

Faculty Meetings that Build Learning Focused , Collaborative Cultures Part II

with
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Agenda

Welcome, Opening Activity, Agenda

Low Risk Activities

Reflections and Personal Notes

Examples

Low Risk Activities

- 21 Practices That work
- Great Teachers Visualization Activity
- Article Reviews
- Book Talks
- Cooperative Reading Circles
- Quote of the Day
- Swap Meet: Teaching Resources
- Trust Activity

“Are You Sticky?”

The November 6, 2006 issue of *Time Magazine* featured an article by Barbara Kiviat entitled, “Are You Sticky?” The article highlighted the work of Chip Heath, a psychologist at Stanford’s Graduate School of Business, and his brother Dan, an education consultant. The Heath brothers in their upcoming book, *Made to Stick: Why Some Ideas Survive and Others Die*, suggest that “to give traction to ideas so they ‘stick’ the key is to present it as:

- simple
- unexpected
- concrete
- credible
- emotional story”

They cite the example of Jared:

You know Jared. He's the guy in the Subway commercials who lost 100 lbs. in three months by eating two subs a day. Now here's a question: Why do you know Jared? Of all the stories out there, why did Jared's land on *Oprah*, get a book deal, help push Subway sales up 18% in one year – why does it persist in the pop lexicon seven years later?

Think about something you want to teach or promote. What will you do to make it sticky? Please be ready to share.

Article Reviews or Article Dialogue

Here's how it works:

- Select an article of interest.
- Peers read the article.
- They can dialogue about:
 - Key points
 - Philosophy of the author
 - Implications for practice
 - Points of interest
or ...
 - Colleagues can write up a review of the article to share with colleagues.



Trust – A Key to Developing A Collaborative, Learning Focused School

Anthony Bryk and Barbara Schneider (2002) conducted a ten-year study of Chicago school reform and concluded that “relational trust” among colleagues was essential to the kind of change that raised student achievement. They referred to trust as the “connective tissue” that holds improving schools together.

Bryk and Schneider identified four “vital signs” for identifying and assessing trust in schools:

- **Respect:** Do we acknowledge one another's dignity and ideas?
Do we interact in a courteous way?
- **Competence:** Do we believe in each other's ability and willingness to fulfill our responsibilities effectively?
- **Personal regard:** Do we care about each other both professionally and personally? Are we willing to go beyond our formal roles and responsibilities to go the extra mile?
- **Integrity:** Can we trust each other to put the interests of students first, especially when tough decisions have to be made? Do we keep our word?

Trust – A Key to Developing A Collaborative, Learning Focused School

Reflecting on your school, please identify how you would rate each of these “vital signs”

<u>Respect</u>	1 (low)	2	3	4	5 (high)
<u>Competence</u>	1 (low)	2	3	4	5 (high)
<u>Personal Regard</u>	1 (low)	2	3	4	5 (high)
<u>Integrity</u>	1 (low)	2	3	4	5 (high)

The Role of Leadership in Creating Professional Learning Communities: Focus on Culture

Professional Learning Communities don't just evolve, they are created as a consequence of concerted, purposeful, collective action, exerted by concerned individuals who are committed to making a difference for every student. Their tireless efforts are driven by data, their actions are characterized by teamwork, their practices are grounded in research on best practice, their successes are celebrated publicly and drive future actions, and their collective endeavors change workplaces and lives.

- Pam Robbins, 2006

A Professional Learning Community is:

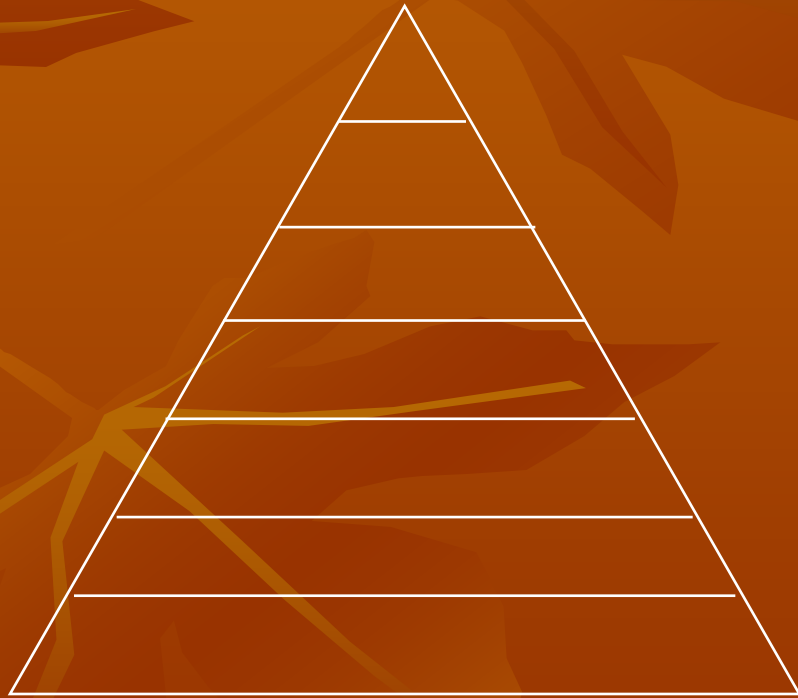
- made up of members of a school faculty who are dedicated to the goal of helping every student succeed. They envision themselves as life long learners.
- a group of professionals who regularly engage in collective inquiry, problem solving and reflection about teaching and learning.
- focused on studying data and working together to grow professionally, build a collaborative, student focused culture and improve outcomes for all students.

Reflections

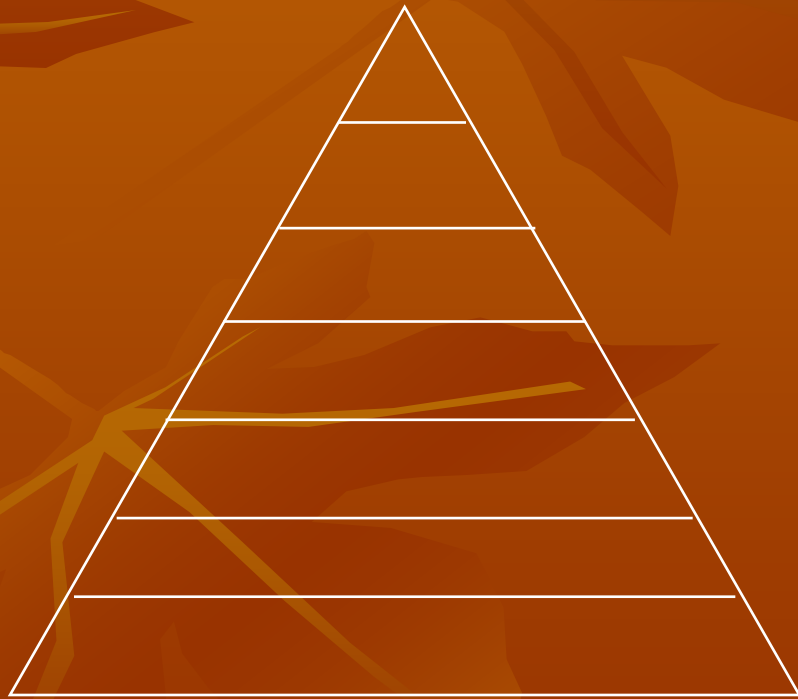
- What are the assumptions about students and learning that drive the school or district in which you work?
- What are the support mechanisms in place to assure that every student succeeds?
- What beliefs must teachers possess in order for all kids to succeed?
- How should a school leader respond when there is evidence that a teacher is not committed to doing whatever it takes to help all students succeed?
- What are some ways to engage families and parents as partners in order to “close the gap”?

Pyramids of Intervention

When it becomes evident that a student is not learning, what are some “interventions” that are put into action?



When it becomes evident that a teacher is struggling, what are some “interventions” or “support mechanisms” that are put into place?



Style and Learning

- Please examine the following four descriptions of style.
- Reflect upon which one best reflects your style.
- Meet with two other colleagues.
- Design a task that each style type would enjoy if your content area was:
 - math
 - science
 - social studies
 - language arts
(You only need to select one content area)
- Post your tasks.
- Take a “wisdom walk” to compare your tasks with those of your colleagues.

The Sensing-Thinking (ST) or Mastery Learner

PREFERS TO LEARN BY:

- seeing tangible results
- practicing what he has learned
- following directions one step at a time
- being active rather than passive
- knowing exactly what is expected of her, how well the task must be done and why

LEARNS BEST FROM:

- drill
- demonstration
- practice
- hands-on experience

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

The Sensing-Thinking (ST) or Mastery Learner

LIKES:

- doing things that have immediate, practical use
- being acknowledged for thoroughness and detail
- praise for prompt and complete work
- immediate feedback (rewards, privileges, etc.)

DISLIKES:

- completing tasks for which there are no practical uses
- activities that require imagination and intuition
- activities with complex directions
- open-ended activities without closure or pay-off
- activities that focus on feelings or other intangible results

Source: Silver, H., Strong, R., and Perini, M., *So Each May Learn*, ASCD, 2000. To order: 1-800-933-2723.

The Sensing-Feeling (SF) or Interpersonal Learner

PREFERS TO LEARN BY:

- studying about things that directly affect people's lives rather than impersonal facts or theories
- receiving personal attention and encouragement from his teachers
- being part of a team – collaborating with other students
- activities that help her learn about herself and how she feels about things

LEARNS BEST FROM:

- group experiences and projects
- loving attention
- personal expression and personal encounters
- role playing

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

The Sensing-Feeling (SF) or Interpersonal Learner

LIKES:

- receiving personal attention and encouragement
- opportunities to be helpful in class
- personal feedback
- sharing personal feelings and experiences with others

DISLIKES:

- long periods of working alone silently
- emphasis on factual detail
- highly competitive games where someone loses
- detailed and demanding routines

Source: Silver, H., Strong, R., and Perini, M., *So Each May Learn*, ASCD, 2000. To order: 1-800-933-2723.

The Intuitive-Thinking (NT) or Understanding Learner

PREFERS TO LEARN BY:

- studying about ideas and how things are related
- planning and carrying out a project of his own making and interest
- arguing or debating a point based on logical analysis
- problem solving that requires collecting, organizing, and evaluating data

LEARNS BEST FROM:

- lectures
- reading
- logical discussions and debates
- projects of personal interest

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

The Intuitive-Thinking (NT) or Understanding Learner

LIKES:

- time to plan and organize her work
- working independently or with other intuitive-thinking types
- working with ideas and things that challenge him to think, to explore, to master

DISLIKES:

- routine or rote assignments
- memorization
- concern for details
- rigid rules and predetermined procedures

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

The Intuitive-Feeling (NF) or Self-Expressive Learner

PREFERS TO LEARN BY:

- being creative and using his imagination
- planning and organizing her work in her own creative ways
- working on a number of things at one time
- searching for alternative solutions to problems beyond those normally considered
- discussing real problems and looking for real solutions

LEARNS BEST FROM:

- creative and artistic activities
- open-ended discussions of personal and social values
- activities that enlighten and enhance – myths, human achievement, dramas, etc.

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

The Intuitive-Feeling (NF) or Self-Expressive Learner

LIKES:

- contemplation
- being able to learn through discovery
- opportunity to plan and pursue his own interests
- recognition for personal insights and discoveries

DISLIKES:

- too much attention to detail
- facts, memorization, rote learning
- tasks with predetermined correct answers
- detailed and demanding routines

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order:
1-800-933-2723.

Outcome:

~ Bringing the Meeting to a Close ~

Provide opportunities for participants to:

- Summarize learnings.
- Generate next steps: implications for classroom practice.
- Make a commitment to a colleague to try a strategy in the classroom before the next meeting and report back. (This can mean simply sharing one's intended "next steps.")

End with a powerful quote.

The brain remembers best what comes first, and next best, what comes last.

What are the implications for classroom practice?

Personal Action Plan

The background of the slide features a pattern of stylized, overlapping leaves in various shades of orange, brown, and tan. The leaves are rendered in a flat, graphic style, creating a textured, autumnal effect. The overall color palette is warm and monochromatic, centered around the orange-brown spectrum.