school or district about learning? 2. Which designs are most likely to use outside resources to inform the work? 3. Which designs are especially useful in creating a learning community? 4. Which designs focus most on standards, curriculum, and assessment? 5. Which designs focus most on practice or pedagogy? 6. Which designs are most useful for looking at classrooms? 7. Which designs focus on the whole school and/ or beyond? 8. Which designs are particularly reflective? 9. Which designs look at student work or involve students in some way? 10. Which designs are best for bringing others (other than teachers or administrators) into the school improvement effort? 11. Which designs can be used to address specific problems and seek solutions? 12. Which designs result in a concrete product? 13. Which designs are the most experiential? 14. Which designs involve modeling?
Questions to consider about how learning designs are implemented	<ol style="list-style-type: none"> 1. Does the design connect with other designs? 2. Does the design accommodate individual learners, learners in small, concurrent groups, or learners in one large group? 3. Does the design require a facilitator? 4. Which designs require administrators to be involved? 5. Which designs work best when school is in session? 6. Which designs cost the most?

Selecting a learning design, continued

Selecting the Design That Works, continued

Powerful Design	Who should be involved?				Individuals or groups?		
	Classroom teachers	Administrators	University or college staff	Community, parents, policy makers, students	Individuals at first, then groups	Pairs	Large groups/ concurrent small groups
Accessing Student Voices	X	X		X	X		
Action Research	X	X	X				X
Assessment as Professional Learning	X	X	X				X
Case Discussions	X	X					X
Classroom Walk-throughs	X	X			X	X	
Critical Friends Groups	X						X
Curriculum Design	X	X	X				X
Data Analysis	X	X	X	X			X
Dialogue	X	X					X
Differentiated Coaching	X				X		
Immersing Teachers in Practice	X	X					X
Journaling	X	X			X		
Lesson Study	X		X				X
Mentoring	X	X				X	X
Portfolios for Educators	X	X			X		
School Coaching	X	X	X	X			X
Shadowing	X	X		X	X		
Standards in Practice	X	X	X	X			X
Study Groups	X	X	X	X			X
Training the Trainer	X		X		X		
Tuning Protocols	X	X	X				X
Video	X	X					X
Visual Dialogue	X	X					X

Selecting a learning design, continued

Selecting the Design That Works, continued

Powerful Design	When? (Assumes no less than 1-year commitment)						
	Frequently				Duration		
	3–6 times a year	At least monthly	At least weekly	Daily	Each session is 3 hours or more	Each session is 1 to 2 hours	Each session is an hour or less
Accessing Student Voices	X				X		
Action Research		X					X
Assessment as Professional Learning	X ¹				X		
Case Discussions		X				X	
Classroom Walk-throughs			X				X
Critical Friends Groups		X			X ²	X ³	
Curriculum Design	X ⁴				X		
Data Analysis	X				X		
Dialogue	X					X	
Differentiated Coaching		X				X	
Immersing Teachers in Practice		X				X	
Journaling				X			X
Lesson Study	X ⁵					X	
Mentoring			X				X
Portfolios for Educators			X				X
School Coaching		X				X	
Shadowing	X				X		
Standards in Practice			X				X
Study Groups	X				X		
Training the Trainer	X				X		
Tuning Protocols		X				X	
Video		X					X
Visual Dialogue	X				X		

1 Likely to be multi-year.

2 Two to three hours.

3 Two to three hours.

4 Likely to be multi-year.

5 Usually two cycles per year, each cycle 10 hours long, weekly sessions.

Selecting a learning design, continued

Selecting the Design That Works, continued

Powerful Design	What and Why?						
	Useful for gathering data in a school	Involves gathering information from external sources	Particularly helpful in creating a learning community	Looks at standards, curriculum, assessment	Focuses on pedagogy and teaching	Involves looking at classrooms	Involves looking at whole school/ beyond
Accessing Student Voices	X						X
Action Research	X	X	X		X	X	
Assessment as Professional Learning			X	X			
Case Discussions		X		X	X		
Classroom Walk-throughs	X		X	X	X	X	
Critical Friends Groups		X	X	X	X	X	
Curriculum Design		X		X			X
Data Analysis	X						X
Dialogue			X	X	X		X
Differentiated Coaching		X			X		
Immersing Teachers in Practice				X	X		X
Journaling					X		
Lesson Study	X	X	X	X	X	X	
Mentoring			X		X	X	
Portfolios for Educators	X				X	X	
School Coaching		X					X
Shadowing	X	X				X	
Standards in Practice	X		X	X	X		X
Study Groups		X	X	X			X
Training the Trainer		X		X	X		
Tuning Protocols			X		X	X	
Video	X		X	X	X	X	X
Visual Dialogue	X	X	X	X			X

Selecting a learning design, continued

Selecting the Design That Works, continued

Powerful Design	How?										
	Connect with other designs?		Individuals or groups?			Facilitator needed?			Administrator involvement?		
	Yes	No	Individuals first, then groups	Pairs	Large groups/ Concurrent small groups	No	At first	Yes	Support	Participation	
										Essential	Essential
Accessing Student Voices	X		X					X	X		X
Action Research	X			X	X			X	X		
Assessment as Professional Learning	X			X	X			X		X	
Case Discussions	X			X	X			X	X		X
Classroom Walk-throughs	X		X			X				X	
Critical Friends Groups	X			X	X		X		X		
Curriculum Design	X			X	X			X		X	
Data Analysis	X			X	X			X	X	X	
Dialogue	X			X	X		X		X		X
Differentiated Coaching		X	X			X			X		
Immersing Teachers in Practice	X			X	X			X	X		X
Journaling	X		X			X			X	X	
Lesson Study	X				X	X			X		
Mentoring	X				X		X		X		X
Portfolios for Educators	X		X			X			X	X	
School Coaching	X				X			X	X	X	
Shadowing	X		X					X	X	X	
Standards in Practice	X				X		X			X	
Study Groups	X				X		X		X	X	
Training the Trainer		X	X			X			X		
Tuning Protocols	X				X		X		X		X
Video	X				X			X		X	
Visual Dialogue	X				X			X	X	X	

Source: Adapted from *Powerful Designs for Professional Learning, 2nd Edition* (pp. 27–37) by L. B. Easton, 2008, Oxford, OH: NSDC. Copyright 2008 NSDC. Adapted with permission.

Designing a learning agenda

Purpose	Use this tool to guide the development of or strengthen the comprehensive learning agenda for the school.
Recommended time	3–4 hours minimum
Materials	Tool 4.2 <ul style="list-style-type: none"> • Learning Agenda, page 9
Process	<ol style="list-style-type: none"> 1. Use or modify the Learning Agenda, page 9, to support the development of a learning agenda for each major goal and to support implementation of a change strategy, program, or initiative. 2. Review progress regularly and modify the plan as needed.

Designing a learning agenda, continued

Learning Agenda

Essential considerations: The following questions and responses will inform development of a comprehensive learning agenda.		
	Learning designs or processes	Theories/principles/assumptions to support proposed designs/processes
<p>Theory of change</p> <ul style="list-style-type: none"> • What assumptions will lead to all staff learning and applying or using new skills, attitudes, and behaviors to improve teaching and learning? • What are the outputs we assume will occur with students and teachers? • What are the short-, intermediate, and long-term impacts on students and teachers in light of these assumptions? 		
<p>Characteristics of adult learners</p> <ul style="list-style-type: none"> • What factors should be considered when selecting learning designs? • Which learning designs actively engage learners? • What learning designs and processes are we recommending? 		
<p>Implementation design</p> <ul style="list-style-type: none"> • How do we ensure support for implementation and leverage learning communities and teams in the process? 		
<p>Post-implementation plan</p> <ul style="list-style-type: none"> • What are our plans for monitoring progress, celebrating successes, making corrections in our pathway, and giving precise feedback? 		

Advancing equity

Purpose	Use this protocol to examine the content and contexts of professional learning for beliefs, practices, and systems that support or hinder all students' opportunities to learn.
Recommended time	1–2 hours
Materials	Tool 4.3 <ul style="list-style-type: none"> • “Advancing Equity: A Professional Learning Planning Tool,” pages 11–13
Process	<ol style="list-style-type: none"> 1. Ask members of Leadership Team or others engaged in this exercise to read page 11. 2. Ask each person to record thoughts in response to questions on pages 12 and 13. 3. Debrief the individual work with Part II questions. 4. Determine next actions.

Advancing equity, continued

ADVANCING EQUITY: A PROFESSIONAL LEARNING PLANNING TOOL

BY JILL HARRISON BERG AND SONIA CAUS GLEASON

The article “Come together for equity” on pp. 24-27* highlights the importance of engaging educators in examining beliefs, practices, and systems that support or hinder all students’ opportunities to learn. In the pages that follow, we present a tool that can help education leaders and professional learning specialists assess whether and how they are creating space for this work and brainstorm additional ways to prioritize it.

This tool is designed to help you think about both the content of professional learning (whether and how it addresses beliefs, practices, and systems) and the contexts (individual, team, or whole-school professional learning). Schools are often challenged to balance many contexts and needs for professional learning, and the challenge is especially acute when it comes to advancing equity because the process

requires ongoing inquiry into personal beliefs, a commitment to expanding one’s repertoire of professional practices, and constant collaboration to develop student-centered systems. It requires a strategic approach to professional learning.

To create and implement such an approach, we encourage you to consider each professional learning context and content area in turn. This tool has three separate sections focused on individual learning, team learning, and whole-school learning. Each provides space for considering beliefs, practices, and systems, including where your school’s opportunities stand now and how they can be improved moving forward.

After you complete the three sections, we encourage you to consider the reflection questions in Part 2 in order to compare across the three contexts and consider all of your efforts as a whole.

* See *The Learning Professional*, 39(5).

Advancing equity, continued

Advancing Equity, continued

PART 1: EXAMINING PROFESSIONAL LEARNING CONTEXTS

INDEPENDENT LEARNING CONTEXTS			
Begin by considering professional learning opportunities that support educators' independent learning in your school. These might include goal-setting processes, coaching and modeling, peer observation, and many other strategies.			
	Equity extensions What existing practices can you adjust to create more opportunities for individual educators to examine beliefs, actions, and systems?	New possibilities What additional opportunities could you create for individual educators?	Potential challenges What kinds of resistance are likely? How can you make a safe space to challenge existing practices?
BELIEFS about diversity and equity			
ACTIONS that support equity			
SYSTEM changes to increase equity			

TEAM LEARNING CONTEXTS			
Consider professional learning opportunities that support educators' team learning in your school. These might be grade-level or cross-grade team meetings, vertical content team meetings, leadership teams, lesson study, and other opportunities.			
	Equity extensions What existing practices can you adjust to create more opportunities for teams to examine beliefs, actions, and systems?	New possibilities What additional opportunities could you create for teams?	Potential challenges What internal or external barriers challenge teams in doing this work? How can you address them?
BELIEFS about diversity and equity			
ACTIONS that support equity			
SYSTEM changes to increase equity			

Advancing equity, continued

Advancing Equity, continued

EXAMINING PROFESSIONAL LEARNING CONTEXTS

WHOLE-SCHOOL LEARNING CONTEXTS			
Whole-school professional learning opportunities can also provide important opportunities for change. What practices exist in this context in your school? They might include regularly scheduled faculty meetings, school-based instructional rounds or learning walks, school partnership activities, or others.			
	Equity extensions How do whole-school learning opportunities in your school shape educators' beliefs, actions, and systems? How can they prioritize equity more?	New possibilities What additional opportunities could you create?	Potential challenges What unique challenges do whole-school learning opportunities present? How can you prevent, overcome, or discuss them?
BELIEFS about diversity and equity			
ACTIONS that support equity			
SYSTEM changes to increase equity			

PART 2: QUESTIONS FOR REFLECTION AND PLANNING

After examining opportunities, possibilities, and challenges for incorporating an equity lens into professional learning, consider the following questions and discuss in small groups, in leadership team meetings, or other settings you use to move professional learning forward.
Do educators have ample and adequate opportunities to explore necessary changes at all three levels — beliefs, actions, and systems?
Which types of professional learning — individual, team, or whole-school — provide the most opportunities for equity work? Should this balance be recalibrated going forward?
Looking across the three types of professional learning and three levels of change, what are the most commonly identified challenges? What strategies can you use to address them?
What will be your immediate next step in helping all educators in your school develop an equity lens?

Source: Reprinted with permission. From *Advancing Equity: A Professional Learning Planning Tool*, pp. 66–68 by J.H. Berg and S.C. Gleason. *The Learning Professional*, 39(5). Copyright 2018 Learning Forward.

Using staff agreements and meeting norms

Purpose	Use these resources to support the development or refinement of staff and meeting norms that contribute to stronger relationships, school culture, and productivity.
Recommended time	1 hour approximately
Materials	<p>Tool 4.4</p> <ul style="list-style-type: none"> • Reading: “Norms put the ‘Golden Rule’ into practice for groups,” pages 15–16 • Directions for Developing Norms, page 17 • Protocol for Developing Norms, page 18 • Norm Exemplars, pages 19–20
Process	<ol style="list-style-type: none"> 1. Review reading, “Norms put the ‘Golden Rule’ into practice for groups” on pages 15–16, with school leadership team or entire faculty. 2. Refer to pages 17–18 for directions and a protocol for facilitating the development of norms for the faculty or specific meetings. Review norm exemplars on pages 19–20. 3. Establish schedule for regular check-ins to assess the degree of alignment of practice with norms and whether any midcourse corrections are needed.

Using staff agreements and meeting norms, continued

Norms put the ‘Golden Rule’ into practice for groups

By Joan Richardson

Lillian always arrives late and thinks nothing of chatting with her seatmate while someone else is trying to make a point. Arthur routinely reads a newspaper during each meeting. Barbara can’t wait until each meeting ends so she can head to the parking lot to tell someone what she could have said during the meeting.

Later, most of them grumble that “these meetings are just a waste of my time. We never get anything accomplished.”

Having a set of norms—or ground rules—that a group follows encourages behaviors that will help a group do its work and discourages behaviors that interfere with a group’s effectiveness.

Think of norms as “a behavior contract,” said Kathryn Blumsack, an educational consultant from Maryland who specializes in team development.

Norms are the unwritten rules for how we act and what we do. They are the rules that govern how we interact with each other, how we conduct business, how we make decisions, how we communicate, even how we dress when we get together. “Norms are part of the culture. They exist whether or not you acknowledge them. They exist whether or not you formalize them,” Blumsack said.

Pat Roy, director of the Delaware Professional Development Center, said identifying a set of norms is an effective way to democratize a group. Writing norms helps create groups that are able to have

honest discussions that enable everyone to participate and be heard, she said.

WHO NEEDS NORMS?

Any group that meets regularly or that is trying to “do business” needs to identify its existing norms or develop new norms. In school districts, that would include department groups, grade level teams, interdisciplinary teams, content area teams, school improvement teams, action teams, curriculum committees, leadership teams, advisory committees, and special project groups.

Although a group can pause and set norms at any time, Blumsack and Roy agree that it’s ideal to set norms at the beginning of a group’s work together.

“If you don’t set norms at the beginning, when the behaviors become ineffective you have a harder time pulling behavior back to where it should be,” Roy said.

Because every group has unspoken norms for behavior, groups need to work at being explicit about what they expect from each other. “Get those assumptions out on the table,” Blumsack said.

CREATING NORMS

Some groups would prefer to have a set of norms handed to them. But Roy and Blumsack both said groups will feel more ownership of the norms

Continued

Using staff agreements and meeting norms, continued

Norms put ‘Golden Rule’ into practice

Continued

if they identify and write their own.

“If they don’t do this, 10 minutes after you’ve handed them a list, they’ll begin violating the norms because they aren’t their norms,” Roy said.

There are two distinct ways to write norms. The first is by observing and writing down the norms that already are in use.

That’s how the NSDC Board of Trustees established the set of norms it has used for about eight years. The NSDC board meets for two days twice a year, each time with a lengthy agenda of material that must be addressed.

The norms (which are published on Page 5) grew out of a board discussion about how it operated and how it wanted to operate. Pat Roy, who was then a board member, was tapped to observe the board’s implicit norms during one meeting and draft a set of norms. “Essentially, I wrote down what I saw in operation,” Roy said.

Roy’s first draft was edited and refined by staff and other board members. That set of initial norms has been largely unchanged over the years.

The second way is to have group members suggest ideal behaviors for groups, eventually refining those suggested behaviors into a set of norms. (See the tool on Page 3.)

Blumsack cautions that norms must fit the group. Not every group would feel comfortable with the same set of rules, which is why each group must create its own rules, she said.

For example, she recently worked with a group that was “very chatty, very extroverted.” Initially, the group wanted a norm that banned side conversations. Two days into their work, the group was frustrated because Blumsack, as the facilitator, kept trying to enforce the norm against side conversations. Finally, the group agreed to

modify the norm to fit its unique personality. Their new norm was: “If you need to make a comment, do so but return quickly to the main conversation.”

PUBLICIZING THE NORMS

Simply writing norms does not guarantee that the group will remember and respect them. Groups need to continually remind themselves about the norms they’ve identified.

At a minimum, the norms should be posted in the group’s meeting room, Roy said. “Post them and celebrate them,” she said.

Blumsack recommends creating tented name cards for each group member. On the side facing out, write the group member’s name; on the side facing the member, print the group’s norms.

The NSDC board receives a list of its norms along with materials for each of its twice-a-year board meetings. Then, at the beginning of each meeting, the president reintroduces the norms to acquaint board members with them. Since new board members join each year, this also helps to acculturate newcomers with the board’s expectations.

Sometimes, the board uses activities to aid in that. During one meeting, for example, each board member was asked to illustrate one norm and the others tried to identify the norms based on those illustrations. Those illustrations were then taped to the meeting room’s walls as visual reminders to be vigilant about the norms. Another time, board members were asked to write down as many board norms as they could recall from memory.

ENFORCING THE NORMS

Perhaps the toughest part of living with norms is having the norms enforced.

“The reality is that every group will violate every norm at one time or another. So you have to talk about violations and

how you’ll deal with them,” Roy said.

Blumsack agrees. “If you don’t call attention to the fact that a norm has been violated, in effect you’re creating a second set of norms. For example, a common norm is expecting everyone to be on time. If you don’t point out when someone violates that norm, then, in effect, you’re saying that it’s really not important to be on time,” Blumsack said.

After a group identifies its norms, they suggest asking how they would like to be notified that they have violated a norm.

Roy recommends finding light, humorous ways to point out violations. One group she worked with kept a basket of foam rubber balls in the middle of the table. Violation of a norm meant being pelted with foam rubber balls. Other groups have used small colored cards, flags, or hankies that could be waved when a violation was noted.

Having all group members take responsibility for enforcing the norm is key, Blumsack said. Enforcing the norms should not be just the job of the group’s leader.

EVALUATING THE NORMS

Finally, each group needs to periodically evaluate its adherence to the norms. A group that meets once or twice a year might evaluate each time they meet; a group that meets weekly might evaluate once a month or so.

Blumsack recommends giving each group member an opportunity to speak about what he or she has observed or take each statement and ask group members “how well did we do on this norm?”

Each member should be encouraged to identify the group’s areas of strength as well as its areas of weakness, but not to single out violators.

“The more ‘up front’ you are about how the group is doing, the easier it will be to communicate about the other issues you’re dealing with,” Blumsack said.

August/September 1999

Using staff agreements and meeting norms, continued

Directions for 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. That is the reason for suggesting that the facilitator provide pens or pencils and ask that everyone use the same type of writing implement.

SUPPLIES: Index cards, pens/pencils, poster paper, display board, tape, tacks.

TIME: Two hours.

Directions

1. Indicate to the group that effective groups generally have a set of norms that governs individual behavior, facilitates the work of the group, and enables the group to accomplish its task.
2. Provide examples of norms by posting the list of norms that appears on Page 5 of this issue of *Tools for Schools*.
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. The facilitator should 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 subsequent 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 into groups, ask the group to write the norm suggested by that group of cards. Have one group member record these new norms onto 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.

Source: Adapted from *Tools for change workshops* by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993.

Writing norms helps

create groups that are

able to have honest

discussions that enable

everyone to participate

and be heard.

Using staff agreements and meeting norms, continued

Protocol for Developing Norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
<p>TIME</p> <ul style="list-style-type: none"> • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>LISTENING</p> <ul style="list-style-type: none"> • How will we encourage listening? • How will we discourage interrupting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CONFIDENTIALITY</p> <ul style="list-style-type: none"> • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>DECISION MAKING</p> <ul style="list-style-type: none"> • 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? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>PARTICIPATION</p> <ul style="list-style-type: none"> • How will we encourage everyone’s participation? • Will we have an attendance policy? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>EXPECTATIONS</p> <ul style="list-style-type: none"> • What do we expect from members? • Are there requirements for participation? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Source: Reprinted with permission. *Keys to Successful Meetings* by S. Hirsh, A. Delehant, and S. Sparks. Copyright 1994 National Staff Development Council.

Using staff agreements and meeting norms, continued

Norm Exemplars

WE WILL WORK TOGETHER as a community that values consensus rather than majority rule.

WE WILL BE FULLY “PRESENT” at the meeting by becoming familiar with materials before we arrive and by being attentive to behaviors which affect physical and mental engagement.

WE WILL INVITE AND WELCOME the contributions of every member and listen to each other.

WE WILL BE INVOLVED to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting.

WE WILL OPERATE in a collegial and friendly atmosphere.

WE WILL USE HUMOR as appropriate to help us work better together.

WE WILL KEEP CONFIDENTIAL our discussions, comments, and deliberations.

WE WILL BE RESPONSIBLE for examining all points of view before a consensus is accepted.

WE WILL BE GUIDED BY the NSDC mission statement which focuses on organization and professional development which enhances success for all students.



Using staff agreements and meeting norms, continued

Norm Exemplars, continued

Norms for meetings

- ▶ Start on time.
- ▶ Develop and review the agenda.
- ▶ Conduct one piece of business at a time.
- ▶ Participation is a right...and a responsibility.
- ▶ Initiate ideas.
- ▶ Support...challenge...counter. Differences resolved constructively lead to creative problem solving.
- ▶ Give others a chance to talk. Silence does not always mean agreement.
- ▶ Communicate authentically; what a person says should reflect what he thinks as well as what he feels.
- ▶ Conduct group business in front of the group.
- ▶ Conduct personal business outside of the meeting.
- ▶ Develop conditions of respect, acceptance, trust, and caring.
- ▶ Develop alternative approaches to the solution of a problem.
- ▶ Test for readiness to make decisions.
- ▶ Make the decision.
- ▶ Assign follow-up actions and responsibilities.
- ▶ Summarize what has been accomplished.
- ▶ End on time.

Source: Building systems for professional growth: An action guide, by the Regional Laboratory for Educational Improvement of the Northeast and Islands, 1989. Reprinted from Keys to successful meetings by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: National Staff Development Council, 1994.

Norms within which we agree to work

WE WILL:

- ▶ Expect a leadership team member to make a commitment for one year.
- ▶ Meet only when there is a meaningful agenda.
- ▶ Start and end on time.
- ▶ Dress comfortably.
- ▶ Have refreshments.
- ▶ Have a different facilitator and recorder for each meeting.
- ▶ Keep meetings open.
- ▶ Differentiate between brainstorming and discussion.
- ▶ Only address schoolwide issues.
- ▶ Express disagreement with ideas, not individuals.
- ▶ Feel responsible to express differing opinions within the meeting.
- ▶ Maintain confidentiality regarding disagreements expressed during the meeting.
- ▶ Reach decisions by consensus.

Source: Hamilton Park Pacesetter School, Richardson Independent School District, Dallas, Texas.



Honoring voice and choice

Purpose	Although not required by all school systems, individual growth plans can be an important part of an improvement process. The opportunity to complete such a plan can be leveraged to honor voice and choice of the individual staff member. Use these resources to provide staff members a framework for developing a personal professional learning plan that aligns to the key ideas presented in this book.
Recommended time	1–2 hours
Materials	Tool 4.5 <ul style="list-style-type: none"> • Developing Individual Learning Goals, page 22 • Individual Learning Plan Template, page 23
Process	<ol style="list-style-type: none"> 1. Review Developing Individual Learning Goals, page 22. 2. Lead discussion on the aspects relevant to your context. 3. Introduce Individual Learning Plan Template, page 23. 4. Ask staff members how voice and choice can be represented in the template. 5. Seek improvements to the template (if open to changes). 6. Determine timetable for implementing the process.

Honoring voice and choice, continued

Developing Individual Learning Plan

INDIVIDUAL GOALS FOR PROFESSIONAL LEARNING Teachers can develop their own individual learning plans that are tied to both school and districtwide student learning goals. This tool will assist you in thinking about questions that you could pose to educators to encourage them to set personal goals for professional growth and tie those goals to student learning needs.	
GOAL	• I will _____ • In what area _____ • And then _____
BASIS FOR YOUR GOAL	• How does your goal link to your individual needs? What data did you use to identify your needs? _____ • How does your goal link to your building goals? _____ • How does your goal link to the district's improvement plan? _____ • How does your goal link to student achievement? _____
EVIDENCE OF ACCOMPLISHMENT	• What evidence will you submit to show what you have accomplished? _____ _____ • When will you review your plan and make adjustments? _____

EXAMPLES OF LEARNING GOALS

I WILL:

- Know and apply strategies for extending student thinking
- Become knowledgeable about diverse cultures and apply new learning to the classroom
- Deepen my understanding of quality work attributes; design and implement quality work for students
- Read widely in the area of collegial learning; create opportunities for collegial learning among the staff
- Research school reform and leadership literature related to the role of the principal in school improvement; design strategies related to administrative work

Honoring voice and choice, continued

Individual Learning Plan Template

REFLECTION QUESTIONS

- How will I change as a result of participating in this activity?
- Will this activity foster collegiality?
- How can I link this activity to the work of colleagues?
- How can my learning activity benefit my colleagues?
- Who can I call upon for feedback?
- What evidence of my learning will I produce?
- What will I observe, count, or measure to determine whether the changes in practice stemming from this activity have improved student learning?
- What will be the first indication of student learning that I can expect to see?
- How long will it be before improvement can be measured?

INDIVIDUAL LEARNING PLAN	
<p>Your plan will consist of several goals. Use this sheet to create a plan for a single goal that is part of your larger plan.</p>	
<p>1 GOALS. What is your goal and how does it relate to student needs and building or district goals?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Improve student performance on science proficiency tests, based on the number of students who must take the test more than once and the district goal that 90% of students should pass the test the first time they take it.</p>
<p>2 OBJECTIVES. What specific objectives do you expect to accomplish?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Within the next two years, my classroom practice will enable 90% of my students to pass the science proficiency test the first time they take it.</p>
<p>3 POTENTIAL ACTIVITIES. What specific activities will you undertake that are directly related to these objectives?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Take classes and/or workshops to improve my ability to implement inquiry-based learning in my classroom; collaborate with or seek mentoring from other teachers who use inquiry learning.</p>
<p>4 RELEVANCE. How is the scope of the plan relevant to the subject area you teach, your students, your building/district goals, and quality educational practice?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Inquiry is an important and widely acknowledged method for effectively teaching science and will enable me to increase my students' performance on proficiency tests.</p>
<p>5 EVALUATION CRITERIA. What are the criteria for determining the success of your objectives? When and how will you adjust your plan if needed?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: In two years, 90% of my students will pass the science proficiency test; if after one year, they are not making progress, I will review and adjust my strategy.</p>

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