

Elk Grove Associate Feedback  
School: Elk Grove Charter  
Associate: Richard Dewey

**Visit 1: 10/17/2016**

**What was accomplished?**

Our outcomes were as follows:

- To support ongoing substantive and sustainable school improvement by providing participants the knowledge, tools, skills and dispositions to:
- Establish and monitor clear expectations for your Professional Learning Community Journey
- Coach for effectively building the capacity of others within your learning community
- Support deep implementation toward success and sustainability.

I ask each school to examine what drives your school improvement? Evidence of Best Practice; or Universal Buy-In. We then began to address this key through the following essential questions: We likewise discussed the importance of reciprocal accountability. We began to develop a game plan for Monitoring the Progress of Adult Learning to the Improvement of Student Learning. We spent a countable amount of time addressing how “single” teachers (with no job-alike partner) fit into the Professional Learning Community at Work. We addressed the imperative of developing meaningful teams wherein team members are mutually accountable for common learning targets! We began to dig deeper with guaranteed and viable curriculum

**What are the next steps?**

(See homework below)....

**What homework was assigned?**

Homework: Prior to my return in late November/early December, each school was challenged to;

- Reassert story #4 – All means ALL
- Build Shared Knowledge on the research supporting the benefits of “High-Performing” Collaboration (compared to Collaboration Lite)
- Make sure that all teachers are members of meaningful teams wherein team members are mutually accountable for common learning targets!
- Focus Collaborative Team Time on doing the right work – make use of our PLC road map to guide collaborative efforts.
- Complete an audit (measure both evidence of progress as well as opportunities for growth) of the first critical question of learning.
- Based on the results of your audit, develop and begin executing action steps to move your PLC Journey Forward.

**Visit 2: 11/30/2016****What was accomplished?**

I again met with the guiding coalition, including the Principal and a larger group of Teacher Leaders/Coaches.

We re-emphasized the four pillars that serve as the foundation of a PLC at Work and encouraged them to use this BLUEPRINT to visually guide each conversation between and among their Building Leadership Team and their Collaborative Teams. Our outcomes continued as follows:

- To support ongoing substantive and sustainable school improvement by providing participants the knowledge, tools, skills and dispositions to:
  - Establish and monitor clear expectations for your Professional Learning Community journey;
  - Coach for effectively building the capacity of others within your learning community; and
  - Support deep implementation toward success and sustainability.

With 30+ years of evidence of best practice in schools demonstrating the effectiveness of a simultaneous tight-loose learning community, we reviewed our work to date. We problem-solved any remaining issues related to having meaningful teams in place at their school. We then took a closer look at doing the right work in high-performing collaborative teams. The next focus was on guaranteed and viable curriculum, as we built capacity to prioritize learning targets unwrapping standards, developing common rubrics, calibrating rubrics while building inter-rater reliability and establishing anchor papers.

We spent time in the afternoon discussion reasons why people resist, the forces of influence and the culture of schools, and the four variations on a theme. We looked deeper into the matter of resistance and examined Five Dysfunctions of Teams, how to overcome these dysfunctions, and the role that trust and curiosity play in the development of aspirational collaborative teams. We also looked at the importance of the Guiding Coalition, and the exercising of situational leadership.

**What are the next steps?**

They are to be prepared to discuss Common Assessments and Data Analysis during my return visit in January and complete at least one data cycle between by 3rd and 4th Visits.

**What homework was assigned?**

Their assigned tasks for my return visit in January is to have a guaranteed and viable curriculum prioritized for Term 3 (January, February and March), engage their collaborative teammates in the conversation about Story #4, collaborative action research and the progress monitoring data cycle as the examination of cause and effect (with causality being program and differentiated pedagogy).

**What was  
accomplished?**

**Visit 3: 1/18/2017**

I again met with the guiding coalition, including the Principal and a larger group of Teacher Leaders/Coaches. We re-emphasized the four pillars that serve as the foundation of a PLC at Work and encouraged them to use this blueprint to visually guide each conversation between and among their building leadership team and their Collaborative Teams.

Our outcomes continued as follows: To support ongoing substantive and sustainable school improvement by providing participants the knowledge, tools, skills and dispositions to:

- Establish and monitor clear expectations for your Professional Learning Community Journey;
- Coach for effectively building the capacity of others within your learning community; and
- Support deep implementation toward success and sustainability.

With 30+ years of evidence of best practice in schools demonstrating the effectiveness of a simultaneous Tight-Loose Learning Community, we reviewed our work to date on the following essential questions:

1. As we develop our simultaneous tight-loose journey, on which priorities are we going to be tight?
2. What are the specific conditions we expect to see in every department?
3. What must we do to build the capacity of people throughout the school to create these conditions?
4. What indicators of progress will we monitor?
5. How do we align leadership behaviors with the articulated purpose and priorities (likewise paying attention to things you need to stop doing).

We focused on guaranteed and viable curriculum: clarifying a focused and shared vision of success as we built further capacity to prioritize learning targets, unwrapping standards, developing common rubrics, calibrating rubrics while building inter-rater reliability and establishing anchor papers.

Responding to resistance and conflict remains a priority issue. We spent time on Patrick Lencioni's work on The Five Dysfunctions of Team, Overcoming the Five Dysfunctions, building trust, and developing a protocol for building consensus in response to resistance and conflict.

We took a deeper look at assessment – acting purposefully while gathering data. We examined such topics as clear purpose, clear achievement targets, good assessment design, sound communication of results and developing students as “users of data” vs. “victims of data”. We examined the power of formative assessment in building winning

streaks for students (vs. losing streaks). We then addressed the lynchpin of the PLC Process – common formative assessments in the context of collaboration. Each Guiding Coalition member conducted some targeted research and developed their own story in response to the question prompt: how do common formative assessments help students, teachers and school achieve more. The Guiding Coalition Members then integrated their individual stories into a team story. Part of their homework is to replicate this exercise with each of their Collaborative Teams at their school.

**What are the next steps?**

We will be discussing protocol for analyzing data collaboratively and intervention and extension/enrichment in response to data analysis outcomes.

**What homework was assigned?**

- a. Continue making use of the Habit of Inquiry #1 audit form to support your ongoing progress with the look-fors in column #1 of the audit form. Make use of the action planning template to take action to celebrate each piece of progress and re-set action plans to get another small win.
- b. Each collaborative team is to complete the green/yellow/red work on the rubric – responding to conflict. As the team is discussing whether they are green, yellow or red, be sure to capture the evidence of progress and the opportunities for growth on the evidence and opportunities form. Translate that progress and opportunities into an action plan and take some action between now and my 4th visit to celebrate your progress and then “get greener” with one or more of the “phrases” (look-fors) in the developing and/or sustaining column of the rubric.
- c. Make use of the learnings you acquired from our discussion on trust (take some action). Consider how you might use The Five Dysfunctions of Teams document that you read and discussed in the afternoon.
- d. Make use of the additional PowerPoint Slides that I inserted into the afternoon presentation on consensus.
- e. Read pages 13-16 in our Thursday handout. As you are reading the article, summarize your take-aways (in the form of bullet points) as you respond to the question on page 17 of the handout: narrative – Habit of Inquiry #3. If you believe it to be appropriate timing, feel free to bring this exercise to your collaborative team and ask each member to read the four pages and develop their individual story just as you have done. Then, ask everyone to bring their individual story to a collaborative team meeting and integrate your work into a representative team story that will inspire and guide your data cycle work. Again, make use of the narrative template (Word format) that is attached.

**What was  
accomplished?**

**Visit 4: 4/3/2017**

I again met with the Guiding Coalition, including the Principal and the PLC Leadership Team. We re-emphasized the four pillars that serve as the foundation of a PLC at Work and encouraged them to use this blueprint to visually guide each conversation between and among their Building Leadership Team and their Collaborative Teams. We also emphasized the importance of the narrative (story) that brings the blueprint to life and the examples of work (both effective as well as "not yet") that mark progress and need to be celebrated to enhance deeper meaning.

Our outcomes continued as follows:

To support ongoing substantive and sustainable school improvement by providing participants the knowledge, tools, skills and dispositions to:

- Establish and monitor clear expectations for your Professional Learning Community Journey;
- Coach for effectively building the capacity of others within your learning community; and
- Support deep implementation toward success and sustainability.

With 30+ years of evidence of best practice in schools demonstrating the effectiveness of a simultaneous Tight-Loose Learning Community, we reviewed our work to date on the following essential questions:

1. As we develop our simultaneous tight-loose journey, on which priorities are we going to be tight?
2. What are the specific conditions we expect to see in every department?
3. What must we do to build the capacity of people throughout the school to create these conditions?
4. What indicators of progress will we monitor?
5. How do we align leadership behaviors with the articulated purpose and priorities (likewise paying attention to things you need to stop doing)?

Our first AM segment was spent story telling and celebrating progress in departments represented on the PLC Leadership Team. We deepened meaning and shared examples and artifacts of successful data cycle work in collaborative team work across the departments.

We set 100% imperative targets for the data cycle work. We furthered each participant's understand of reciprocal accountability, with particular emphasis on the specifics of the work at the Building Leadership Team level and Principal Team level (to drive the ongoing work of the each Collaborative Team).

We did some benchmarking regarding how the collaborative teams are embracing the use of quality formative assessment and engaging students as users of data on a "winning streak."

We further emphasized story telling around the lynchpin of the data cycle - how common formative assessments help students, teachers and schools achieve more.

We did some benchmarking regarding how the collaborative teams are acting purposefully while gathering data using the rubrics from Learning by Doing.

We then dug into the work of analyzing data collaboratively, working through an activity to develop norms for analyzing data together.

**What are the next steps?**

The next steps for Elk Grove Charter School would be to:

- Continue to strengthen the intentional and cohesive work of the growing Building Leadership Team and the Principal Team as they carry out their responsibilities of Reciprocal Accountability
- Continue to drive the imperative and integrity of the data cycle work in all collaborative teams
- Develop norms for analyzing data together across collaborative teams
- Develop protocols for analyzing data together across collaborative teams
- Develop effective data analysis/discussion strategies across collaborative teams
- Continue to build shared understanding (across collaborative teams) regarding of how to turn data into information that informs pedagogy, program, and systematic responses for students who need extra time and support and students who need further extension/enrichment.

**What homework was assigned?**

As this is my last scheduled visit, I left the Building Leadership Team/Principal Team with the charge outlined in #7 above and a few tools to help with that work.