BUILDING
PROFESSIONAL LEARNING COMMUNITIES

Community of Practice

The Building Professional Learning Community of Practice provides opportunities for school and district leaders to; access resources, connect with colleagues, and engage in planning and implementing strategies that develop and nurture powerful collaborative capacity though out the school, with the aim of making measurable improvements in student learning and well-being.

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Introduction

HOW COMMUNITIES OF PRACTICES WORK

A Community of Practice is a robust digital platform with resources, networks and programs designed to facilitate a school improvement initiative focused on a specific topic or issue with the aim of making measurable improvements in student learning and well-being.

CLICK HERE FOR A DETAILED OVERVIEW

HOW TO NAVIGATE AND USE THE SITE

1. **To Move Quickly to the Section You Wish to View**

   The table of contents has some built-in capability to allow users to navigate to the parts of the document.

   You can do this on a Windows computer by holding down the CTRL key and clicking on the respective page number on the table of contents. On a Mac, you can do the same by holding down Command and clicking on the page number

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The Community

BUILDING PROFESSIONAL LEARNING COMMUNITIES
Community of Practice

PURPOSE

The purpose of the Building Professional Learning Communities Community of Practice is to provide opportunities for school and district leaders who are members of The Source to; access resources, connect with colleagues, and engage in planning and implementing strategies that develop and nurture powerful collaborative capacity though out the school, with the aim of making measurable improvements in student learning and well-being.

The Community is made up of a Facilitator, the site manager

PERSONNEL

Facilitator

NAME	POSITION	ABOUT	EMAIL	PHONE
Tom Unwin	Lead Consultant, The Source	VIEW BIO	tomunwin@jkthomas.org	604 250 5960

Community of Practice Thought Leaders

NAME	POSITION	ABOUT	EMAIL	PHONE
		VIEW BIO		
		VIEW BIO		

Access

A wealth of resources: Books, Articles, Videos, Websites relating to the theme of Professional Learning Communities, organized into 18 Units.

UNIT 1:
DEFINE AND DETERMINE YOUR LEVEL COLLABORATIVE PRACTICES

Description	This unit provides a definition of what a PLC is and, based on writing and research of Shirley Hord and Rick DuFour, provides a detailed description of 6 Characteristics PLC's. It also provides some very simple surveys to measure "where you are at" in developing your PLC.
Rationale	In order to launch or further develop PLC's 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.
Modules	1) **Definition of PLC's** This module provides 3 different ways of defining PLC's **Voice/PPT Presentation** (20:25 minutes) 2) **Definition of Collaborative Learning Teams** This module provides a definition for Collaborative Learning Teams – groups of educators in schools having discussions about important issues that are not part of the definition of PLC's. **Voice/PPT Presentation** (4:22 minutes) 3) **The Four Stages of Team Development** This module describes how teams develop and identifies the behaviors and feelings of people as they move through the four stages. **Voice/PPT Presentation** (5:36 minutes) 4) **The Levels of Development of PLC's** This module describes the characteristics of PLC's as they develop over time. Pre-Launch, Level I Emerging, Level II Proficient, Level III Exemplary **Voice/PPT Presentation** (5:37 minutes) 5) **Self Assessing Your PLC**

This module provides a survey you can use to assess where your PLC is in its' adoption of the 6 Characteristics of PLC's. In addition, a very simple rubric is provided along with instructions – for doing a self- assessment of what LEVEL of development your PLC currently is at.

Voice/PPT Presentation (3:11 minutes)

Related Documents

i.) **Characteristics of PLC's Survey**

ii) **Levels of Development of PLC's Rubric**

Purpose	Pre-Launch	Level I	Level II	Level III
	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.	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.	Use these tools to fine tune or initiate targeted highly focused remediation to better demonstrate or exhibit the 6 Characteristics.	Use these tools to fine tune or initiate targeted highly focused remediation to better demonstrate or exhibit the 6 Characteristics.

Additional Resources
Books

TITLE	**Professional Learning Communities at Work**
AUTHOR	*Rick DuFour, Robert Eaker*
DESCRIPTION	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.
TITLE	**Leading Professional Learning Communities: Voices From Research and Practice**
AUTHOR	*Shirley M. Hord, William A. Sommers*
DESCRIPTION	One of the best books you can get on how to lead professional learning communities.
TITLE	**Revisiting Professional Learning Communities**
AUTHOR	*Richard DuFour, Rebecca DuFour, Robert Eaker*
DESCRIPTION	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 learning, both for students and the adults who serve them.

TITLE	**Building a Professional Learning Community at Work**
AUTHOR	*Parry Graham, William Ferriter*
DESCRIPTION	Building a Professional Learning Community at Work?: 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?

Articles

TITLE	**How to Create a Professional Learning Community**
AUTHOR	*Ellen Ullman, Edutopia*
DESCRIPTION	An excellent SHORT article that gives you a few tips to consider when planning a professional learning community.

TITLE	**Professional Learning Communities: Communities of Continuous Inquiry and Improvement**
AUTHOR	*Shirley M Hord*
DESCRIPTION	A well written 72 page article that provides an exceptional overview of professional learning communities.

TITLE	**Unveiling the Benefits of Professional Learning Communities**
AUTHOR	*Positive Action Staff*
DESCRIPTION	This is an excellent article that introduces the concept and provides valuable information about professional learning communities and their impact on the classroom setting and school improvement process.

TITLE	**An Introduction to Professional Learning Communities**
AUTHOR	*The Education Hub*
DESCRIPTION	This is an excellent article to introduce the idea of professional learning communities to a school staff.

TITLE	**Practices of Effective Professional Learning Communities**
AUTHOR	*The Education Hub*
DESCRIPTION	There are a number of practices to consider when setting up and working in PLCs to ensure that they lead to teacher learning and improved student outcomes. This article does a great job of outlining those practices.

TITLE	**A Principal's Advice on PLC Practices**
AUTHOR	*Rick DuFour, Phi Delta Kappan*
DESCRIPTION	PLC guru Rick DuFour shares his ideas for advice for principals in establishing and leading professional learning communities in their schools.

TITLE	[Professional Learning Communities: Guidance for High School Principals](#)
AUTHOR	*Gary Marx, Eastern Michigan University*
DESCRIPTION	This article provides tips, strategies and suggestions principals and district leaders can use to work with collaborative teams in their schools and implement effective professional learning communities in their schools.

TITLE	[4 Benefits of an Active Professional Learning Community](#)
AUTHOR	*ISTE - Jennifer Serviss*
DESCRIPTION	This article provides leaders and school teams with 4 great benefits for teachers and students and provides the WHY for developing PLC's in schools.

Videos

TITLE	[About Professional Learning Communities](#)
AUTHOR	
DESCRIPTION	This an excellent 6 minute video that has teachers explaining what PLC's are – and how they can benefit teachers and students and their learning.

TITLE	[Rick DuFour – On Why PLC's are Important and Valuable](#)
AUTHOR	
DESCRIPTION	This is an excellent 1:37 minute video clip of Rick DuFour – that can be used to explain WHY we should have PLC's. He does it in a humorous, powerful way.

TITLE	[Rick DuFour – On WHY we should have PLC's](#)
AUTHOR	
DESCRIPTION	Another great, brief (6 minute) and powerful clip – that answers the question Why PLC's

TITLE	[Professional Learning](#)
AUTHOR	
DESCRIPTION	A brief (2:30 mintues) animated presentation that motivates and sells the idea of PLC's and teacher collaboration.

TITLE	[Building Organizational Culture](#)
AUTHOR	
DESCRIPTION	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.

TITLE	**PLC Movie 2011 St Amant High School**
AUTHOR	
DESCRIPTION	Teachers share their thoughts about what a PLC is, how they work, and the benefits of PLC's. A great tool to explain how and why PLC's.

Websites

TITLE	**The Center for Comprehensive School Reform and Improvement**
AUTHOR	
DESCRIPTION	An excellent website! You will be able to navigate easily – and find dozens of articles and resources to start the conversations in your school or district to get your PLC rolling.

TITLE	**SEDL – website page on Professional Learning Communities**
AUTHOR	
DESCRIPTION	An outstanding website with dozens of resources and information you can use to help develop understanding of what PLC's are, how they work and why they are so important.

Activity – Characteristics of PLC's

3) **Take Stock**

This module is a working module for you to do some self assessments of where your school or schools are at in terms of performance and where they currently are in collaborative capacity. Later in the unit you can use this information to sort out priorities and start taking first steps in the journey of improvement.

Voice/PPT Presentation (12:07)

i.) **11 Essential Functions of Schools Article**

ii) **11 Essential Functions of Schools 1-Page**

iii) **Taking Stock – Inventory**

iv) **Collaborative Capacity**

UNIT 2: UNDERSTAND CHANGE THEORY

Description   This unit looks at the concept of change in the broader sense. We use Michael Fullan's Motion Leadership – almost as a text to provide the foundation for designing our approach to changing (improving) schools. No one does it better than Fullan.

Rationale	This unit MAY be very helpful to leaders as they begin the journey of school improvement, to help them strategize the best leadership steps based on research. It may be helpful for leaders deeply engrossed in the change process and development of the collaborative capacity of their schools to "check in" or "back track" a bit to ensure they are on the right course and are using

Modules	**1) Understand Change Theory: Introduction**

1) Understand Change Theory: Introduction

This module provides an introduction to the unit and an overview of the best way to approach learning with the materials

Voice/PPT Presentation (2:33)

2) Understand Change Theory: Module 1 Change Theory

This module provides a short overview (verbal explanation) of the entire book. Use this tool as a short version of the book study or executive summary.

Voice/PPT Presentation (3:45)

3) Book Study: Motion Leadership: The Skinny of Becoming Change Savvy by Michael Fulan

The following modules provide a brief voice over – power point description of each chapter of the book, along with reflection questions at the end of each presentation.   Each module ranges from 2 minutes to 5 minutes maximum.

a) **Introduction**
b) **Chapter 1 The Skinny**
c) **Chapter 2 Change Problems**
d) **Chapter 3 Change Itself**
e) **Chapter 4 Connecting Peers with Purpose**
f) Chapter 5 Capacity Building Trumps Judgmentalism - Link TBD
g) **Chapter 6 Learning is the Work**
h) **Chapter 7 Transparency Rules**
i) **Chapter 8 Love, Trust and Resistance**
j) **Chapter 9 Leadership for All**

	Pre-Launch	**Level I**	**Level II**	**Level III**
Purpose	Use this unit as you begin your journey of school improvement to help formulate your strategies and ensure you	Once you have launched your PLC this unit MAY be of value to check ensure you include the key research based elements	As you move forward this unit MAY be of value to check ensure you include the key research based elements for	

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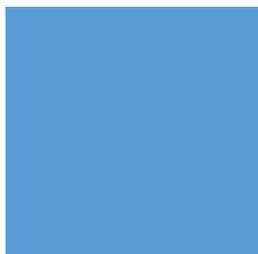
include the key research based elements for success into your plans. The unit may also be valuable for teacher leaders to understand and consider what works and what doesn't in moving forward

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success into your plans. The unit may also be valuable for teacher leaders to understand and consider what works and what doesn't in moving forward

Additional Resources
Books

TITLE	**Motion Leadership: The Skinny on Becoming Change Savvy**
AUTHOR	*Michael Fullan*
DESCRIPTION	Motion Leadership is about system improvement - schools on the move in large numbers. How does this happen? Michael Fullan provides the skinny on how to become a motion leader.

TITLE	**Motion Leadership in Action: More Skinny on Becoming Change Savvy**
AUTHOR	*Michael Fullan*
DESCRIPTION	In this indispensable sequel to the bestseller Motion Leadership, Fullan shares the real-life strategies and results of educators who have used motion leadership to propel entire organizations and systems forward. Success stories from the US and around the world illustrate how educators can use a small number of specific actions to generate momentum for lasting change.

TITLE	**Crucial Conversations: Tools for Talking When the Stakes are High**
AUTHOR	*Joseph Grenny, Kerry Paterson, Ron McMillan*
DESCRIPTION	Crucial Conversations] draws our attention to those defining moments that literally shape our lives, our relationships, and our world. This book deserves to take its place as one of the key thought leadership contributions of our time.

TITLE	**Made to Stick: Why Some Ideas Survive and Others Die**
AUTHOR	*Chip Heath and Dan Heath*
DESCRIPTION	Made to Stick shows us the vital principles of winning ideas–and tells us how we can apply these rules to making our own messages stick.

Articles

TITLE	**How to Change 5,000 schools: A practical and positive approach at every level.**
AUTHOR	*Ben Levin*
DESCRIPTION	A 22 page article you can download that provides a different take on changing schools.

TITLE	**Change Theory: A Force for School Improvement**
AUTHOR	*Michael Fullan*
DESCRIPTION	World leader in educational change theory and its' connection to school improvement. (14 pages)

TITLE	**Stages of Concern (CBAM)**
AUTHOR	*American Institutes for Research*
DESCRIPTION	SEDL's take on the stages of concern – good description and overview

TITLE	**The Ultimate Guide to Managing Change in Schools**
AUTHOR	*Arbor, Maddie Kilminster - 8 July, 2021*
DESCRIPTION	This article does a good job of summarizing and organizing tips and strategies for principals to consider when launching a change or school improvement initiative in their schools.

TITLE	**4 Ways Schools Can Implement Meaningful Change**
AUTHOR	*Steven Hopper*
DESCRIPTION	Former teacher Steven Hopper believes it's time for a new system. He believes there are ways that schools can evolve to update to the 21st century and offer students a better learning experience than what was previously possible and he provides some practical ideas about how to do it.

Videos

TITLE	**How to Change Education**
AUTHOR	*Sir Ken Robinson*
DESCRIPTION	Sir Ken Robinson addresses the fundamental economic, cultural, social and personal purposes of education. He argues that education should be personalized to every student's talent, passion, and learning styles, and that creativity should be embedded in the culture of every single school.

TITLE	**School Leadership Summit**
AUTHOR	*Michael Fullan*
DESCRIPTION	An hour with Michael Fullan discussing two of his books: Motion Leadership: The Skinny on Becoming Change Savvy

TITLE	**6 Secrets of Change**
AUTHOR	*Michael Fullan*
DESCRIPTION	A one hour video of Michael Fullan presenting on the 6 Secrets of Change You have Michael Fullan – presenting on one of his most important works at the ELDA Summer Institute.

TITLE	**The Principal: Three Keys to Maximizing Impact**
AUTHOR	*Michael Fullan*
DESCRIPTION	A short video with Michael Fullan providing a short summary of his book: The Principal: Three Keys to Maximizing Impact. This video with the leading expert in education discussing the principal's role in facilitating change. You might use this with a team or on your own to affirm your thinking about what your role is in impacting improvement in your school.

UNIT 3: TAKE INVENTORY – SCHOOL WIDE ASSESSMENT – 360

Description	This unit provides ideas, tools and suggestions to take stock to determine the school wide learning needs. It is impossible to determine what you need to do to improve – without taking stock of your current situation.
Rationale	Leaders will need to make some kind of a school self-assessment of where they are – in order to determine where they want to go.
Modules	**1) Introduction** This module provides a brief overview of the unit. **Voice/PPT Presentation** (2:39 minutes) **2) School Inventory by Function** This module provides a description of what we mean by School Function **Voice/PPT Presentation** **3) School Inventory by Student Performance** This module provides a description of what we mean by school inventory by student performance **Voice/PPT Presentation** **4) School Inventory by Mandate** This module provides a description of what we mean by school inventory by mandate. **Voice/PPT Presentation** **5) Summary of School Inventory** This module provides a brief description of how to create a summary notes page and how to use it. **Voice/PPT Presentation**

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Purpose	Pre-Launch	Level I	Level II	Level III
	This is a critical task for all PLC leaders and their teams at the outset of their work. By using a number of tools to assess where you are and getting a clear picture of your current situation – you can begin the work of establishing priorities, set reasonable expectations and goals.	As PLC's develop in their capacity to collaborate and impact learning for students, they will always need to spend some time, usually at the beginning and end of each school year to assess progress and take a good look at where they stand.	As PLC's develop in their capacity to collaborate and impact learning for students, they will always need to spend some time, usually at the beginning and end of each school year to assess progress and take a good look at where they stand.	As PLC's develop in their capacity to collaborate and impact learning for students, they will always need to spend some time, usually at the beginning and end of each school year to assess progress and take a good look at where they stand.

Additional Resources
Books

TITLE	**Monitoring School Performance: A Guide for Educators**
AUTHOR	*J. Douglas Williams*
DESCRIPTION	A detailed guide for leaders who really want to look at a variety of options for assessing their school's performance.

Articles

TITLE	**11 School Functions Article** and **11 School Functions Graphic Organizer**
AUTHOR	
DESCRIPTION	We provide our own thoughts on the key elements of schools. The Functions you might want to examine when doing your school wide assessments.

TITLE	**What is Effective Schooling? A Review of Current Thought and Practice**
AUTHOR	*J Scheerens – The Netherlands*
DESCRIPTION	In this report conceptual issues of school effectiveness are discussed and a state of the art review of the knowledge base is presented. In addition, implications for educational policy and practice are discussed.

TITLE	**Is Your School Culture Toxic or Positive?**
AUTHOR	*Education World – Connecting Educators to What Works*
DESCRIPTION	"School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school," says Dr. Kent D. Peterson, a professor in the Department of Educational Administration at the University of Wisconsin-Madison. Education

World recently talked with Peterson about the differences between positive and negative school cultures and how administrators and teachers can create a positive culture in their schools.

TITLE	**A Guide to Comprehensive Professional Development Planning**
AUTHOR	*Alberta Education*
DESCRIPTION	A very valuable resource for to help leaders analyze and consider what exemplary professional development planning looks like.

TITLE	**Evaluating Technology Use in the Classroom**
AUTHOR	*The Thinking/Stick*
DESCRIPTION	Evaluating the use of technology in a classroom environment is not something most administrators are trained to do. It is easy to walk into a classroom and see that every student is using a computer, but how do you really assess if and what type of learning is taking place?

TITLE	**What Research Says about Balanced Assessment**
AUTHOR	*Educational Leadership, Tracy A Hueber*
DESCRIPTION	The fact is that assessments may be useful for one purpose but worthless for other important instructional purposes. Education leaders now understand that a variety of measures are needed to accommodate a variety of goals.

TITLE	**Marzano's 21 Responsibilities of the School Leader**
AUTHOR	*Education and Leadership*
DESCRIPTION	These 21 Responsibilities of the School Leader are taken from Marzano's book "School Leadership that Works." These are the results of his study to determine effective practices for school leadership and a description of each responsibility. Reflect on what is going on in your school right now. What steps might you take to fulfill all 21 responsibilities?

TITLE	**7 Tips for Effective School Leadership**
AUTHOR	Edutopia, Laura Lee
DESCRIPTION	Streamline decision-making and improve communication—and staff buy-in—with these simple strategies.

TITLE	**How to Assess & Measure School Climate & Culture**
AUTHOR	*Kickboard, Portia Newman*
DESCRIPTION	School culture is the values and beliefs that inform the policies, practices and procedures of the school. This includes the expectations around behavior and engagement of students and teachers. School culture is subject to changes as things like leadership change and contingent upon new education practices. This article provides tips and ideas for going about assessing the culture of your school.

Videos

TITLE	**School Leadership in Action**
AUTHOR	*PBS Learning Media*
DESCRIPTION	This series of 6 videos is intended to illustrate best practices in school leadership and spark conversation, reflection, and new thinking in

schools and districts. Whether you are hoping to become a principal, just started a principalship, or have been leading a school or district for years, the leaders profiled here reflect a wealth of experience, of learning, and of strategy for school improvement.

1. Shaping a Vision of Academic Success for all Students
2. Creating a Climate Hospitable to Education
3. Cultivating Leadership in Others
4. Improving Instruction
5. Managing People, Data and Processes to Foster School Improvement.
6. Principal Supervisors

Activity – Characteristics of PLC's

1. **Evaluation Checklist for a Technology-Integrated Lesson**

It is a bit detailed – but just reading it gives you an idea of what solid use of technology for instruction might look like.

UNIT 4: BUILD YOUR LEADERSHIP SKILLS

Description	More has probably been written about leadership in the field of business, education, politics and just about any other field you can think of. Leadership seems to elusive – nailing down one set of beliefs about what makes a good leader and what it takes to lead is almost impossible. This unit does NOT try to answer THOSE questions. Rather, this unit will try to identify what the research seems to say are the key skills for leading PLC's. In schools that not only means the principal (although they are key), it also means teachers who share the responsibility of leading and guiding the process of school improvement.
Rationale	Without strong leadership significant, sustainable change will not occur in schools. Leaders need to have their own ideas views of what makes strong school leadership and have an understanding of what the specific leadership skills are for leading PLC's.
Modules	**1. Build Your Leadership Skills** This module provides a framework for analyzing your strengths which are directly aligned to being able to build strong collaborative cultures in your school. **Voice/PPT Presentation** (6:58 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	This is a valuable unit to consider your leadership skills in a general way AND to look at the leadership skills most highly correlated to student achievement. We draw the conclusion that those leadership skills most highly correlated to student achievement are also highly correlated to improving collaborative cultures since collaborative cultures are a pre-requisite for improving student achievement. This unit can be helpful and instructive no matter where you are in your leadership development journey.	This is a valuable unit to consider your leadership skills in a general way AND to look at the leadership skills most highly correlated to student achievement. We draw the conclusion that those leadership skills most highly correlated to student achievement are also highly correlated to improving collaborative cultures since collaborative cultures are a pre-requisite for improving student achievement. This unit can be helpful and instructive no matter where you are in your leadership development journey.	This is a valuable unit to consider your leadership skills in a general way AND to look at the leadership skills most highly correlated to student achievement. We draw the conclusion that those leadership skills most highly correlated to student achievement are also highly correlated to improving collaborative cultures since collaborative cultures are a pre-requisite for improving student achievement. This unit can be helpful and instructive no matter where you are in your leadership development journey.	This is a valuable unit to consider your leadership skills in a general way AND to look at the leadership skills most highly correlated to student achievement. We draw the conclusion that those leadership skills most highly correlated to student achievement are also highly correlated to improving collaborative cultures since collaborative cultures are a pre-requisite for improving student achievement. This unit can be helpful and instructive no matter where you are in your leadership development journey.

Additional Resources
Books

TITLE	**School Leadership That Works: From Research to Results**
AUTHOR	*Marzano, R., Waters, T. & McNulty, B.*
DESCRIPTION	What does research tell us about the effects of school leadership on student achievement? What specific leadership practices make a real difference in school effectiveness? How should school leaders use these practices in their day-to-day management of schools and during the stressful times that accompany major change initiatives?
TITLE	**How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level**
AUTHOR	*Ben Levin*
DESCRIPTION	Levin's does an excellent job of touching all the issues of change in the school system and providing options in context to moves things ahead
TITLE	**The Essentials of School Leadership**
AUTHOR	*Brent Davies*
DESCRIPTION	An excellent collection of writers and their ideas. It is difficult to think where else such a resource would be available under one cover. An inspiring and valuable book that school leaders should read.
TITLE	**Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results**
AUTHOR	*Douglas B. Reeves*
DESCRIPTION	Guiding schools through significant change is one of the toughest challenges educational leaders face, but learning from the examples of those who have succeeded can make it less daunting. In Leading Change in Your School, distinguished author and researcher Douglas B. Reeves offers lessons learned through his work with educators in thousands of schools around the world and presents real-life examples of leaders who have met the challenge of change head-on--with impressive results for their schools and districts.
TITLE	**Cognitive Coaching: A Foundation for Renaissance Schools**
AUTHOR	*Art Costa and Robert J. Garmston*
DESCRIPTION	This powerful resource offers guidelines for understanding the role and power of cognitive coaching to improve teaching, leading and learning.
TITLE	**The Principal: Three Keys to Maximizing Impact**
AUTHOR	*Michael Fullan*
DESCRIPTION	The author of Six Secrets of Change describes how and why the principal's role must change to maximize student achievement

Articles

TITLE	**The Principal: Three Keys to Maximizing Impact**
AUTHOR	*Michael Fullan*
DESCRIPTION	A brief 24 page summary of Fullan's latest book on the principalship.

Videos

TITLE	**Leadership**
AUTHOR	*Sir Ken Robinson*
DESCRIPTION	Sir Ken Robinson discusses the importance of leadership to bring creativity to the workplace. A 2 minute synopsis of what leadership is all about.

TITLE	**Building A Culture of Innovation**
AUTHOR	*Sir Ken Robinson*
DESCRIPTION	Sir Ken Robinson delivers a brand new, insightful and entertaining talk to educators at the 9th Annual AERO Conference, "Finding the Catalyst for the Education Revolution." A discussion of why No Child Left Behind wasn't successful – and how leadership in education – needs to include principles that need to be considered in any kind of reform movement. (22 minutes)

TITLE	**The School Principal as Leader**
AUTHOR	*Linda Darling-Hammond*
DESCRIPTION	Watch Linda present a special webinar sponsored by the Wallace Foundation that discusses how principals and school leaders can work directly with teachers and staff to improve instruction and student achievement. (55 minutes)

TITLE	**Six Keys to Leading Positive Change**
AUTHOR	*Rosabeth Moss Kanter, TEDxBeaconStreet*
DESCRIPTION	From the power of presence to the power of voice, leadership expert and Harvard Business School professor Rosabeth Moss Kanter discusses the process of making a difference in the world. Kanter uses the stories of great leaders and ordinary people to reveal the six success factors that are the keys to positive change, including lining up partnerships, managing the miserable middles of change, and sharing success with others. This uplifting talk from TEDxBeaconStreet will inspire you to lead and take action. (17 minutes)

TITLE	**Leaders Care: Inspirational Video on Leadership**
AUTHOR	*Open the Meeting*
DESCRIPTION	Provided by Open the Meeting – where you can purchase outstanding inspirational clips to start your meetings powerfully. A short inspirational leadership story that illustrates how caring can help leaders overcome their fears and have courage in difficult situations. Based on a true story you will be touched by the message that this short inspirational story, which can be applied to school leaders at every level. Good start to a conversation about leading change in your schools.

TITLE	**Funny Video** – you can start you meeting with on leadership or other topics
AUTHOR	
DESCRIPTION	The treadmill.

Websites

TITLE	**The Wallace Foundation**
AUTHOR	*The Wallace Foundation*
DESCRIPTION	A wealth of resources available for studying educational leadership.

UNIT 5: BUILD CULTURE

Description	This Unit looks at the importance of school culture as a foundation for being able to lead the development of Professional Learning Communities. We look at three practical, foundational steps leaders can take to build a collaborative culture in schools: Create a Mission, Vision, Belief and Values Statements.
Rationale	Without a reasonably positive collaborative culture in schools – creating and nurturing a strong PLC is almost impossible.
Modules	1) **What is School Culture?** This module provides a brief introduction to what we mean by school culture and its' importance in the development of PLC's. **Voice/PPT Presentation** (3:47 minutes) 2) **The Mission Statement** This module explains what a mission statement is and why it is so important to building strong school culture **Voice/PPT Presentation** (3:14 minutes) 3) **The Vision Statement** This module explains what a vision statement is and why it is so important in developing and nurturing effective teacher collaboration. **Voice/PPT Presentation** (1:44 minutes) 4) **Beliefs and Values**

This module explains what we mean by beliefs and values, their importance and practical steps leaders can take to implement mission, visions and beliefs and values.

Voice/PPT Presentation (3:48 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	For all leaders in this position of developing their PLC's this unit is the most important. Building a school culture conducive to collaboration is a critical and preliminary step to success.	Most PLC's at this stage will have done some work on building a culture that enables collaboration – but it is STILL something that should be a focus of leaders – it is the foundation upon which your PLC will be built.	Even though your PLC is functioning well and really starting to roll, paying attention to culture – and maintaining and deepening the values to be pervasive is of the utmost importance.	The work of building, supporting and nurturing a strong collaborative culture is never done. It is always worth reviewing, assessing and stepping in a confirming and validating the agreed upon values of your organization.

Additional Resources
Books

TITLE	**Creative Strategies to Transform School Culture**
AUTHOR	*John F. Eller, Sheila Eller*
DESCRIPTION	The authors present practical, proven strategies to improve school culture, including activities for developing collaborative work relationships, dealing appropriately with conflict, and fostering rapport.

TITLE	**Building an Intentional School Culture**
AUTHOR	*Charles F. Elbot, David Fulton*
DESCRIPTION	"Charles Elbot and David Fulton get it! They get how dominant a force a school's culture is in assisting—or thwarting—the development of learning and character and how extraordinarily difficult it is to make changes. Unlike most of us, they also get how possible it is to build a desirable school culture. This tidy little volume is the authors' first step in sharing their inventive 'lesson plans' from their successful work as school culture builders. When we take these lessons learned to heart, we too will get it!"—Roland Barth, Professor Emeritus, Graduate School of Education Harvard University

TITLE	**Shaping School Culture: Pitfalls, Paradoxes and Promises**
AUTHOR	*Terrance E. Deal, Kent D Peterson*
DESCRIPTION	In this thoroughly revised and updated edition of their classic book, Shaping School Culture, Terrence Deal and Kent Peterson address the latest thinking on organizational culture and change and offer new ideas and strategies on how stories, rituals, traditions, and other cultural practices can be used to create positive, caring, and purposeful schools.

TITLE	**How to Help Your School Thrive Without Breaking the Bank**
AUTHOR	*John G. Gabriel, Paul C. Farmer*
DESCRIPTION	Yes, times are tough and money is tight, but the good news is that you already have the resources you need to help your school thrive. Here's a book that will help you maximize them. Two experienced educators explain how to improve your school with internally developed, inexpensive, and time-efficient programs and initiatives, including:

- Assembling shared leadership and mission oversight teams.
- Using a SMART framework to organize your school's goals.
- Developing homegrown formative assessments.
- Planning delayed openings and/or early dismissals for staff development.
- Identifying stages of team development that lead to more productive and time-efficient meetings.
- Recruiting data champions among your staff to benchmark your improvement efforts.

Discover how strengthening the foundational elements of your school can help you sustain positive change, even in difficult economic times.

TITLE	**Cultures Built to Last: Systemic PLC's at Work**
AUTHOR	*Rick DuFour, Rebecca DuFour*
DESCRIPTION	Take your professional learning community to the next level! Discover a system-wide approach for re-envisioning your PLC while sustaining growth and continuing momentum on your journey.

TITLE	**Building Strong School Cultures: A Leaders Guide to Change**
AUTHOR	*Sharon Kruse and Karen Seashore Louis*
DESCRIPTION	Creating a school culture that ensures positive outcomes for all students requires an "all hands on deck" approach to meeting the needs of the school community. Yet, bringing staff, teachers and parents together to do the work of the school is not easy. Collaboration cannot be coerced nor compelled.

Articles

TITLE	**School Culture**
AUTHOR	*The Glossary of Education Reform*
DESCRIPTION	A brief, excellent definition of what we mean by school culture.

TITLE	**Creating Collaborative Cultures**
AUTHOR	*Barbara Kohm, Beverly Nance*
DESCRIPTION	A brief, ASCD article from 2009, Educational Leadership that gives a great overview of school culture and why it is important

TITLE	**The Challenge of Assessing School Climate**
AUTHOR	*Jonathan Cohen, Terry Pickeral and Molly McCloskey*
DESCRIPTION	An excellent article from Educational Leadership that helps you and your team get your heads around issues related to school climate. Time is spent discussing how to measure school climate.
TITLE	**Is Your School's Culture Toxic or Positive?**
AUTHOR	*Dr. Kent D. Peterson Education World*
DESCRIPTION	Education World recently talked with Peterson about the differences between positive and negative school cultures and how administrators and teachers can create a positive culture in their schools. Included: Tips for creating a positive school culture in their schools.
TITLE	**State Your Mission: Creating Mission Statements That Work**
AUTHOR	*Cile Chavez, Education World*
DESCRIPTION	What is your school's mission statement? If it doesn't exist or you can't recall it, it's time to take another look. A mission statement can be a focal point for learning. It can guide all school activities, and even assist you in choosing the right people to join your staff.
TITLE	**How to Make a Vision Board**
AUTHOR	*Christine Kane*
DESCRIPTION	An interesting short article on how to create a visual – a poster board for a vision statement.

Videos

TITLE	**Building Organizational Culture**
AUTHOR	
DESCRIPTION	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.
TITLE	**Leading School Culture**
AUTHOR	*Louise Bywaters*
DESCRIPTION	An interview with Louise Bywaters about how critical it is to attend to and lead the development of a positive culture in schools. An excellent 6:00 minute clip that really teaches what culture is and how much it means to school improvement.
TITLE	**Building and Sustaining School Culture**
AUTHOR	
DESCRIPTION	A slide/music presentation - compilation of research regarding school leadership in relation to building and sustaining the culture of a school. (5 minutes)

TITLE	**How to Escape Education's Death Valley**
AUTHOR	*Sir Ken Robinson*
DESCRIPTION	Sir Ken Robinson outlines 3 principles crucial for the human mind to flourish -- and how current education culture works against them. In a funny, stirring talk he tells us how to get out of the educational "death valley" we now face, and how to nurture our youngest generations with a climate of possibility.

UNIT 6: ESTABLISH EXPECTATIONS

Description	This unit suggests that leaders, before they launch the work on their professional learning communities, stand back and consider what their expectations for the work over the next year or several years will achieve. This is NOT a goal setting exercise – it is all establishing a realistic (based on the context of their school and their understanding of what will need to be done in their particularly setting) vision or picture for what they can expect to do and what the pace of the development of their PLC.
Rationale	It is always good to "start with the end in mind" as Stephen Covey says. A thoughtful pause and some deep reflection about what the pace of school improvement will be for their schools can be enormously helpful for leaders and teams to set realistic goals – that don't disappoint or that burn change leaders out before they really get started.
Modules	1) **Set Realistic Expectations for PLC Development** This module provides some suggestions for how leaders can go about setting realistic expectations for their work on school improvement – and explains the value of doing so. **Voice/PPT Presentation** (9:18 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	This unit is most helpful at the Pre-Launch stage – and we recommend that all teams spend some time on this exercise. You may not need to refer to all the supporting research – but you should do the exercise.	The process of establishing realistic expectations for the coming year and the next steps for development is a helpful thing to do at each stage of development of your PLC's. As you gain experience the process will be less time consuming and more accurate.	The process of establishing realistic expectations for the coming year and the next steps for development is a helpful thing to do at each stage of development of your PLC's. As you gain experience the process will be less time consuming and more accurate.	The process of establishing realistic expectations for the coming year and the next steps for development is a helpful thing to do at each stage of development of your PLC's. As you gain experience the process will be less time consuming and more accurate.

Additional Resources
Books

TITLE	**The Work of Restructuring Schools: Building from the Ground Up**
AUTHOR	*Ann Lieberman*
DESCRIPTION	This book is comprised of six case studies that were commissioned by the National Center for Restructuring Education, Schools, and Teaching

(NCREST) at Teachers' College, Columbia University, New York City, New York. Five elementary and one middle school from Kentucky, Florida, Indiana, South Carolina, and Maine are represented.

TITLE	**The Power of SMART Goals: Using Goals to Improve Student Learning**
AUTHOR	*Jan O'Neil and Anne Conzemius – Solution Tree*
DESCRIPTION	The Power of SMART Goals shows readers how to transform their schools into places where every student is meeting and exceeding standards by shifting thinking to a focus on results. Although focused on how to set goals – that differ from expectations – this is still an extremely powerful resource for leaders in use in moving their planning forward.

TITLE	**Leading Teams: Setting the Stage for Great Performances**
AUTHOR	*Richard Hackman*
DESCRIPTION	Leading Teams identifies five essential conditions—a stable team, a clear and engaging direction, an enabling team structure, a supportive organizational context, and the availability of competent coaching—that greatly enhance the likelihood of team success.

TITLE	**The Progress Principle: Using Small Wins to Ignite Joy, Engagement and Creativity at Work**
AUTHOR	*Teresa Amabilie and Steven Kramer*
DESCRIPTION	The book shows how to remove obstacles to progress, including meaningless tasks and toxic relationships. It also explains how to activate two forces that enable progress: (1) catalysts—events that directly facilitate project work, such as clear goals and autonomy—and (2) nourishers—interpersonal events that uplift workers, including encouragement and demonstrations of respect and collegiality.

TITLE	**Collaboration; How Leaders Avoid the Traps, Build Common Ground and Reap Big Results**
AUTHOR	*Morten Hansen*
DESCRIPTION	Based on the author's long-running research, in-depth case studies, and company interviews, Collaboration delivers practical advice and tools to help your organization collaborate - for real results.

Articles

TITLE	**Professional Learning Communities: Communities of Continuous Inquiry and Improvement**
AUTHOR	*Shirley Hord*
DESCRIPTION	This paper defines and describes what is meant by "professional learning community"; describes what happens when a school staff studies, works, plans, and takes action collectively on behalf of increased learning for students; and discusses what is known about creating such communities of professionals in schools. Reading this article will give you a good idea of what you might expect as you begin to develop teacher collaboration in your schools.

TITLE	**Creating a Context for Change**
AUTHOR	*V. Boyd, Southwest Educational Development Laboratory*
DESCRIPTION	SEDL provides some of the very best, free, and accessible resources for educational leaders offered. I heartily encourage all leaders to review

their resources for providing background for developing your professional learning communities. This article is all about the context – in which leaders must make decisions about moving their schools forward, and will be very helpful in assisting you with setting some realistic expectations for where you want to go with school improvement.

TITLE	**On Building Learning Communities: A conversation with Hank Levin**
AUTHOR	*R. Brant and Hank Levin – Educational Leadership*
DESCRIPTION	One of those great Ron Brandt interviews from Ed Leadership. Hank Levin tells the story of Accelerated Schools and gives you some ideas about what one might expect to be able to do about school improvement – particularly those with a high number of at risk students. Don't let the date of the article throw you off (1992) the ideas apply to now.

TITLE	**Forget About Setting Goals. Focus on This Instead**
AUTHOR	*James Clear*
DESCRIPTION	A short but powerful article that might shift your thinking about goal setting to something more aligned with setting expectations.

Videos

TITLE	**Inspirational Videos on the Value of Setting Goals**
AUTHOR	*Larry Fellazzo's Websites of the Day – a Sacramento teacher shares*
DESCRIPTION	This link will take you to a list of inspirational videos, you can use to inspire and motivate your team. One from the Pursuit of Happiness with Will Smith and another with Lou Holtz (22 minute), inspirational quotes are valuable. You will have to translate the situations they describe to your situation.

TITLE	**One Step at a Time**
AUTHOR	*Cartooning Genius*
DESCRIPTION	One-step-at-a-time, step-by-step - goal achieving cartoon doodle video, you can use to inspire OR to set the stage with your team for discussing laying out expectations for your project. Have YOU got big Goals? Reaching your goals is all about steady step-by-step progress. Big goals take lots of focused effort over a long period of time.

TITLE	**How NOT to Set Goals (Why S.M.A.R.T. goals are lame)**
AUTHOR	*Brendon Burhcard*
DESCRIPTION	A 12 minute video that explains why SMART goals are not always the best strategy. He provides something to think about: DUMB goals. Interesting and inspirational – worth looking at with your team if you are laying out your expectations or goals.

TITLE	**Accepting (and Defining) Reality**
AUTHOR	*Brendon Burchard*
DESCRIPTION	An inspirational 10 minute presentation with a different take on looking at reality before we setting up expectations.

TITLE	**Goal Setting Workshop**
AUTHOR	*Jim Rohan*
DESCRIPTION	This is a one hour 10 minute video workshop that teaches leaders how to go about setting goals. It has more to do with developing the leader's skills to set personal and professional goals – than it has to do with setting expectations for your PLC project, but I think it provides a very useful tool for leaders.

Activity – Establishing Expectations

Module (23:26 minutes)

This module walks you through an activity that will help you and your team establish a set of realistic, achievable expectations for your PLC development and your teams' impact on student learning.

Voice/PPT Presentation

Document: **Differentiated Year Plans**

UNIT 7: THINK SYSTEMICALLY

Description	Michael Fullan often refers to a critical element necessary for real improvement to occur in schools. He refers to it as systemic change. By systemic change he means that schools, or even school districts are not isolated entities. They are connected to the systems, the environment in which they exist. Fullan exorts us to consider the SYSTEM when embarking on any kind of school change endeavor. Classrooms, schools, districts, communities, state and federal structures all effect our capacity to be able to move a change agenda forward. We need to be aware, take those systems as we understand them into consideration and operate within the structures of those systems.
Rationale	Without considering the systems in which we currently function – we run the risk of being "shut down" at some point - because the "system" is not able or does not choose to support the change initiative with resources if needed, permission or authority. Change efforts stop dead!
Modules	1) **Think Systemically** This module provides a brief introduction to what we mean by school culture and its' importance in the development of PLC's. **Voice/PPT Presentation** (3:47 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	Systemic Thinking should be considered at the very earliest stages of PLC development. Taking into consideration the connections between: classroom, school, district, state, etc – done at the outset will pay dividends as the PLC develops	As the PLC grows and develops in its effectiveness it becomes more and more important to consider systemic connections. The further down the road you are without these connections the more precarious the situation becomes.	As the PLC grows and develops in its effectiveness it becomes more and more important to consider systemic connections. The further down the road you are without these connections the more precarious the situation becomes.	As the PLC grows and develops in its effectiveness it becomes more and more important to consider systemic connections. The further down the road you are without these connections the more precarious the situation becomes.

Additional Resources

Books

TITLE	**Motion Leadership: The Skinny on Becoming Change Savvy**
AUTHOR	*Michael Fullan*
DESCRIPTION	Motion Leadership is about system improvement - schools on the move in large numbers. How does this happen? Michael Fullan provides the skinny on how to become a motion leader.

TITLE	**Motion Leadership in Action: More Skinny on Becoming Change Savvy**
AUTHOR	*Michael Fullan*
DESCRIPTION	In this indispensable sequel to the bestseller Motion Leadership, Fullan shares the real-life strategies and results of educators who have used motion leadership to propel entire organizations and systems forward. Success stories from the US and around the world illustrate how educators can use a small number of specific actions to generate momentum for lasting change.

TITLE	**The Influencer: The New Science of Leading Change**
AUTHOR	*David Maxfield, Joseph Grenny, Kerry Patterson*
DESCRIPTION	An INFLUENCER leads change. An INFLUENCER replaces bad behaviors with powerful new skills. An INFLUENCER makes things happen. This is what it takes to be an INFLUENCER. Whether you"re a CEO, a parent, or merely a person who wants to make a difference, you probably wish you had more influence with the people in your life. But most of us stop trying to make change happen because we believe it is too difficult, if not impossible. We learn to cope rather than learning to influence.

TITLE	**Cultures Built to Last: Systemic PLC's at Work**
AUTHOR	*Michael Fullan, Rick DuFour*
DESCRIPTION	Take your professional learning community to the next level! Discover a systemwide approach for re-envisioning your PLC while sustaining growth and continuing momentum on your journey. You'll move beyond isolated pockets of excellence while allowing every person in your school system from teachers and administrators to students the opportunity to be an instrument of lasting cultural change.

TITLE	**Professional Capital: Transforming Teaching in Every School**
AUTHOR	*Andy Hargraeves, Michael Fullan*
DESCRIPTION	Hargreaves and Fullan take a close look at what "transforms teaching in every school," looking at high performing systems across the globe. "High-performing systems have virtually all of their teachers on the move. It's a school thing, a professional thing, and a systems thing.

TITLE	**All Systems Go The Change Imperative for Whole System Reform**
AUTHOR	*Michael Fullan*
DESCRIPTION	Based on Fullan's work with school districts and large systems in the United States, United Kingdom, and Canada, this resource lays out a comprehensive action plan for achieving whole system reform.

THE **SOURCE** ⊙ ACCESS   ⊙ CONNECT   ⊙ ENGAGE

TITLE	**Leadership and Sustainability: System Thinkers in Action**
AUTHOR	*Michael Fullan*
DESCRIPTION	Fullan provides a comprehensive examination of what leaders at all levels of the educational system can do to promote large-scale, sustainable reform.

Articles

TITLE	**Systems Thinking in Action: Moving Beyond the Standards Plateau**
AUTHOR	*Michael Fullan*
DESCRIPTION	An excellent article, (24 pages) that summarizes the concept of systems thinking from Michael Fullan's perspective. To get the big idea – this article might be a first read.

TITLE	**Professional Learning Communities Writ Large**
AUTHOR	*Michael Fullan*
DESCRIPTION	A 10 page article that summarizes Fullan's view of the tri-level solution: 1) School/Community Level, 2) District Level, State or National Policy Level.

TITLE	**All Systems Go!**
AUTHOR	*Sam Chaltain*
DESCRIPTION	A good summary of Fullan's book, All Systems Go: The Change Imperative for Whole System Reform.

Videos

TITLE	**Michael Fullan on What Doesn't Work in School Reform.**
AUTHOR	
DESCRIPTION	A great 6 minute video with Michael Fullan providing a summary on his view of school reform. He discusses discusses the often-used strategies that do not improve learning in schools before describing the strategies that have been proven effective. Produced by Landry Communications

TITLE	**Peter Senge Introduction to Systems Thinking**
AUTHOR	
DESCRIPTION	A 2 minute overview of what systems thinking is:Peter Senge, author of The Fifth Discipline, Senior lecturer at MIT and Founder of the Society for Organizational Learning shares his perspectives on leadership and systems thinking with IBM.

TITLE	**Peter Senge: Systems Thinking for a Better World**
AUTHOR	
DESCRIPTION	Peter Senge's (1 hour) keynote speech "Systems Thinking for a Better World" at the 30th Anniversary Seminar of the Systems Analysis Laboratory "Being Better in the World of Systems" at Aalto University, 20 November 2014.
TITLE	**Systems Thinking**
AUTHOR	
DESCRIPTION	A 2 minute overview of the basics of systems thinking – very good.
TITLE	**Systems Thinking – White Board Animation**
AUTHOR	
DESCRIPTION	A 7:48 minute providing some details of systems thinking.

Websites

TITLE	**Michael Fullan's Website**
AUTHOR	
DESCRIPTION	

UNIT 8: MAKE TIME

Description	This unit looks at how busy (sometimes overwhelmed) education administrators can find the time to do the critical work of developing effective teacher collaboration that leads to school improvement. It often seems that this most important task becomes of a victim of the "tyranny of the urgent". This unit provides resources, ideas and some activities for leaders to use in order to find the time to lead.
Rationale	If we believe (and we do) that by far the most effective ways for schools to be able to implement new ideas, or change their practice is to utilize some form of collaborative tool – such as creating professional learning communities, and we also find that many education leaders find it extremely difficult to find the necessary time in their hectic schedules to do the work necessary to lead collaboration, then it stands to reason that we should spend some time providing leaders with ideas, resources and strategies to be able to manage their time to enable them to lead the development of collaboration within their schools.
Modules	**1) Introduction**

1) Introduction

This module provides an introduction to the unit – what we hope to achieve and what each of the following modules contains.

Voice/PPT Presentation (4:43 minutes)

2) Dealing with the "Tyranny of the Urgent"

This module looks at Stephen Covey's 4 Quadrants. Leaders need distinguish between what is important and urgent and what is not important and not urgent. The module walks you through the concept and translates the ideas for educational administrators.

Voice/PPT Presentation

3) Focus on Functions – Prioritize by what you want to get done

A look at the different functions educational leaders need to perform and some tools to help you analyze where you are spending most of your time. We spend some time looking at how each function we are expected to perform – relates to school improvement that impacts learning for kids.

Voice/PPT Presentation (14:43 minutes)

Related Document: **11 Essential Functions of Schools 1-Page**

4) Using Technology to Save Time

This module reviews some tips and ideas for leaders to look at how they are currently using technology as time savers and generate ideas to better benefit from the tremendous array of technological tools for operating schools and saving time.

Voice/PPT Presentation

5) Addressing the Issue of Roles and Responsibilities

This module gives some tips and some examples of how leaders can use the idea of clearly defined roles and responsibilities to take work off their plate and ensure those responsible take care of the duties that are theirs.

Voice/PPT Presentation (9:57 minutes)

6) **Delegate**

This very brief module defines what we mean by delegation and explains why this can be such a useful for leaders to the time to lead teacher collaboration in their schools.

Voice/PPT Presentation (2 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	This unit has meaning for leaders, no matter what STAGE of development they are in working on their PLC's, IF they are struggling in any way with finding the necessary time to lead the development of teacher collaboration effectively.	This unit has meaning for leaders, no matter what STAGE of development they are in working on their PLC's, IF they are struggling in any way with finding the necessary time to lead the development of teacher collaboration effectively.	This unit has meaning for leaders, no matter what STAGE of development they are in working on their PLC's, IF they are struggling in any way with finding the necessary time to lead the development of teacher collaboration effectively.	This unit has meaning for leaders, no matter what STAGE of development they are in working on their PLC's, IF they are struggling in any way with finding the necessary time to lead the development of teacher collaboration effectively.

Additional Resources
Books

TITLE	**The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change**
AUTHOR	Stephen Covey
DESCRIPTION	One of the most inspiring and impactful books ever written, The 7 Habits of Highly Effective People has captivated readers for 25 years. It has transformed the lives of Presidents and CEOs, educators and parents— in short, millions of people of all ages and occupations.
TITLE	**Get Organized! Time Management for School Leaders**
AUTHOR	Frank Buck
DESCRIPTION	Highly recommended by NASSP
TITLE	**Time Management for School Administrators**
AUTHOR	Ivan Fitzwater
DESCRIPTION	School administrators often have a time management problem: too much to do-too little time. This best-selling professional book, now in its

third printing, provides you with the tools you need to take control of your workday-to accomplish more in less time, to manage better, and to reduce time-pressure stress.

TITLE	**Short on Time: How do I make time to lead and learn as a principal?**
AUTHOR	William Sterrett, ASCD
DESCRIPTION	There's never enough time. Sound familiar? This might be the most common lament voiced by school principals today. How can we find time to meet students' and teachers' needs, foster ingenuity and innovation, and apply best practices when so much is demanding our attention right this minute?
	School leadership expert and former principal William Sterrett comes to the rescue with practical advice on how principals can make the most of their time to achieve real success

Articles

TITLE	**Manage Your Energy Not Your Time**
AUTHOR	Harvard Business Review
DESCRIPTION	Written for the world of business – but don't worry, there are tremendous ideas for self development and making some wise life choices – and leading a successful and less stressful life.

TITLE	**Four Things You Thought Were True About Time Management**
AUTHOR	Amy Gallo, Harvard Business Review
DESCRIPTION	Time management is a misnomer, says Jordan Cohen, a productivity expert and author of "Make Time for the Work That Matters." He says that it's really about productivity: "We have to get away from labeling it 'time management'. It's not about time per se but about how productive you can be." There are links on the page to other articles you might be interested in.

TITLE	**Principals Offer Practical, Timely, "Time Management" Techniques**
AUTHOR	Education World
DESCRIPTION	A great article that provides ideas and suggestions directed at school principals with more specific tips directed at managing time for educational administrators

Videos

TITLE	**Time Management Tips Made Easy**
AUTHOR	
DESCRIPTION	A whole set of videos on this link – which are full of great ideas and tips to find time in your working day – to enable you to spend more time with your families and building your capacity.

TITLE	**Funny 3 minute video by Xerox**
AUTHOR	
DESCRIPTION	About information overload syndrome (IOS) claiming that the very information meant to inform us – is actually make us stupid. Might be some fun for people to take a look at. It is the fifth one on the list.

TITLE	**The 7 Habits of Highly Effective People by Stephen Covey**
AUTHOR	
DESCRIPTION	This is the audio book (3 hours and 23 minutes) of Stephen Covey talking his book

TITLE	**How to Set and Achieve Any Goal (Part 1) you have in your life with John Assaraf**
AUTHOR	
DESCRIPTION	A 30 minute instructional video on goal setting by John Assaraf. Directed at the business community – but completely applicable to the education setting.

TITLE	**How to Set and Achieve Any Goal (Part 2) you have in your life with John Assaraf**
AUTHOR	
DESCRIPTION	A 30 minute instructional video on goal setting by John Assaraf. Directed at the business community – but completely applicable to the education setting.

TITLE	**How to stop Procrastinating**
AUTHOR	*Watchwellcast*
DESCRIPTION	A 5 minute video that gives you 3 great ideas for reducing procrastination. Procrastination is one of the real killers for effective time management.

Websites

TITLE	**Mind Tools**
AUTHOR	
DESCRIPTION	Essential Skills for an excellent Career This web link will take you to time management vendors site. They advertise their program, which appears to be very good. But there is a wealth of articles related to time management as well as Leadership Skills, Strategies, Stress Management, Communication Skills and many other leadership development programs. You can take their programs or utilize the site to gather information, strategies and ideas for addressing the issue of finding time.

TITLE	**Time-Management-Guide.com**
AUTHOR	
DESCRIPTION	Another tremendous set of resources on all the basics of time management.

UNIT 9: DESIGN AND ORGANIZE

Description	This unit provides leaders with a list and some suggested solutions for some very practical design decisions that really should be made very early in the development of their PLC"s. There are several decisions the leader needs to make which include: what kind of decision-making power do I want to give the PLC teams? How will we hold teams accountable? How will leadership of the PLC work? What kind resources – time to meet and financial support for professional development will we able to provide? Will participation be voluntary or compulsory? There also a number of practical design decisions that should probably be made by the teams themselves and they could include; project focus, organizational structure, decision making processes within the group, norms and protocols, operational procedures such as note taking or minutes, agendas as well as roles and responsibilities of team members.
Rationale	Some of the decisions leaders and team members make with these issues will determine the success of the team. It is important HOW the decisions are made and the extent to which they align and support a collaborative culture in the school.
Modules	**1) Introductory Module**

1) Introductory Module

This module provides an overview of the Unit and lists the 9 decision points leaders need to consider when beginning developing collaborative practices or to consider

Voice/PPT Presentation (5:37 minutes)

2) Design and Organize – Finding Time

This module provides some ideas for ways schools and districts can find meeting time for collaboration.

Voice/PPT Presentation (7:38 minutes)

3) Design and Organize – Decision Making Processes

This module provides suggestions and tips for the decision making processes of collaborative teams.
Voice/PPT Presentation (6:48 minutes)

4) Design and Organize – Organizational Structure

This modules provides teams with a range of ways to organize their collaborative teams.

Voice/PPT Presentation (3:56)

5) Design and Organize – Accountability

This module discusses accountability – a necessary part of any organization's success – but HOW can teams build this into their procedures in such a way as to ensure teams or empowered and motivated.

Voice/PPT Presentation (4:03)

6) Design and Organize – Locus of Control

This module discusses the concept of locus of control. How do we make sure our teams feel empowered to make important decisions – that they are not wasting their time with a meaningless task that will go nowhere.

Voice/PPT Presentation (3:43)

7) Design and Organize – Professional Development

This module looks at how a collaborative community determines best makes decisions about the provision of professional learning.

Voice/PPT Presentation (2:47)

8) Design and Organize

This module combines 3 very important elements of the design of collaborative communities into one module: Establishing Goals, Determining Leadership, Providing Financial Support. Suggestions and ideas are provided for each.

Voice/PPT Presentation (3:20)

Purpose	Pre-Launch	Level I	Level II	Level III
	At some point in time, usually at the early development stage a series of decisions need to be made (hopefully purposefully) about how to structure and organize the PLC. The decisions made will have a critical impact on how well the PLC aligns with the 6 key characteristics of PLC"s	Throughout the operation of PLC implementation, usually at the beginning of each school year decisions need to be made (hopefully purposefully) about how to revise and strengthen the structure and organization of the PLC. The decisions made will have a critical impact on how well the PLC aligns with the 6 key characteristics of PLC"s	Throughout the operation of PLC implementation, usually at the beginning of each school year decisions need to be made (hopefully purposefully) about how to revise and strengthen the structure and organization of the PLC. The decisions made will have a critical impact on how well the PLC aligns with the 6 key characteristics of PLC"s	Throughout the operation of PLC implementation, usually at the beginning of each school year decisions need to be made (hopefully purposefully) about how to revise and strengthen the structure and organization of the PLC. The decisions made will have a critical impact on how well the PLC aligns with the 6 key characteristics of PLC"s

Additional Resources

Books

TITLE	**Learning by Doing**: A Handbook for Professional Learning Communities at Work
AUTHOR	*Rick DuFour, Rebecca DuFour, Robert Eaker, Thomas Many*
DESCRIPTION	An excellent resource for designing your professional learning community. This handbook is a *guide for action* that will: Help educators develop a common vocabulary and consistent understanding of key PLC concepts.

TITLE	**Differentiated School Leadership**: Effective Collaboration, Communication and Change Through Personality Type
AUTHOR	*Jane A G. Kise, Beth Ross-Shannon Russell*
DESCRIPTION	This resource shows how an understanding of personality types and adults' individual leadership styles helps build school teams that can collaborate and distribute leadership responsibilities more effectively.

TITLE	**The Collaborative Teacher**: Working Together as a Professional Learning Community
AUTHOR	*Cassandra Erkens, Chris Jakicic, Lillie Jessie, Dennis King et al*
DESCRIPTION	The time of exclusive top-down leadership is over; only teachers can transform education from inside the classroom. *The Collaborative Teacher* defines best practices of collaborative teacher leadership in a Professional Learning Community.

TITLE	**The School Leader's Guide to Professional Learning Communities at Work**
AUTHOR	*Richard DuFour, Rebecca DuFour*
DESCRIPTION	In this addition to the Essentials for Principals series, authors Richard DuFour and Rebecca DuFour continue to provide aspiring and experienced principals with useful strategies for creating high achieving professional learning communities in their schools.

Articles

TITLE	**Best Practices for Professional Learning Communities**
AUTHOR	*Educations World – Celine Provini, Education World Editor*
DESCRIPTION	This is a good article that touches on many of the issues related to how to organize and operate a professional learning community.

TITLE	**How to Create a Professional Learning Community**
AUTHOR	*Ellen Ullman*
DESCRIPTION	It takes careful planning to form a useful and functional PLC, but once the foundation is built, the benefits will soon be evident. Good ideas on time and ongoing support and development.

TITLE	**6 Tips for Better Decision Making**
AUTHOR	*Mike Myatt, Forbes*
DESCRIPTION	Making sound decisions is a skill set that needs to be developed like any other. As a person who works with CEOs on a daily basis, I can tell you

with great certainty all leaders are not created equal when it comes to the competency of their decisioning skills. Nothing will test your leadership mettle more than your ability to make decisions

Videos

TITLE	**First Step as Project Manager – Project Manager**
AUTHOR	
DESCRIPTION	Project Manager-videos, Much of the work of leaders whether it is the district leader, the principal or teacher leaders in the team is actually project management. Project management is a SKILL that we have the tendency to ignore in the field of education – but really a critical skill for leaders of PLC's. I strongly recommend that you view this session. These programs all sell the software programs to help project management – purchasing is up to you and really depends on the complexity of your project. But I would advise you to consider it!

TITLE	**Example of an Elementary School PLC Meeting** – how to use data (10 minutes)
AUTHOR	
DESCRIPTION	**YOU WILL NEED TO JOIN PINTEREST TO BE ABLE TO VIEW THIS VIDEO** View this 5 step protocol of for sharing data. View this session as a team and discuss the structures and design features they have built in that support developing and nurturing the 6 characteristics of PLC's? Wright Middle School: Middle School Data Discussions: Five Stage Protocol: This team has it going on! Check out the variety of data and how they use it to make instructional decisions including strategies and student performance. There is pretty intense goal setting too.

THE SOURCE
○ ACCESS   ○ CONNECT   ○ ENGAGE

UNIT 10: TASK YOUR TEAMS – GETTING THE BALL ROLLING

Description	The introduction unit launches participants into the institute. This series of modules is the equivalent of attending a face-to-face workshop to begin the program. All of the tools, information and resources needed to bring you up to speed are contained within this unit.
Rationale	This unit enables participants to have multiple entry points to the program. Having an ONDEMAND set of instructional modules that provide a good replication of the critical learning necessary to begin the program is of enormous value in delivery flexible professional learning to all members.
Modules	**1) Introductory Module** This module gives an overview of what our vision of what 21st Century professional learning should look like and provides a comparison to traditional formats for delivering professional learning. **Voice/PPT Presentation** (2:35) Related Document: **Professional Learning Comparisons** **2) Purpose and Rationale SAM 21CLI** This module provides you with some information about how we developed SAM 21CLI – and the basic foundational research it is based upon. **Voice/PPT Presentation** (3:57 minutes) Related Document: **Professional Learning Comparisons** **3) Take Stock** This module is a working module for you to do some self assessments of where your school or schools are at in terms of performance and where they currently are in collaborative capacity. Later in the unit you can use this information to sort out priorities and start taking first steps in the journey of improvement. **Voice/PPT Presentation** (12:07) Related Documents: i) **11 Essential Functions of Schools 1-Page** ii) **Taking Stock – Inventory** iii) **Collaborative Capacity** **4) The 21 Leadership Proficiencies**

This module provides a very brief overview of what each of the 21 Leadership Proficiencies leaders need in order to lead their schools in the development of their capacity to collaborate.

Voice/PPT Presentation (13:24)

Related Document: **21 Leadership Proficiencies**

5) **How to Use the Resource Center**

This module provides some basic ideas on how to use the resource. We strongly recommend everyone view this module – it will save a LOT of time and energy.

Voice/PPT Presentation (17:13)

Related Document: **Step by Step – Collaborative Capacity**

6) **SAM 21 CLI Inquiry Method**

This module holds more critical information about how SAM 21CLI operates. It has all of the information you need to get started on some action plans and how to prepare of each and all of the upcoming meetings.

Voice/PPT Presentation (7:49)

Related Document: **SAM 21CLI Schedule 2015-16**

7) **SAM 21CLI: Learning Cycles**

This module introduces you to how SAM 21CLI operates – you will need to view this module to be able to participate effectively in SAM 21CLI. It shows how meeting cycles work and how the program operates.

Voice/PPT Presentation (16:57)

Related Document: **SAM 21CLI Schedule 2015-16**

8) **SAM 21CLI Meeting Protocols**

This module guides you the process of preparing for your meetings and provides the meeting protocols for starting your SAM 21CLI work.

Voice/PPT Presentation (21:12)

Related Document: **SAM 21CLI Learning Cycle Protocol**

	Pre-Launch	Level I	Level II	Level III
Purpose	This is an extremely valuable unit for leaders who are about to launch an initiative. Best	This is a valuable unit for leaders beginning a new year of extending a change or	This is a valuable unit for leaders beginning a new year of extending a change or	This is a valuable unit for leaders beginning a new year of extending a change or
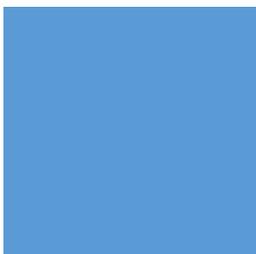
practices and ideas and thinking from researches can help leaders make good decisions and increase the chances of success.

improvement initiative. Best practices and ideas and thinking from researches can help leaders make good decisions and increase the chances of success and maintain momentum.

improvement initiative. Best practices and ideas and thinking from researches can help leaders make good decisions and increase the chances of success and maintain momentum.

improvement initiative. Best practices and ideas and thinking from researches can help leaders make good decisions and increase the chances of success and maintain momentum.

Additional Resources
Books

TITLE	
AUTHOR	
DESCRIPTION	

TITLE	
AUTHOR	
DESCRIPTION	

Articles

TITLE	**10 Steps for Establishing Team Norms**
AUTHOR	*Center for Creative Leadership, Leading Effectively Staff*
DESCRIPTION	Follow these 10 steps, and principals can facilitate a productive discussion with their team and agree on a set of best practices and team norms.

TITLE	**Building Teacher Collaboration School-wide**
AUTHOR	*AMLE, Micki M. Caskey, Jan Carpenter*
DESCRIPTION	This article is very useful for principals and collaborative school teams to foster an understanding of different collaborative models and take first steps in establishing them in their schools.

TITLE	**Promoting Collaborative Learning Cultures: Putting the Promise into Practice, Exploring Five Core Leadership Capacities**
AUTHOR	*Ontario Leadership Strategy*
DESCRIPTION	This article does an excellent job of summarizing the research on collaborative cultures and principal action. Some of the information is Ontario specific – but much of it is valuable as generic information for all schools everywhere.

TITLE	[How to Build Radically Different PLCs That Empower Teachers with Ownership and Raise Student Achievement](#)
AUTHOR	*Jody Honaker, Deana Senn, and Shakira Fetherolf*
DESCRIPTION	In the following guide to build or rebuild your PLCs, you'll learn how to get started on the journey to radically different results through your PLC structures.

Videos

TITLE	
AUTHOR	
DESCRIPTION	

TITLE	
AUTHOR	
DESCRIPTION	

Websites

TITLE	
AUTHOR	
DESCRIPTION	

TITLE	
AUTHOR	
DESCRIPTION	

Activity – Title

UNIT 11: TEACH COLLABORATION

Description	This unit could be called Collaboration 101. It provides instructional modules and a wealth of resources PLC leaders can use to: 1) Understand how effective teams develop 2) Learn and teach their teams how to establish meeting norms 3) Learn and teach their teams how to create effective meeting protocols 4) Learn and teach valuable meeting facilitating skills.
Rationale	Although as educators we sometimes feel that collaboration skills are a "given" skill for teachers and principals, it is really not the skills. We are just like other professions. The skills of collaboration are complex and require instruction and training. PLC leaders need to ensure teachers working in collaborative teams have the meeting skills required in order to ensure effective and efficient professional learning communities or collaborative learning teams.

Modules

1) **The Four Stages of Team Development**

   This module describes how teams develop and identifies the behaviors and feelings of people as they move   through the four stages. It is a repeat of Module 3 in Unit 1. We have included it here as well, because understanding the stages that teams go through as they become more effective is extremely valuable for leaders to be able to support the growth of their collaborative groups.

   Voice/PPT Presentation (5:36 minutes)

2) **Develop Group Norms**

   This module provides resources and instructions for leaders and teams to be able to develop effective group norms, that will enable them to have highly effective, powerful meetings.

   Voice/PPT Presentation (4:50 minutes)

3) **Create Meeting Protocols**

   This module provides resources and instructions for leaders and teams to be able to create their own meeting protocols, that will enable them to have highly productive meetings

   Voice/PPT Presentation (3:45 minutes)

4) **Meeting Facilitation and Decision Making Skills**

   This module provides resources and instructions for leaders and teams to develop strong skills is facilitating   and leading highly effective and productive meetings.

   Voice/PPT Presentation (9:21 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	Having collaborative skills is critical for success. The development of these skills would probably start at the time when the PLC comes together and starts functioning. It would be best to start this unit at the beginning of Level I.	As you plan and work through your first meetings starting the training process, establishing meeting norms – makes the most sense.	As the team becomes more effective – it is more likely that they can learn some of the more sophisticated meeting protocols, decision making tools and meeting facilitation skills.	It is always, as the PLC becomes stronger and stronger to occasionally step back and review the basic skills and to seek out more sophisticated tools for collaboration that meet your specific needs.

Additional Resources
Books

TITLE	**Protocols for Professional Learning**
AUTHOR	*Lois Easton Brown*
DESCRIPTION	A great book form ASCD – that provides many examples and very clear explanations. An excellent resource!

TITLE	**How Teachers Can Turn Data into Action**
AUTHOR	*Daniel R. Venables*
DESCRIPTION	Another great resource from ASCD which provides a multitude of strategies for using protocols and for examining data and turning your findings into action that guide instructional decisions and improved student learning

TITLE	**The Adaptive School: A Sourcebook for Developing Collaborative Groups**
AUTHOR	*Garmston and Wellman*
DESCRIPTION	Expanded and updated, this edition of one of the most popular resources for school change now comes with a useful CD-ROM containing 150 facilitation strategies. Placing inquiry at the center of effective change, *The Adaptive School* gives readers the tools they need to bring about genuine school improvement and to learn to use and incorporate them into practice.

TITLE	**The Team Handbook**
AUTHOR	*Peter Scholtes and Brian Joiner*
DESCRIPTION	This updated best-selling, comprehensive resource book provides everything you need to create high performing teams. In addition, book purchasers will be able to download electronic versions of forms and templates found in the book for use within their organization! The third edition provides information on the context teams need to be successful.

TITLE	**The Handbook of SMART School Teams: Revitalizing Best Practices for Collaboration**
AUTHOR	*Anne E. Conzemius and Jan O'Neil*
DESCRIPTION	A great resource for school leaders in building effective teams.

Articles

TITLE	**Abbreviated Protocols**
AUTHOR	*Teachers College Press*
DESCRIPTION	An excellent 20 page document that provides you with dozens of excellent protocol models

TITLE	**Developing Facilitation Skills**
AUTHOR	*From Community Toolbox Website*
DESCRIPTION	A great overview of how to facilitate highly effective meetings. Dozens of tips and ideas.

TITLE	**Gaining Consensus Among Stakeholders Through the Nominal Group Technique**
AUTHOR	*Evaluation Research Team*
DESCRIPTION	An excellent 1 *page* "how to" use the nominal group technique. We urge you to review this as a possible tool to use with your team.

Videos

TITLE	**Effective PLC's**
AUTHOR	*Jon Markus*
DESCRIPTION	An excellent 5 minute video that actually shows a team of teachers establishing their meeting norms.

TITLE	**Running Effective Meetings**
AUTHOR	*NYSCSEA Partnership*
DESCRIPTION	An 11 minute video that teaches **the** basics of running an effective meeting. A great resource.

TITLE	**How NOT to Run a Meeting**
AUTHOR	
DESCRIPTION	A humorous 3 minute video you might want to use to lighten up the conversation when you are working with your team to develop meeting norms, protocols or facilitation skills.

TITLE	**Tuning Protocol: Fine Tuning Our Classroom Practice**
AUTHOR	*Donn Cushing*
DESCRIPTION	A team of high school fine arts and Career Technical Education teachers from Jurupa Valley High School in the Jurupa Unified School District

collaborate using a discussion **protocol**, featuring auto shop teacher Donn Cushing presenting a lesson for team feedback. From the Leadership Institute of Riverside County.

Websites

TITLE	**National School Reform Academy – Harmony Education Center**
AUTHOR	
DESCRIPTION	Incredible! This link takes you to page that provides approximately 200 different meeting protocols educators can use in their schools. It just doesn't make sense wasting time – trying to design you own when you have a resource like this. You can join their network and have access to even more resources.

TITLE	**Facilitation Skills**
AUTHOR	*Lawrence Yap*
DESCRIPTION	A host of slide presentations – that provide training on developing your meeting facilitation skills. This material is not directly aimed at how to run a PLC meeting – however most of the skills are universal – and apply to any kind of meeting. This is a very valuable learning tool.

UNIT 12: DEAL WITH DISTRACTORS, BLOCKERS AND DISSENTERS

Description	This unit provides some practical concrete suggestions and ideas for dealing with resistance to change in schools.

Rationale	One of the most frequent and perplexing issues facing leaders trying to move the change agenda forward in schools is resistance. Leaders will need to develop strategies and skills to deal with resistance to change if they are going to build teacher collaboration in their schools.

Modules

1) **Introduction**

   This module Is a brief introduction or overview of the Unit Voice/PPT Presentation.

   Voice/PPT Presentation (4:40 minutes)

2) **Be Proactive - Build Foundation**

   This module suggests that the first step in dealing with resistance might be to review what you have done prior to this point in time to ensure you have a secure foundation on which to build your change initiative.

   Voice/PPT Presentation (10 minutes)

3) **Analyze Your Situation**

   This module walks leaders through some ideas and tools they can use to carefully analyze their current situation and be better able to select appropriate strategies to resolve issues.

   Voice/PPT Presentation (6:51 minutes)

4) **Types of Resistance**

   This module identifies 6 different kind of resisters and describes each.

   Voice/PPT Presentation (4:28 minutes)

5) **Strategies for Dealing with Blockers**

   Voice/PPT Presentation (9:48 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	No matter where you are in the development of your PLC, you can experience mild to fierce resistance. This unit is valuable to all those at any level experiencing what is common throughout all organizations.	No matter where you are in the development of your PLC, you can experience mild to fierce resistance. This unit is valuable to all those at any level experiencing what is common throughout all organizations.	No matter where you are in the development of your PLC, you can experience mild to fierce resistance. This unit is valuable to all those at any level experiencing what is common throughout all organizations.	No matter where you are in the development of your PLC, you can experience mild to fierce resistance. This unit is valuable to all those at any level experiencing what is common throughout all organizations.

Additional Resources
Books

TITLE	**Resistance to Change: A Guide to Harnessing Its Positive Power**
AUTHOR	
DESCRIPTION	"Thomas R. Harvey and Elizabeth A. Broyles skillfully present an important and provocative, theory-based, and practical book on change. Highly readable and loaded with strategies to help today's leaders and organizations understand and navigate through the realities and challenges of change. A must-read for all."-Lawrence Kemper, former superintendent; president of Association of California School Administrators

TITLE	**The 7 Habits of Highly Effective People**
AUTHOR	By: Stephen R. Covey
DESCRIPTION	The priceless wisdom and insight found in the best selling, The 7 Habits of Highly Effective People (more than 10 million sold!) is distilled in this palm-size Running Press Miniature Edition™. It's full of advice on taking control of your life, teamwork, self-renewal, mutual benefit, proactivity, and other paths to private and public victory. Highly recommended Link to online pdf: http://www.depts.ttu.edu/upwardbound/books/the-7-habits-ofhighly-effective-people.pdf

TITLE	**Understanding How School Change Really Happens: Reform At Brookville High**
AUTHOR	By: Rosetta M. Cohen
DESCRIPTION	Using a combination of participant observation and interviews with teachers, parents and students, Rosetta Marantz Cohen explores a high school's efforts in the United States to implement broad-based curricular change. The book vividly illustrates the impact of change on an often resistant institution. From her observations, Cohen draws up a series of recommendations for those considering embarking on similar site-based reform initiatives.

TITLE	**TheTipping Point How Little Things Can Make a Big Difference**
AUTHOR	By: Malcom Gladwell
DESCRIPTION	This national bestseller is an enjoyable read and has a wealth of ideas you can use to move your change agenda forward.

Articles

TITLE	**How to Deal with Resistance to Change**
AUTHOR	*Harvard Business School*
DESCRIPTION	A very short article from the Harvard Business School. It is reassuring to see that leaders in the field of business face the same kind of challenges as leaders in education.

TITLE	**How to Overcome Resistance to Change in Your School**
AUTHOR	*The Education Blog*
DESCRIPTION	Ever had an idea you thought was so great, only to be met with grumbles of protest once you have proposed it to your staff? Wondering if there was a way to get everyone on board and enthusiastic the next time you want to initiate change within in your school? Here's how!

TITLE	**The Tug of War Between Change and Resistance**
AUTHOR	*Michael Murphy, ASCD*
DESCRIPTION	Some very useful analysis of WHY change initiatives can go sideways and some thoughtful approaches for dealing with them.

TITLE	**Five Ways to Sustain School Change Through Pushback, Struggle and Fatigue**
AUTHOR	*Katrina Schwartz, KQED*
DESCRIPTION	Transformation requires a leader who understands how to manage the change process.

Videos

TITLE	**Overcoming Resistance to Change – Isn't it Obvious?**
AUTHOR	
DESCRIPTION	A 6 minute cartoon – that puts some of the issues of dealing with change in perspective and helps us understand WHY change is resisted.

TITLE	**United we Stand Divided We Fall**
AUTHOR	
DESCRIPTION	This inspirational teamwork video is based on the story of a hungry lion and divided bulls. It is a simple team story that illustrates how we must remain united if we are to succeed, and the dangers of being divided. Provided by Open the Meeting – a fantastic resource for meeting openers - video and discussion guide at http://www.openthemeeting.com/united-...

TITLE	**The Power of Teamwork: Inspired by the Blue Angels**
AUTHOR	
DESCRIPTION	This powerful and compelling video explores the essence of teamwork and reinforces the key principles embraced by the ultimate performance team: The Blue Angels.
TITLE	**Motivational Teamwork Montage**
AUTHOR	
DESCRIPTION	Excellent inspirational montage using film and sports footage. Start discussions on teamwork – on an extremely powerful basis.
TITLE	**Wisdom of Geese**
AUTHOR	
DESCRIPTION	This 2-minute motivational video – gives you and your group a straightforward, powerful, thought provoking rationale and reason for building teacher collaboration in schools. Recommended as a great discussion prompt for having your faculty build discussion about the value of collaboration.

Websites

TITLE	**Open the Meeting**
AUTHOR	
DESCRIPTION	A resource center for inspirational tools for leaders to effectively open meetings on an inspirational or motivational note. You can purchase DVDs and discussion guides that help you facilitate conversations.
TITLE	**Changing Minds – Change Management**
AUTHOR	
DESCRIPTION	Although not directly aimed at addressing the issues of educational change in education – there is a wealth of articles of great wealth here – with tips on practical strategies to move the change agenda forward in any organization.

UNIT 13: MOTIVATE

Description	This unit provides thoughts, ideas and strategies for leaders to consider for maintaining momentum in change initiatives and motivating team leaders and teachers to continue their work and extend their efforts.

Rationale	The educational environment is constantly changing. The latest thinking about what motivates people in highly collaborative cultures to sustain and extend change and improvement efforts is of extreme value.

Modules

1) **Introduction**

   This module provides an introduction to the Unit.

   Voice/PPT Presentation (4:46 minutes)

2) **Principles of 21st Century Motivational Theory**

   This module looks at the research of a wide variety of authors including; Daniel Pink, Carol Dweck, W Edwards Deming, Mihaly Csiksgentmihalyi, and provides our own set of principles and beliefs about what constitutes 21st Century Motivational Theory.

   Voice/PPT Presentation (22:55 minutes)

3) **Applications of 21st Century Motivation in Schools**

   This module puts forward a list of 24 practical strategies you can implement in your leadership work in schools to energize and motivate action to improve learning for kids.

   Voice/PPT Presentation (8:47 minutes)

	Pre-Launch	**Level I**	**Level II**	**Level III**
Purpose	The latest research that motivates people in collaborative cultures where leadership is shared and people engage in group processes aimed at enhancing student learning is helpful in designing and organizing collaborative communities to align with motivational strategies that work in those environments.	As collaborative teams develop over time – a frequent "check-in" to asses what teams are doing to self motivate and encourage extension of their efforts is necessary.	As collaborative teams develop over time – a frequent "check-in" to asses what teams are doing to self motivate and encourage extension of their efforts is necessary.	As collaborative teams develop over time – a frequent "check-in" to asses what teams are doing to self motivate and encourage extension of their efforts is necessary.

Additional Resources

Books

TITLE	**Drive The Surprising Truth About What Motivates Us**
AUTHOR	Daniel H Pink
DESCRIPTION	Pink uses 50 years of behavioral science to overturn the conventional wisdom about human motivation and offer a more effective path to high performance.

TITLE	**Mindset The New Psychology of Success**
AUTHOR	Carol S Dweck
DESCRIPTION	In Mindset Dweck, now recognized as a leader in her field, reveals the driving force created by our beliefs which strongly affect what we want and whether we will get it. From over twenty years of research, she has learned how mindset profoundly affects the way we lead our lives.

TITLE	**Punished by Rewards : The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes**
AUTHOR	Alfie Kohn
DESCRIPTION	The basic strategy we use for raising children, teaching students, and managing workers can be summarized in six words: Do this and you'll get that. We dangle goodies (from candy bars to sales commissions) in front of people in much the same way we train the family pet. Drawing on a wealth of psychological research, Alfie Kohn points the way to a more successful strategy based on working with people instead of doing things to them.

TITLE	**Motion Leadership: The Skinny on Becoming Change Savvy**
AUTHOR	Michael Fullan
DESCRIPTION	Motion Leadership is about system improvement - schools on the move in large numbers. How does this happen? Michael Fullan provides the skinny on how to become a motion leader.

TITLE	**The Team Handbook, 3rd Edition**
AUTHOR	Peter Scholtes, Brian Joiner, Barbara J. Streibel
DESCRIPTION	This updated best-selling, comprehensive resource book provides everything you need to create high performing teams. In addition, book purchasers will be able to download electronic versions of forms and templates found in the book for use withintheir organization! The third edition provides information on the context teams need to be successful. Organizations using teams to improve efficiency and better serve customers will find information on how to start quality initiatives such as Six Sigma or Lean.

TITLE	**The Leader's Handbook: Making Things Happen, Getting Things Done**
AUTHOR	Peter Scholtes
DESCRIPTION	Lead your organization into the 21st century with the help of this groundbreaking book that is already creating a stir in corporate boardrooms

across America! In a book that does for managers what his mega-bestseller, The Team Handbook, did for teams, Peter Scholtes, who is widely acknowledged as one of the most influential Qualityleaders of the decade, shows the real root of management problems.

TITLE **Finding Flow: The Psychology of Engagement with Everyday Life**
AUTHOR Mihaly Csikszentmihalyi
DESCRIPTION Part psychological study, part self-help book, Finding Flow is a prescriptive guide that helps us reclaim ownership of our lives. The key, according to Csikszentmihalyi, is to challenge ourselves with tasks requiring a high degree of skill and commitment. Instead of watching television, play the piano. Transform a routine task by taking a different approach. In short, learn the joy of complete engagement. Thought they appear simple, the lessons in Finding Flow are life-altering.

Articles

TITLE **Punished by Rewards**
AUTHOR Alfie Kohn
DESCRIPTION Interview of Alfie Kohn by Ron Brandt. Educational Leadership Both rewards and punishments, says Punished by Rewards author Alfie Kohn, are ways of manipulating behavior that destroy the potential for real learning. Instead, he advocates providing an engaging curriculum and a caring atmosphere "so kids can act on their natural desire to find out."

TITLE **What Motivates Employees**
AUTHOR
DESCRIPTION Forbes Article, Very short article from the world of business about what makes people tick.

TITLE **Effective Ways to Motivate Employees**
AUTHOR Myron Curry
DESCRIPTION What is it that drives employee motivation? More specifically, what is it that causes an employee to WANT to do his or her job? After all, the answer to these important questions are the key to the motivation of employees and employer happiness. And, even more important than knowing what it is that motivates an employee is whether or not this motivation is something that will cause an employee to go through the motions of doing the job or instill actual desire for a job well done in the employee's mind.

TITLE **How Motivation Affects Learning and Behavior**
AUTHOR J.E. Ormrod , Educational Psychology
DESCRIPTION This article is aimed at what motivates students. Not only is the message extremely helpful for us to think about motivation in classrooms for kids – but also how intrinsic and extrinsic motivation work to move people.

TITLE **5 Reasons to Stop Saying Good Job**
AUTHOR Alfie Kohn
DESCRIPTION Hang out at a playground, visit a school, or show up at a child's birthday party, and there's one phrase you can count on hearing repeatedly:

"Good job!" Lest there be any misunderstanding, the point here is not to call into question the importance of supporting and encouraging children, the need to love them and hug them and help them feelgood about themselves. Praise, however, is a different story entirely. Here's why.

TITLE **Total Quality or Performance Appraisal: Choose One**
AUTHOR The Case Against Performance Appraisal
Peter Scholtes
DESCRIPTION Many teachers of total quality, following the lead of W. Edwards Deming, suggest that TQM and performance appraisal are incompatible. Scholtes brings an incredibly strong argument against performance appraisal as we know it

TITLE **Finding Flow**
AUTHOR Reviews the book 'Finding Flow,' by Mihaly Csikszentmihalyi
DESCRIPTION This article does an outstanding job of providing you with an "executive summary" of the book Finding Flow.

Videos

TITLE **Dream - Motivational Video** (6:19 minutes)
AUTHOR Mateusz M
DESCRIPTION This video talks about perseverance and motivates individual teams to overcome challenges and continue to pursue your dreams. Might be overkill – but could be a resource to watch with your team if it flounders.

TITLE **Why Do we Fall? – Motivational Video** (6:13 minutes)
AUTHOR
DESCRIPTION This video talks about perseverance and motivates individual teams to overcome challenges and continue to pursue your dreams. Might be overkill – but could be a resource to watch with your team if it flounders.

TITLE **Steve Jobs on Managing People** (2:00 minutes)
AUTHOR
DESCRIPTION Steve Jobs talks about collaboration and getting the most out of people at Apple.

TITLE **Michael Fullan on What Doesn't Work in School Reform**
AUTHOR
DESCRIPTION A great 6-minute video with Michael Fullan providing a summary on his view of school reform.

He discusses discuses the often-used strategies that do not improve learning in schools before describing the strategies that have been proven effective. Produced by Landry Communications

TITLE	**Drive: The surprising truth about what motivates us**
AUTHOR	
DESCRIPTION	This lively RSA Animate, adapted from Dan Pink's talk at the RSA, illustrates the hidden truths behind what really motivates us at home and in the workplace. There is a link to view the entire lecture. This 10 minute video really takes on the idea of carrots and sticks. Daniel Pink provides concrete examples of how intrinsic motivation functions both at home and in the workplace. This 41 minute lecture by Daniel Pink discusses his theories of motivation.

TITLE	**Alfie Kohn: Punished by Rewards**
AUTHOR	
DESCRIPTION	This link will take you to a series of short 3 to 46 minute videos from different presentations Alfie Kohn has made to different groups – these videos give you a very good perspective of Kohn's philosophy. Kohn speaks about motivating students – about schools but these ideas are transferrable to ALL people everywhere. His beliefs mirror Daniel Pinks views.

TITLE	**Developing a Growth Mindset**,
AUTHOR	Carol Dweck
DESCRIPTION	This 10 minute video of Carol Dweck provides a short overview of the "Growth Mindset" (9:37)

TITLE	**Carol Dweck: "The Growth Mindset"	Talks at Google**
AUTHOR	
DESCRIPTION	Meet Stanford University's Professor Dr. Carol S. Dweck to learn more about her fascinating research into "self-conceptions (or mindsets) people use to structure the self and guide their behavior", and how you can apply a Growth Mindset at home, at school and in your career. This 46 minute interview at a presentation really gives some depth to the motivational theories of Carol Dweck.

TITLE	**The Push Pull Factor**
AUTHOR	Michael Fullan
DESCRIPTION	A good leader has high expectations and high expectations for the system but this can't be imposed — you need buy in. The push part is to make sure the high expectation is there; the pull part of leadership combines intrinsic motivation and people wanting to work together with a high moral imperative and a path to get there. Very short 1:28 video where Michael Fullan endorses intrinsic motivation – to change schools.

TITLE	**Mihaly Csikszentmihalyi: Flow the Secret of Happiness**
AUTHOR	
DESCRIPTION	A Ted Talk: Mihaly Csikszentmihalyi asks, "What makes a life worth living?" Noting that money cannot make us happy, he looks to those who find pleasure and lasting satisfaction in activities that bring about a state of "flow." (18 minutes)

TITLE	**Flow with Mihaly Csikszentmihalyi**
AUTHOR	
DESCRIPTION	

Mihaly Csikszentmihalyi is one of the greatest living psychologists of our age. He earned his fame by defining and providing a detailed description of the FLOW state. (4:55)

TITLE	**Driving Employee Engagement**
AUTHOR	Daniel Pink
DESCRIPTION	A short lecture – on engagement (10:23)

UNIT 14: PROVIDE JUST IN TIME PD

Description	Leaders and learning teams may have to re-think their processes or policies for school or leadership decisions about professional development for teachers and leaders. In collaborative cultures professional development or staff development needs are determined from the ground up. All decisions about the distribution of resources or finances need to be based on the professional learning needs that are identified by the learning teams necessary to continue and deepen their work on enhancing student learning.
Rationale	Professional learning whether it is professional development for individual teachers or staff development for school wide learning about specific topics need by all needs to be determined and driven by "what are the critical things we need to learn in order to make learning better for our students"?
Modules	1) **Introduction** This module provides an introduction to the unit. **Voice/PPT Presentation** (1:54 minutes) 2) **Learning Forward Standards of Professional Learning** This module provides an overview of the newly developed Standards of Professional Learning by Learning Forward. A good grounding to get some context for the whole notion of professional learning. **Voice/PPT Presentation** (3:55 minutes) Related Document: **Learning Forward Standards of Professional Learning** 3) **Principles of Professional Learning – 28 "must do's" for sound Professional Learning** This module reviews 28 different elements that should be included in professional learning opportunities if a 21st Century Learning approach is being taken as opposed to a traditional approach. **Voice/PPT Presentation** (17:33 minutes) Related Document: **Profound Professional Learning** 4) **Just in Time PD** This module provides tips to leaders and professional development planners on what to make sure they include in their work in planning professional learning that supports building the capacity of collaborative teams in schools. **Voice/PPT Presentation** (13:39 minutes)

	Pre-Launch	Level I	Level II	Level III
Purpose	Decisions regarding professional learning needs are usually going to be made by teams AFTER initiatives are launched and are on their way. The principle of "just in time" professional learning means – serving the learning needs of teachers – once they know what they need.	"Just in Time PD" decisions come about as learning teams grow in their capacity to collaboratively work together to improve student learning. The point in time when they are ready is natural – the need is obvious to them and they request it. Leaders need to be able to recognize it, support it, and encourage it.	"Just in Time PD" decisions come about as learning teams grow in their capacity to collaboratively work together to improve student learning. The point in time when they are ready is natural – the need is obvious to them and they request it. Leaders need to be able to recognize it, support it, and encourage it.	"Just in Time PD" decisions come about as learning teams grow in their capacity to collaboratively work together to improve student learning. The point in time when they are ready is natural – the need is obvious to them and they request it. Leaders need to be able to recognize it, support it, and encourage it.

Additional Resources
Books

TITLE	**Differentiated Profession Development in a Professional Learning Community**
AUTHOR	Linda Bowgren, Kathryn Sever
DESCRIPTION	Schools and districts that function as professional learning communities (PLCs) have a keen understanding of the connection between teacher learning and student learning. They know that when teachers acquire new knowledge and successfully transfer that knowledge to their classroom practice, student learning improves.

TITLE	**A New Vision for Staff Development**
AUTHOR	Dennis Sparks and Stephanie Hirsh
DESCRIPTION	Staff development is undergoing profound change as traditional approaches fall short of current needs and educators face new challenges. Gone are the days when teachers were the primary and passive recipients of "sit and get" training. Today, say Dennis Sparks and Stephanie Hirsh, effective staff development is targeting everyone who affects student learning, and the total organization--not just the individual--is improving through multiple forms of learning.

TITLE	**Reflective Practice for Educators: Professional Development to Improve Student Learning**
AUTHOR	Karen F. Osterman, Robert B. Kottkamp
DESCRIPTION	Written for teachers, administrators, and professional development specialists in schools and universities, this book is an educators' guide to reflective practice. In clear, accessible language, the authors explain the potential to create meaningful change in schools and show you how to integrate reflective practice effectively into the daily work of schools.

TITLE	**Models of Professional Development: A Celebration of Educators**
AUTHOR	Bruce R. Joyce, Emily Calhoun
DESCRIPTION	Identifying the major models of professional development, this comprehensive resource shows educational leaders how to design and implement professional development to meet the needs of any school. The authors analyze types and variations of models and provide concrete guidelines for implementing and evaluating a program.

TITLE	**Transforming Professional Development into Student Results**
AUTHOR	Douglas B Reeves
DESCRIPTION	How can we create and sustain professional learning programs that actually lead to improved student achievement? In this thoughtful and informative guide for teachers, administrators, and policymakers, Douglas B. Reeves provides answers. First he casts a critical eye on professional learning that is inconsistent, unfocused, and ultimately ineffective, and explains why elaborate planning documents and brand-name programs are not enough to achieve desired outcomes.

Articles

TITLE	**Designing Powerful Professional Development for Teachers and Principals**
AUTHOR	Dennis Sparks
DESCRIPTION	Learning Forward: This is really a PDF of the entire book. It is an excellent resource by one of the leading authorities on professional learning for educators. (149 pages)

TITLE	**Standards of Professional Learning**
AUTHOR	Learning Forward
DESCRIPTION	A one page list of the Learning Forward Standards of Professional Learning. If you are interested in improving professional learning in your district you will want to access this document.

Videos

TITLE	**Overview of Standards for Professional Learning**
AUTHOR	Stephanie Hirsh Executive Director Learning Forward
DESCRIPTION	Executive Director Stephanie Hirsh talks about the release of Learning Forward's Standards for Professional Learning. See what you can do to ensure great teaching every day in your school. This link will take you to the Learning Forward website – with some detailed explanation of the Standards – links to documents and a 5 minute video with Stephanie Hirsh giving an overview.

Websites

TITLE	**Learning Forward**
AUTHOR	
DESCRIPTION	The best educational professional association for looking at professional learning.

UNIT 15: USE DATA TO MAKE DECISIONS

Description	At the core of professional learning teams or collaborative inquiry groups in schools working on improvement initiatives is the use of data as a basis for making decisions. Using data to make decisions is the key element of the DNA in collaborative cultures. This principle needs to be become an inalienable part of the beliefs and values, meeting norms and meeting protocols for all of their work.
Rationale	Research in education as well as the business community has long understood the principle of using data to make decisions. This concept is one of the most foundational beliefs and practices of all our thinking about creating collaborative cultures to lead school improvement.
Modules	**1) Overview**

1) Overview

This module provides a very brief overview of using data to make decisions. The bulk of the instructional component is below in a 4 part webinar by Sarah Odom.

Voice/PPT Presentation

2) Using Data to Make Instructional Decisions by Sarah B. Odom, PhD (Vann-Ray, LLC)

Data is collected in every aspect of our human lives. In order for data to be useful to us, we must do more than collect it. We must study it, and we must react and adjust our actions based on it. Educational decisions for our students should be based on what we discover through the use of data from collected from our instructional practices and the students' responses to them. Data should not be feared, however we must find effective methods to use it. We must be willing to make adjustments in our educational methods based on what we find as we study the data our students provide us daily.

a) **Part 1: Types of Data Needed for Decision Making – Voice/PPT Presentation**

There are several types of data needed for administrators, teachers, and students to make effective leadership, instructional, and learning decisions. In this session we will explore the types of data an administrator needs to make administrative decisions for teachers and students. We will also look at the types of data a teacher needs daily, weekly, and summatively to make the best instructional decisions. Finally, we will look at the types of data students can use to begin the highly effective process of self-reporting. This session is the beginning of a 4-part series to help administrators and teachers design a data plan.

b) **Part 2: Types of Data Needed for Decision Making – Voice/PPT Presentation**

While basic curriculum plans can be outlined to be used from one year to another as long as standards do not change, curriculum should always be driven based on the information data provides year-to-year. In this session, we will discuss how curriculum should be changed, and what are in indications in the data to prove this. We will look at the types of data

reports that should be used each year from high stakes as well as teacher-made assessments. We will uncover why it is important to make instructional decisions yearly on curriculum and the changes that should be made.

c) **Part 3: Types of Data Needed for Decision Making – [Voice/PPT Presentation](#)**

There are many reports we can find from data providers. Yet, there are some reports more useful than others. The Parento Principle states that we use 20% of data to make 80% of our decisions. We want to make sure as administrators and teachers we are using the reports that will best give us the information we need to make the best decisions for our students. In this session we will take an in-depth look at the best reports to use as we seek to have high impact. Understanding time constraints educators have, we want to make sure our teachers have the best data to use as they seek to improve instruction for their students.

d) **Part 4: Types of Data Needed for Decision Making – [Voice/PPT Presentation](#)**

All the data in the world will do nothing for our students if we don't know how to use it to improve their learning opportunities. Once we have the information on our students, we need to know how we should adjust our curriculum, learning and instructional strategies, and methods we use to teach our students. We also need to know how individual students will respond. It is important to individualize data and use it to ensure each student moves forward on a trajectory to master the learning standards.

	Pre-Launch	Level I	Level II	Level III
Purpose	The skills of using data to make decisions is usually developed as teams begin to work collaboratively to make decisions and start to implement changes in practice. Leaders should realize that this will become one of the key functions of their teams once teams start to progress in their development.	Once teams begin to work together – data based decision making should be nurtured and developed at the outset. There is a wealth of research and supporting resources to help teams develop and enhance these skills over time. As teams develop and grow in their collaborative efforts to improve student learning – their skill levels in using data to make decisions becomes more and more sophisticated.	Once teams begin to work together – data based decision making should be nurtured and developed at the outset. There is a wealth of research and supporting resources to help teams develop and enhance these skills over time. As teams develop and grow in their collaborative efforts to improve student learning – their skill levels in using data to make decisions becomes more and more sophisticated.	Once teams begin to work together – data based decision making should be nurtured and developed at the outset. There is a wealth of research and supporting resources to help teams develop and enhance these skills over time. As teams develop and grow in their collaborative efforts to improve student learning – their skill levels in using data to make decisions becomes more and more sophisticated.

Additional Resources

Books

TITLE	**Driven by Data: A Practical Guide to Improve Instruction**
AUTHOR	Paul Bambrick-Santoyo
DESCRIPTION	*Driven by Data* offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

TITLE	**Using Data to Focus Instructional Improvement**
AUTHOR	Cheryl James-Ward, Fisher, Douglas, Nancy Frey, Diane Lapp
DESCRIPTION	Grab this book and learn how to empower yourself and your school community with information gleaned from your school's data. Experienced educators and authors offer simple instructions that can help focus school improvement efforts and result in increasing teacher expertise—a factor that positively affects the quality of life for students long after they have left the classroom.

TITLE	**Data Analysis for Continuous School Improvement**
AUTHOR	Victoria Bernhardt
DESCRIPTION	Data Analysis for Continuous School Improvement, Third Edition, is a call to action. It is about inspiring schools and school districts to commit to continuous school improvement by providing a framework that will result in improving teaching for every teacher, and learning for every student, through the comprehensive use of data.

TITLE	**Translating Data into Information to Improve Teaching and Learning**
AUTHOR	Victoria Bernhardt
DESCRIPTION	This book helps educators think through the selection of the data elements and data tools needed to support quality decisions for improving teaching and learning. It shows you how to use data to help make decisions about strategies to improve student achievement.

Articles

TITLE	**Using Data to Guide Instruction and Improve Student Learning**
AUTHOR	Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times
DESCRIPTION	A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

TITLE	**Using Student Achievement Data to Support Instructional Decision Making**
AUTHOR	Institute of Educational Sciences
DESCRIPTION	**This link will take you to IES site** – where they have 5 PDF's you can download a wealth of information on:

1. Make data part of an ongoing cycle of instructional improvement.
2. Teach students to examine their own data and set learning goals.

3. Establish a clear vision for schoolwide data use.

4. Provide supports that foster a data-driven culture within the school.

5. Develop and maintain a districtwide data system.

TITLE	**3 Ways Student Data Can Inform Your Teaching**
AUTHOR	Rebecca Alber, What Works In Education, Eutopia
DESCRIPTION	This is a brief summary providing ideas on how teachers can collect data and how teachers can use data.

Videos

TITLE	**Data Helps Students Succeed**
AUTHOR	Schools That Work: Voices From the Insite
DESCRIPTION	The instructional specialist at Parks Middle School in inner-city Atlanta defines data and talks about the role that it plays in improving results for kids and families at the school. Intelligent use of data helped Parks change from a chronically failing school to best in the district.

TITLE	**School Improvement Videos – Data** (2:11)
AUTHOR	
DESCRIPTION	In this video, Michael Schmoker, Ed.D., and Ellen Goldring, Ph.D., talk about how data can help principals to prioritize and identify the areas where there are the greatest opportunities to make an impact on student learning. Use this video to help people understand why – the benefits of using data.

TITLE	**Data: It's Just Part of Good Teaching** (3:43)
AUTHOR	
DESCRIPTION	Sherman Elementary in Rhode Island shows how the effective use of data by a school community—including teachers, principal, and other school-based staff—can lead to improved academic performance. Use this if you need to – to help teachers and principals understand the value of using data.

UNIT 16: TEACH HOW TO SHARE PERSONAL PRACTICE

Description	As teams develop their capacity to work together to improve student-learning results, it becomes necessary if not critical for teachers to share personal practice. Often this can be very difficult for teachers, as traditional ways schools are organized does not foster this (particularly at the high school levels). This can almost be seen as a skill, the capacity for leaders to establish environments of trust – where sharing what works and what does not work frequently and openly with colleagues is a natural and comfortable process. There are strategies leaders can use to help develop an environment where sharing personal practice with colleagues is sage and valuable.

Rationale	Unless teachers are willing to share personal practice – work with colleagues in an honest and open way about what they did and how well it work or did not work there will be little or no growth in their practice. We have created this unit to provide leaders and teams with some ideas and thoughts as well as strategies to support their efforts in addressing this issue.

Modules	1) **Teach How to Share Personal Practice** This module has tips, strategies and suggestions for building the capacity of teachers to share their personal practice, a critical element of collaborative practices in schools. **Voice/PPT Presentation** (6:52 minutes)

	Pre-Launch	**Level I**	**Level II**	**Level III**
Purpose	Before teams are launched there will be little need to address these issues EXCEPT to be aware of this is where your learning teams will need to go. Sharing personal practice is a fundamental characteristic of school learning communities and leaders need to be aware and understand that this is where they are leading their teams.	At the early stages of team development, depending on the capacity of each learning team – it may be safer or more helpful to develop these practices over time. There is a correlation between level of trust and effectiveness of the team – and their capacity to share their personal practice with others in an open and honest way.	As teams develop in their collaborative skills and practices sharing of personal practice needs to be integrated into their work. There is a correlation between level of trust and effectiveness of the team – and their capacity to share their personal practice with others in an open and honest way. The exact point in time where this is introduced is dependent on each team's levels of trust.	Teams working at this level should be able to share their personal practice openly and frequently. When teams have reached this stage of development – it is part of their daily work.

Additional Resources

Books

TITLE	**The Action Research Guidebook: A Four-Stage Process for Educators and School Teams**
AUTHOR	Richard Sagor
DESCRIPTION	Best-selling author Richard Sagor's updated edition provides steps for effectively implementing research and data. The book is organized around Sagor's four-stage process and includes hands-on tools.

TITLE	**Teachers Investigate Their Work: An introduction to action research across the professions**
AUTHOR	Herbert Altrichter,, Allan Feldman, Peter Posch,, Bridget Somekh
DESCRIPTION	Teachers Investigate Their Work introduces the methods and concepts of action research through examples drawn from studies carried out by teachers. The book is arranged as a handbook with numerous sub-headings for easy reference and fourty-one practical methods and strategies to put into action, some of them flagged as suitable `starters'.

TITLE	**Teachers' Stories: From Personal Narrative to Professional Insight**
AUTHOR	Mary Renck Jalongo, Joan P. Isenberg
DESCRIPTION	This book shows how teachers and educators can use stories of their professional experiences to reflect on their own practice, articulate values and beliefs, give shape and form to teaching theory, and better understand decision-making processes.

Articles

TITLE	**Shared Personal Practice**
AUTHOR	From SEDL
DESCRIPTION	A very brief, 1 page article that provides all the basics on shared practice, from the PLC experts.

TITLE	**Shared Personal Practice**
AUTHOR	From SEDL
DESCRIPTION	The second part of a paper SEDL did on launching PLC's. This is very brief document is something of a summary. We recommend you view this one.

TITLE	**26 Ideas for Sharing Classroom Best Practice**
AUTHOR	The Teacher Toolkit – The Most Influential Blog on Education in the UK
DESCRIPTION	This is just a list of 26 great ideas to support teachers in sharing their practice – a VERY useful tool.

TITLE	**Frameworks for Sharing Teacher Practices**
AUTHOR	John M. Carroll and Mary Beth Rosson
DESCRIPTION	A more scholarly article – extremely interesting if you want to go deeper. The authors discuss a participatory design project in which we are

exploring these issues in the design of knowledge management support for public school teachers, leveraging a community networking infrastructure and everyday representational frameworks for knowledge.

TITLE	**Knowledge Management Support for Teachers**
AUTHOR	J.M. Carrol, CW Choo, DR Dunlap, PL Isenhour, ST Kerr, A MacLean and MB Rosson
DESCRIPTION	Another longer, and extremely thoughtful, valuable article. Here is part of the abstract that gives you an idea of the article: We discuss a participatory design project in which we are exploring these issues in the design of knowledge management support for public school teachers, leveraging a community networking infrastructure and everyday representational frameworks for knowledge.

Videos

TITLE	**Professional Learning Communities: A Focus on Student Learning**
AUTHOR	
DESCRIPTION	This 10 minute video could be extremely valuable to all school leaders moving forward with teacher collaboration. It is designed by a school in San Juan SD to teach parents in their community what PLC's are. They do a GREAT job! You can use this with your teachers when starting out or share with parents at meetings to explain the work you are doing.

TITLE	**Seven Hills Elementary School PLC Meeting**
AUTHOR	Pearson North America
DESCRIPTION	A GREAT example of a 4th Grade Team from an elementary school – sharing practice.

TITLE	**Connecting Teacher Collaboration to Classroom Practice**
AUTHOR	
DESCRIPTION	This 36 minute video is another example of explaining collegial conversations and observes a group of teachers working together. You can see what it looks like.

TITLE	**Cultivating Collaboration: Don't Be So Defensive!**
AUTHOR	Jim Tamm at TEDxSantaCruz
DESCRIPTION	EXTREMELY POWERFUL – (15:17). Ever see red? It's called being defensive, and turns out, it is the single greatest inhibitor to true collaboration. Jim Tamm shares years of experience in getting out of the red zone and cultivating a "green zone" attitude.

TITLE	**Collaboration - Affect/Possibility**
AUTHOR	Ken Blanchard at TEDxSanDiego
DESCRIPTION	Stating that "no one of us is as smart as all of us," Ken Blanchard teaches us three aspects of successful collaboration: 1. if you meet someone who wants to accomplish something, and you want to accomplish something, the experience is meant to be dynamic; 2. rely on the different skills and experience people bring to the table; 3. "essence" and "form" are the two characteristics of a solid collaboration.

UNIT 17: MONITOR AND ADJUST

Description	This unit provides suggestions on how to monitor the progress of your PLC's, strategies for making adjustments and dealing with team problems as well as some practical ideas about project management techniques.
Rationale	A key element of leadership to ensuring success is to build necessary skills to effectively monitor progress and be able to make the necessary adjustments to support the continued growth of your teams.

Modules

1) Introduction (2:36 minutes)

This module gives an overview and introduction to the unit.

Voice/PPT Presentation

2) Strategies for HOW to monitor PLC's (7:33 minutes)

This module gives leaders some good ideas about HOW to go about monitoring teams – particularly when there are several teams operating.

Voice/PPT Presentation

3) 10 Common Team Problems and What to do About Them (14:48 minutes)

This module identifies 10 common problems that can inhibit groups from functioning effectively. Each problem that is identified is followed by a set of strategies leaders can use to address the issue.

Voice/PPT Presentation

	Pre-Launch	Level I	Level II	Level III
Purpose	This unit is not of much value to PLC's that have not started to meet. You can't progress that isn't taking place. However you might consider evaluating your progress on getting started.	This unit is of critical importance to all PLC leaders no matter the stage of development their PLC.	This unit is of critical importance to all PLC leaders no matter the stage of development their PLC.	This unit is of critical importance to all PLC leaders no matter the stage of development their PLC.

Additional Resources

Books

TITLE	**The Adaptive School: A Sourcebook for Developing Collaborative Groups** (2013)
AUTHOR	Robert J. Garmston, Bruce Wellman
DESCRIPTION	Expanded and updated, this edition of one of the most popular resources for school change now comes with ancillary materials containing 150 facilitation strategies. Placing inquiry at the center of effective change, The Adaptive School gives readers the tools they need to bring about genuine school improvement and to learn to use and incorporate them into practice. The book also includes a useful problem locater that helps define problems and identify strategies to deal with them. New to this edition: the ancillary materials, the strategies, the problem locater, the expanded material on facilitation, and expanded self teaching tools

TITLE	**Lemons to Lemonade: Resolving Problems in Meetings, Workshops and PLC's**
AUTHOR	Robert J. Garmston, Diane P. Zimmerman
DESCRIPTION	Prevent meetings from descending into aimless rambling or counterproductive conflicts that end up wasting everybody's valuable time. This resource gives you a playbook to help anyone confidently lead group discussions so that problems get solved, not created. The authors, both veteran educators and experts in group dynamics, provide great advice for leader's to be able to make adjustments in the development of their PLC's.

TITLE	**Unlock Group Potential to Improve Schools**
AUTHOR	Robert J. Garmston, Valerie A. von Frank
DESCRIPTION	This field book shows educators how to develop group culture, enhance facilitators' skills, and optimize the group's most precious resource—its members. The authors describe how to form working committees, task forces, grade-level, and department teams, and faculties that are more effective and better equipped to resolve complex issues around student learning.

TITLE	**Learning by Doing: A Handbook for Professional Learning Communities**
AUTHOR	Rick DuFour, Rebecca DuFour, Robert Eaker, Thomas Many
DESCRIPTION	Through continuous work with educators, the authors have created a more powerful, practical resource for moving forward in the PLC process. This book is an action guide for closing the knowing-doing gap and transforming schools into PLCs. It also includes seven major additions that equip educators with essential tools for confronting challenges.

TITLE	**The School Leader's Guide to Professional Learning Communities at Work**
AUTHOR	Rick DuFour,, Rebecca DuFour
DESCRIPTION	Richard DuFour and Rebecca DuFour continue to provide aspiring and experienced principals with useful strategies for creating high achieving professional learning communities in their schools. Chapter 5 focuses on effective monitoring strategies for principals.

TITLE	**The Five Disciplines of PLC Leaders**
AUTHOR	Timothy Kanold
DESCRIPTION	Just as it takes discipline to successfully run a marathon or to master a musical instrument, effective leadership in a professional learning community (PLC) requires practice, patience, and skill. In *The Five Disciplines of PLC Leaders*, Timothy D. Kanold offers a focused framework

that will help educators maintain balance and consistent vision as they strengthen the paradoxical skills of PLC leadership. Chapter 2 is *The discipline of accountability and celebration* forms the bridge between the development of a vision and the implementation of a plan. Through practice in this discipline, a PLC leader is able to stay focused on goals and accountability while acknowledging and celebrating achievements along the way.

TITLE	**Building a Professional Learning Community at Work: A Guide to the First Year**
AUTHOR	Parry Graham, William M. Ferriter
DESCRIPTION	Get a play-by-play guide to implementing PLC concepts. Each chapter begins with a story focused on a particular challenge. A follow-up analysis of the story identifies the good decisions or common mistakes made in relation to that particular scenario. The authors examine the research behind best practice and wrap up each chapter with recommendations and tools you can use in your school.

Articles

TITLE	**Can Collaboration be Taught?**
AUTHOR	Robert J. Garmston
DESCRIPTION	Brief article that explores the idea of teaching collaboration. Some useful ideas for leaders to use if "adjustments" are necessary during the implementation of teacher collaboration in their schools.

TITLE	**Why Professional Communities Don't Work**
AUTHOR	Celine Provini, Education World Editor
DESCRIPTION	Thoughtful brief article with 5 common reasons why PLC's don't work and 5 Do's and % Don'ts for PLC leaders to consider.

TITLE	**Monitoring Project Progress**
AUTHOR	Paul Glen
DESCRIPTION	Monitoring project progress is an important part of a leader's role. Knowing when and how to intervene in failing projects is critical to the overall health of any technology organization. Whether the intervention is to cancel a hopeless effort, or to correct team skill or resource imbalances, managers need to spot difficulties early in order to prevent issues from becoming disasters.

TITLE	**The Project Team's Role in Controlling a Project**
AUTHOR	**PlatypusPaws, edited by Jean Sheid**
DESCRIPTION	This article is intended for business but it is easily adaptable. The site displays advertising for Gant Chart Sofware – you might want to consider IF you embark on a complicated project. Maintaining the project plan often falls to the responsibility of the project manager, yet the project team can play an important role in ensuring the project stays in control. To effectively monitor a project's progress, the project team should understand the importance of their contribution.

Videos

TITLE	[How to Monitor and Control Projects](#) (5:49 minutes)
AUTHOR	Devin Dean Projectmanagervideos
DESCRIPTION	Watch the following video and learn how to master the art of monitoring and controlling your projects. Although this video is intended for professional project managers in the field of business, it has a great set of strategies you can easily transfer to how projects unfold in schools.

TITLE	[The Seven Secrets of Good Monitoring and Evaluation](#) (59:02 minutes)
AUTHOR	
DESCRIPTION	Another very detailed presentation that has great ideas that you can translate and apply to your school's PLC development.

TITLE	[What Project Managers Really Need to Know: Control the Project](#)
AUTHOR	Rita Mulcahy, PMP
DESCRIPTION	This is very good. Control means measuring. This is an excellent, short presentation that shows you why and how to monitor your project.

TITLE	[When Projects Are Late](#) (4:16)
AUTHOR	Devin Dean projectmanagers.com
DESCRIPTION	This brief video, again, designed for the world of business but very easily adaptable gives you some great ideas on what to do when you are floundering. This is very good!

TITLE	[How to Create a Basic Gantt Chart in Excel 2010](#)
AUTHOR	
DESCRIPTION	A simple GANTT chart can really help leaders and project managers monitor projects and make necessary adjustments to ensure success. This 6 minute video gives you excellent instructions on how to do that. Wonderful Irish accent!

Activity

1. **Monitoring Growth of PLC Skills**

   4 Levels of PLC Development Rubric – Rubric for assessing development of Collaborative schools

   This module demonstrates how leaders might use this rubric as a measurement tool – to either establish expectations for team growth over the year or to do benchmarking as you make progress throughout the year.

   Module:

   Document:

2. **6 Characteristics of PLC's**

   6 Characteristics of PLC's Survey

This module demonstrates how leaders might use this rubric as a measurement tool – to either establish expectations for team growth over the year or to do benchmarking as you make progress throughout the year.

Module:

Document:

3. **Development of Norms/Protocols**

   4 Levels of PLC Development Rubric – Rubric for assessing development of Collaborative schools

   This module demonstrates how leaders might use this rubric as a measurement tool – to either establish expectations for team growth over the year or to do benchmarking as you make progress throughout the year.

   Module:

   Document:

4. **Monitoring Growth of PLC Skills**

   4 Levels of PLC Development Rubric – Rubric for assessing development of Collaborative schools

   This module demonstrates how leaders might use this rubric as a measurement tool – to either establish expectations for team growth over the year or to do benchmarking as you make progress throughout the year.

   Module:

   Document:

5. **Monitoring Growth of PLC Skills**

   4 Levels of PLC Development Rubric – Rubric for assessing development of Collaborative schools

   This module demonstrates how leaders might use this rubric as a measurement tool – to either establish expectations for team growth over the year or to do benchmarking as you make progress throughout the year.

   Module:

   Document:

UNIT 18: SHARE LEADERSHIP

Description	One of the basic characteristics of collaborative cultures is that there is shared leadership. Something to consider is that at its' sophisticated level – ALL members of ALL teams share leadership at some level. By sharing leadership we do NOT mean delegating leadership or responsibility or decision-making. What we do mean is SHARING leadership. Being able to turn those decisions that should be made by learning teams fully over to the teams and retaining decision making responsibility for those things that are the leader's. The key is in determining which is which and when to share and when to guide. This unit provides ideas and strategies for leaders to consider.
Rationale	You can't do it alone. In order to impact significant change in practice in schools – everyone is going to have to shift their practice. District leaders, principals and classroom teachers. The task of taking everyone on the leaders back and moving them forward is both foolish and dated. Leadership must be shared and it too is a skill or proficiency.

Modules	1) **Module** (XX minutes)
	
	This module provides XX
	
	  a) Voice/PPT Presentation
	     Link:
	  b) Related Documents
	
	2) **Module**
	
	  a) OnDemand Module (10 minutes video/voice PPT)
	     Link:
	  b)
	     Link:
	
	3) **Module**
	
	  a) OnDemand Module (10 minutes video/voice PPT)
	     Link:
	  b)
	     Link:
	
	4) **Module**
	Link:

THE **SOURCE**   ⊙ ACCESS   ⊙ CONNECT   ⊙ ENGAGE

	Pre-Launch	Level I	Level II	Level III
Purpose	Sharing leadership can and should begin at this stage. Bring people on board to make some of the foundational decisions in design and to consider what collaboration can do and how to do it is the place to start working WITH people and begin and carry on the journey together.	As teams develop in their capacity it becomes increasingly important to working in a shared leadership environment. The need starts right at the outset and becomes more and more important as teams develop in their capacities.	As teams develop in their capacity it becomes increasingly important to working in a shared leadership environment. The need starts right at the outset and becomes more and more important as teams develop in their capacities.	As teams develop in their capacity it becomes increasingly important to working in a shared leadership environment. The need starts right at the outset and becomes more and more important as teams develop in their capacities.

Additional Resources

Books

TITLE	**Other Duties as Assigned**
AUTHOR	Jan Burgess and Donna Bates, ASCD
DESCRIPTION	This page will give you Chapter 1 of an excellent resource for exploring the idea of shared leadership in schools.

TITLE	**Shared Leadership: Reframing the Hows and Whys of Leadership**
AUTHOR	Craig L. Pearce and Jay A. Conger
DESCRIPTION	Shared Leadership: Reframing the Hows and Whys of Leadership brings together the foremost thinkers on the subject and is the first book of its kind to address the conceptual, methodological, and practical issues for shared leadership.

TITLE	**Shared Leadership: The Essential Ingredient for Effective PLCs**
AUTHOR	Terry Wilhelm
DESCRIPTION	Why do so many professional learning communities (PLCs) fail? Terry Wilhelm answers this question--and more--by challenging educators to work together once and for all to cultivate shared leadership.

Articles

TITLE	**A Framework for Shared Leadership**
AUTHOR	Linda Lambert
DESCRIPTION	Educational Leadership ASCD

Instead of looking to the principal alone for instructional leadership, we need to develop leadership capacity among all members of the school community.

TITLE	**Doing More with More: Putting Shared Leadership into Practice**
AUTHOR	Michael Allison, Susan Misra and Elissa Perry
DESCRIPTION	An outstanding article on this subject from the NON-PROFIT sector – doing some research and experimenting with different approaches. There are great ideas here.

TITLE	**Shared Decision Making Works!**
AUTHOR	Robert Kessler
DESCRIPTION	ASCD Educational Leadership
	Making the move to collegial decision making hasn't always been a smooth process, says the superintendent of a small district in northern California, but the positive results have reinforced the commitment of his staff.

Videos

TITLE	**Future of Work is About "Shared Leadership"** (2:14 minutes)
AUTHOR	Cheryl Cran
DESCRIPTION	A great 2 minute 14 second introduction to the concept – from the business world perspective. Shared leadership is not just an issue in the field of business.

TITLE	**Distributed Leaders** (9:26)
AUTHOR	Alma Harris
DESCRIPTION	A great overview of the concept of leadership and why it is critical to distribute leadership in schools and what it looks like.

TITLE	**Best Practices in Leadership: Developing Shared Leadership with Deborah Fay** (25:28)
AUTHOR	Deborah Fay
DESCRIPTION	Change is hard: Terry Wilhelm, of the Riverside County Office of Education, talks with Deborah Fay, principal of Moreno Valley's Mountain View Middle School, about the challenges and rewards of using shared leadership to reform a school's toxic culture.

TITLE	**Fostering and Developing Shared Leadership** (47:08)
AUTHOR	MIT Leadership Center
DESCRIPTION	Drawing on the leadership framework from the MIT Leadership Center, this workshop focuses on developing and applying four key leadership capabilities: sense making, relating, visioning, and inventing.

TITLE	**Leadership is a Distributed Phenomenon** (10:15)
AUTHOR	Amanda Roberts
DESCRIPTION	

Roberts says that the FACT is that leadership IS distributed in schools. Leaders need to learn to harness this phenomenon. An interesting approach from the UK.

TITLE	**Shared Leadership in Teams** (5:36)
AUTHOR	Smith Business School
DESCRIPTION	In this edition of Smith Business Close-Up with the University of Maryland's Robert H. Smith School of Business, Professor Paul Tesluk shares how your organization can gain competitive advantage by cultivating shared leadership in your teams.

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The Source provides busy educational leaders with a list of thought leaders, authors, researchers, consultants, practitioners they can connect with to access information and resources related to a specific topic of interest. Sometimes the busy educational leader is looking to simply acquire information on a specific subject, at other times they might be looking to bring a consultant to their school or district to work with educators on implementation.

Our list of Thought Leaders will continually grow. We have organized our list around topics or themes or areas of expertise of the thought leader.

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Name, Title, Organization

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