How Teams can Develop Inquiry and Learning Cultures within an Accountability and Evaluation System

Action Forum Breakout Handout

Buckeye Association of School Administrators

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Dr. Brian McNulty is the Vice President for Leadership Development with The Leadership and Learning Center.

Brian brings 30 years of experience as a nationally recognized educator in leadership development to his current position with The Center. Prior to this, he served as the Vice President for Field Services at the Mid-continent Research for Education and Learning (McREL). Before joining McREL, he was an Assistant Superintendent for Adams County School District 14 and the Assistant Commissioner of Education for the Colorado Department of Education.

Brian’s work and writing have been featured in books, scholarly journals, and periodicals throughout the world. An author of more than 40 publications, Brian’s most recent books include Leaders Make It Happen! with Laura Besser (an AASA member book), and School Leadership that Works: from Research to Results, an ASCD bestselling publication co-authored with Robert Marzano and Tim Waters.

Although Dr. McNulty is well known as a both a researcher and a keynote speaker, his primary work has focused on long-term intensive partnerships with schools, districts, state education agencies, and educational service agencies in applying the current research to field-based problems. His recent research has focused on developing continuous improvement frameworks based on data and inquiry.

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1. **What is School Culture?**
   a. Work with your group and define “culture.”
   b. Be ready to report out.

2. **How Do You Change or Strengthen Your Culture?**
   a. Come up with ideas at your table.
   b. Be ready to report out.

3. **Where are Your Teacher Teams?**
   a. Based on a scale of 1 (low) to 5 (high), rate where your teacher teams are right now.
   b. The measure of effective teams is improved student outcomes – now rate your teams.
   c. Report out.

4. **Four Pillars of Effective Teaming**

   Review the 4 pillars below in terms of your current team. Rate your team on these 4 criteria:

   1. **Speaking Up:** Teaming depends on honest, direct conversation, including asking questions, seeking feedback, and discussing errors.
      
      | 1 | 2 | 3 | 4 | 5 |
      |---|---|---|---|---|
      | low | high |

   2. **Collaboration:** Teaming requires a collaborative mindset and behaviors and is characterized by cooperation, mutual respect, and shared goals.
      
      | 1 | 2 | 3 | 4 | 5 |
      |---|---|---|---|---|
      | low | high |

   3. **Experimentation:** Learning from the results of actions and expecting *not* to be right the first time. It is a tentative, iterative approach to action.
      
      | 1 | 2 | 3 | 4 | 5 |
      |---|---|---|---|---|
      | low | high |
4. **Reflection-in-Action**: Relies on the use of explicit observations, questions, and discussions of processes and outcomes.

   1  2  3  4  5
   low         high

   Edmondson 2012

   What does this say about your teams?

5. **Trust**

Review the following research findings. What does this information mean for your work? Discuss and report out.

1. “Trust is it a significant predictor for risk taking behavior.”
   Wahlstrom and Louis (2008)

2. “High-trust schools exhibited more collective decision making, with a greater likelihood that reform initiatives were widespread and with demonstrated improvements in student learning.”
   Wahlstrom and Louis (2008)

3. “Group members tacitly assess the interpersonal risk associated with behaviors necessary for learning (such as asking questions or publicly learning from mistakes) and adjust their actions in meetings accordingly.”
   Edmonson (2012)

4. “The level of trust is related to the collective efficacy of the faculty, that is, the extent to which teachers will persist in finding new instructional strategies for students who are failing.”

5. “Communication is not about speaking... It is about listening.”
   Sinek (2009)

6. “Deep and meaningful change is about letting go of control.”
   Quinn (2004)
7. “Trust among educators lowers their sense of vulnerability as they engage in the new and uncertain tasks associated with reform.”
   Bryk and Schneider (2002)

8. “Trust facilitates public problem-solving within an organization.”
   Bryk and Schneider (2002)

9. “Studies indicate that the level of trust influences people’s willingness and ability to work together. The greater the trust between teachers and principals, the more likely it is that effective collaboration will occur.”
   Bryk and Schneider (2002)

10. “There is compelling evidence that the level of trust among the members of the school community make an important difference to the way that they work together, and to the social and academic progress of students.”
    Bryk and Schneider (2002)

6. Why is Trust So Important?
Work individually and list the reasons why trust is important, especially in “new learning.” Now talk in your group. See if you can reach consensus and then report out.

7. Rate Your School on a 1-5 Trust Scale:
   a. Teachers in this school trust each other.
      1  2  3  4  5
      low         high
   b. It’s okay in this school to discuss feelings, worries, and frustrations with other teachers.
      1  2  3  4  5
      low         high
   c. Teachers respect other teachers who take the lead in school improvement efforts.
      1  2  3  4  5
      low         high
d. Teachers at the school respect those colleagues who are experts at their craft.

    1  2  3  4  5
    low high

e. Teachers feel respected by other teachers.

    1  2  3  4  5
    low high

8. OTES and TBTs

A. The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.

In your TBT:

- How can you document work in your TBT work to meet this OPES standard?
- What documentation do you keep that identifies:
  - The examination of problems of practice?
  - Analysis of student work?
  - Targeted strategies?

B. The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

In your TBT:

- Talk at your tables about how you examine and assess the effectiveness of specific teaching strategies in your TBTs.
- What have you learned about specific practices?
- How can this contribute to your OTES evaluation?

C. The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.

In your TBT:

- Talk at you tables about what you have learned about assessment in your TBT.
- How can this contribute to your OTES evaluation?
D. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.

In your TBT:

- How do you decide what topics (learning outcomes) to focus on as a part of your TBTs?
- Are you working from the Ohio standards?
- Are you working at the units or lesson level?
- How can this contribute to your OTES evaluation?

E. The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly.

In your TBT:

- Do you use your assessment data to identify strengths and needs?
- Based on your assessment data, do you talk about how to modify and differentiate instruction?
- How can this contribute to your OPES evaluation?
References


Fullan, M., (2011a). Choosing the wrong drivers for whole system reform. Melbourne, Australia: Centre for Strategic Education.


Feedback for Facilitator

Seminar Title: ____________________________________________________________

Location & Date: _________________________________________________________

Facilitator: ______________________________________________________________

Your feedback is very important to us. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

What was the most helpful thing you learned as a result of this session?

What would have helped you learn more effectively/efficiently?

What questions do you still have about the discussion?

What else would you like the presenter to know about this session?

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