Team Review of Viking PLCs
August 2021

IQ vs QQ:

- Small PLCs feel more QQ, larger building data meetings swing back to IQ
- Team Reviews:
    - K - occasionally argue points (left), many qualities on the right
    - 1 - right hand column, small differences between individual classrooms, but overall structure is the same, total trust, listen and contribute
    - 2 - many right side circles, at times closed minded or argue points - but come back to a consensus
    - 3 - well oiled machine, right hand heavy, trust for overall student learning - but tweak for individual classrooms
    - 4 - turnover, asking questions - especially with new staff, be more determined moving forward, build trust with new team
    - 5 - half and half, some on both left and right, at times can be defensive and argue points - passion for students and beliefs, did well with asking questions and valuing ideas
    - Intervention - some can be closed minded, can argue points - but come to terms, good listening and valuing others ideas, struggling to find time to meet and be productive
    - Special Ed - many left sides, don't listen well, defensive, blame, do we listen effectively?, sometimes reach out to search for other possibilities - but not consistently
    - ESL - right side, two member team (ESL), at times qualms between department and classroom teachers
    - Related Arts - middle of the columns, finding time is difficult - impacts building trust, looking for new possibilities

Overcoming the 5 Dysfunctions of a Team:

- Team Reviews:
    - K - Between Avoidance of Accountability and Inattention to Results - working on not relying on one person, moving forward more with data driven decisions
    - 1 - Avoidance of Accountability and Inattention to Results - every speaks up, use student results to take action
    - 2 - Fear of Conflict and Inattention to Results- pretty agreeable people, we agree to disagree, need to look at data and use it more consistently
    - 3 - Fear of Conflict and Avoidance of Accountability - conflict avoiding team members

- 4 - Working on Trust - haven't had consistency to build it
- 5 - Working on Trust - entirely new team
- Intervention - Working on Trust and Fear of Conflict - need more time to invest, we study data and take action but need to build a stronger base, we need to get out of our comfort zone
- Special Ed - Fear of Conflict - we trust each other, but we need to better address conflict in the group setting, how does the PLC work with special ed (range of students and needs) and making it more student driven
- ESL - Inattention to Results - we may not spend as much time talking about our student achievement and common goals as we could/should be, spend more time talking about goals and student growth and results
- Related Arts - Working on Trust - need more time to invest, we study data and take action but need to build a stronger base

- **All teams brought up the fear of conflict, do we really trust each other as much as we think we do? Grade level teams vs. building/district teams, are we being vulnerable as much as we think we are? How we say vs what we say**

Building Consensus:
- Do your homework - not just opinions, data/research to prove it, not just always doing what we have done
- Do we all understand the why behind the consensus? Do we understand the need?
- Will of the group - I won't sabotage the consensus, comes back to trust
- Believe the consensus or act like you do
- Holding grudges about outcomes/decisions made previously
- Professional vs. Personal Opinions
- Keeping an open mind - even with professional and research driven

Situational Influence:
- Celebrate and make success known to get more pull in from "yellow" group
- We do have a green, yellow, and red make up of staff
- How do we get more staff "on the train" - use "green" staff as influence, How do we move beyond our comfort zones and reach more staff?
- Hold people accountable, have expectations
- More tasks = more resent = more "red" staff - keep things manageable
  - How do we get teams/staff to be accountable in a doable way? Are things useful or purposeful?

- Are we doing the right work? - We meet to plan a lot, but do we talk about the data and look for the underlying "issues"

DEAR Article Discussions

- What are your key-take-aways from this article?
  - Interventions can't come after the unit - get students support as they flag during the unit, fail fast - fix fast
  - Try not to interfere with new instruction is a big emphasis
  - How do we ensure that all students are being reached across the grade level - WIN calendar, tight vs loose timelines?
  - Sharing successful strategies to help students across the grade level - make sure agendas and data is prepared ahead of time so teachers are prepared
  - Are we calling too many things PLC? - data meetings and special ed are not true PLCs, we have to ensure we have a purpose and all staff are stakeholders
- How does this match your current work?
  - Stronger guaranteed and viable curriculum, priority standards
  - Data is used for interventions
- Short-term and long-term opportunities for growth?
  - WIN Time - what is tight, what is loose? How do we use assessments to get students the help they may need
  - Conversations around assessments/data - how do we ensure that data is discussed and we move past planning at the grade levels
  - Support Staff on grade level PLC
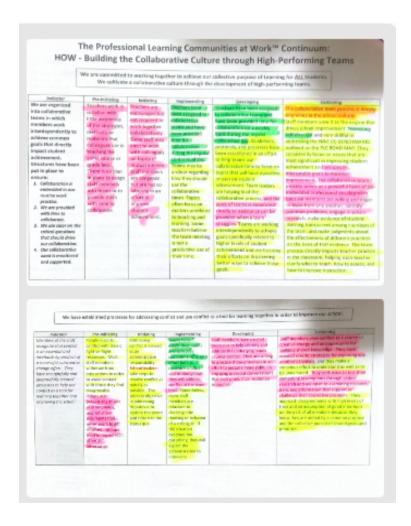- Questions?

5 Habits of Inquiry - P1-P6

- Team Breakdown:
  - K – P1, P2, P3, P4, P5 P6
  - 1 – P1, P2, P3, P4, P5, P6
  - 2 – P1, P2, P3, P4, P5, P6
  - 3 – P1, P2, P3, P4, P5, P6
  - 4 – P1, P2, P3, P4, P5, P6
  - 5 – P1, P2, P3, P4, P5, P6
- Building Breakdown:

- P1, P2, P3, P4, P5, P6

Action Plan:

1. Teams have solid foundation - celebration
2. WIN Time - more flexible calendar/groupings?
3. Consensus - how do we address/share out and come to consensus vs agreement
4. Building Trust - building and team level **- Start by defining trust, vulnerability and self preservation, we have to find ways to NOT self-preserve (it will bring down our team meetings), if you aren't ready to participate - don't sabotage, find the "tipping" people (the next nuts), call out self-preservation - don't be too interested in being right - be interested in being curious, we are the adults and the kids are waiting - get over yourself**
5. District Wide Information - how do we make sure that staff know where things are located for student learning
6. PLC Accountability - agendas, norms, ensuring data discussion, purpose of note taking
7. Conflict resolution and guidance

Indicator Notes: (Bonnie has the hard copies)

The Professional Learning Communities at Work™ Continuum:
HOW - Building the Collaborative Culture through High-Performing Teams

Discussion on the "Ps":
- P7 - We need to look both at the next grade level and our own self reflection, keep conversations focused on student achievement - not the negatives of what they can't do our outside factors
- P8 - do we macro/micro chunk assessments? Can we add some guaranteed correct answers to assessments to build student success and confidence? How do we focus on the prerequisite skills rather than the end skills we have yet to teach?

Strengths	Short Term Objectives
- P1, P2, P3 (partial) - Common Planning Time - Intervention Time - not from universal - Teams Willing to Work Together - Want What's Best for Students - Involved Administrator - Strong School Community	- Norms for PLC Teams - Define/Establish Trust (building and teams) Bonnie Striegel - September Staff Meeting? - Understanding and Purpose of Agenda/Notes - Create "Tight/Loose" Agenda Template - Redefine PLC and the Purpose/Meaning - Coming to Consensus - WIN Time Schedule - P5, P6 - Access to District Curriculum
Questions/Notes for Further Discussions	**Long Term Objectives**
Is the level of rigor clear for student success? (District Level work?)	- Build Trust (building and teams) - Shift Focus to More Frequent Data Discussions - Conflict Resolution/Guidance - PLC Accountability - using resources appropriately - Intervene Before Failure - P7, P8, P9

Action	Why?	How?	Who?	When?
Norms for PLC Teams - create process for PLCs to develop and discuss new norms	To reset our focus and purpose of PLC work - account for new staff	Create a process sheet to utilize in PLC teams	Creating Sheet - Jodi Implementation - Team Leaders	Sheet - 8/24 (before we come back next week) DONE! Implementation - AT THE LATEST 9/03 (do

				when it works best for your team prior to then)
Understanding and Purpose of Agenda/Notes - create an understanding of why we use the agendas and their purpose **Create "Tight/Loose" Agenda Template -** create "workable" doc (tight and loose) for teams to create their own PLC agenda template	Currently viewed as a hoop to jump through, change that to be viewed as a tool to help teams support students Give teams autonomy to create a form that will work for them while still addressing the key areas of focus	Conversation with each team while creating the agenda on why this is needed and helpful Provide examples for teams to model from, create a list of "tight" expectations	Team Leaders List of "Tights" - Bonnie (objective, notes) Provide Examples - Bonnie	AT THE LATEST 9/03 (do when it works best for your team prior to then)
Redefine PLC and the Purpose/Meaning - are we calling too many things a PLC when we aren't really doing that? **WIN Time Schedule -** how do we create a schedule that allows "fidelity" for Tier 3 but also flexibility for Tier 1/2	Expand the knowledge of our building for what a true PLC is	Large Group staff meeting	Bonnie	8/25 Wednesday AM
Coming to Consensus - what does consensus look like for our building and how do we come to it?				