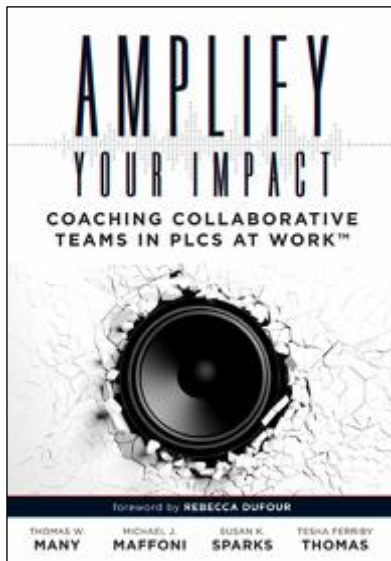


Amplify Your Impact Workshop

Day 1 Slides



Solution Tree



Amplify Your Impact

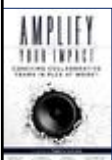
Coaching Collaborative Teams in PLCs at Work



Welcome!



- Please introduce yourself to your tablemates.
- Share something good or new you have recently experienced.

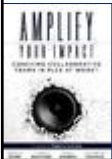


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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Norms

- Be present.
- Be considerate.
- Be open.



3

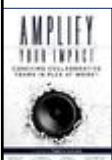
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Handout

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The Goal for This Session

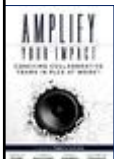
Build shared knowledge about, and a rationale for, coaching collaborative teams in a professional learning community.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Outcomes

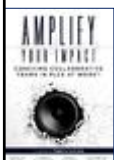
- Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- Understand how coaching collaborative teams can amplify the impact of these teams to improve teachers' instructional practice and increase levels of learning for adults and students.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Outcomes

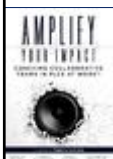
- Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products associated with coaching collaborative teams in a PLC at Work.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Outcomes

- Develop a plan of action for your next steps toward coaching collaborative teams.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Reflecting on Today's Outcomes

1. Write one question that comes to mind as you scan the outcomes.
2. Share your question with the others at your table.
3. Identify a common theme and come up with one key question that represents your group.
4. Choose one member to share your group question with the large group.



Workshop Outcomes

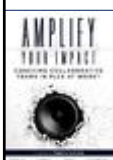
Reflect on the following outcomes for today's workshop:

- Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- Understand how coaching collaborative teams can amplify the impact of these teams to improve teachers' instructional practice and increasing levels of learning for adults and students.
- Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products associated with coaching collaborative teams in a PLC at work.

Then ...

1. Write one question that comes to mind as you scan the outcomes.
2. Share your question in your assigned break-out room.
3. Identify a common theme and develop one key question that represents your group.
4. Choose one member to share your group question in the chat when we return.

One question I have at the beginning of today's workshop ...



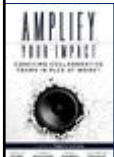
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Reflecting on Today's Outcomes

24

Please have one member share your group question.



Workshop Outcomes

Reflect on the following outcomes for today's workshop:

- Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- Understand how coaching collaborative teams can amplify the impact of these teams to improve teacher instructional practice and increasing levels of learning for adults and students.
- Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products associated with coaching collaborative teams in a PLC at work.

Then ...

1. Write one question that comes to mind as you read the outcomes.
2. Share your question in your assigned breakout room.
3. Identify a common theme and develop one key question that represents your group.
4. Choose one member to share your group question in the chat when we return.

One question I have at the beginning of today's workshop ...

Program
p. 5

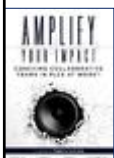
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Workshop Partners

25

1. Find a partner for each animal.
2. Write each other's names in the blank next to the animal you share. Then find other partners for the remaining animals to complete your grid.
3. If you and the other person do not have the same animal open, find someone who does!
4. Once you have found all four animals, stay with your hippo partner.

Partner Work		
	Partner's Name	Reminders
		
		
		
		



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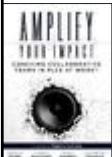
p. 6

Connector



With your hippo partner, discuss the following question (three minutes):

How would you describe a high-functioning professional learning community?



26

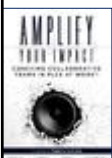
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Professional Learning Community

“A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable.”

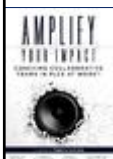
—DuFour, DuFour, Eaker, Many, & Mattos,
Learning by Doing (2016), p. 12



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



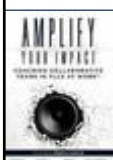
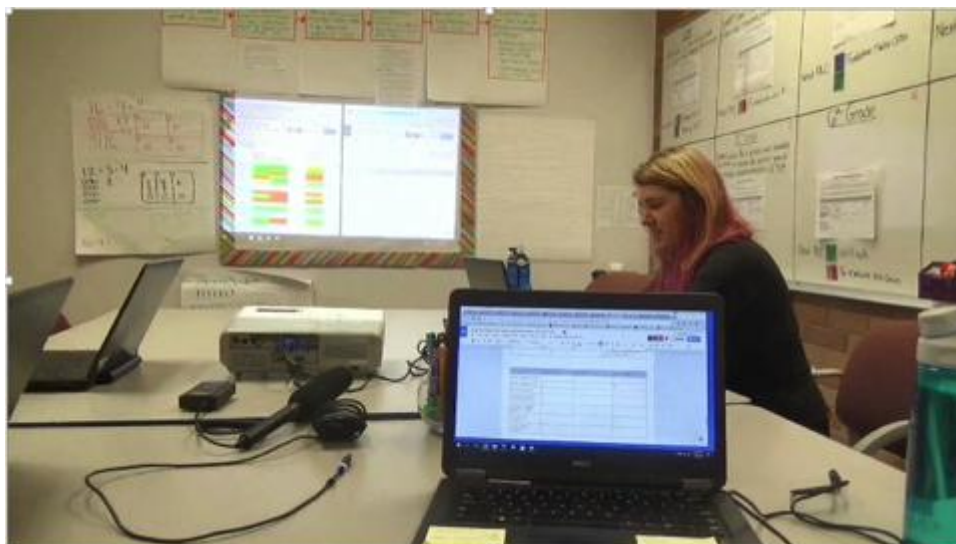
As you watch the team meeting video, what evidence do you see of a high-functioning professional learning community?



32

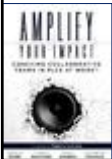
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

33



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

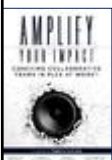
Three Big Ideas of a PLC



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Big Idea 1: Focus on Learning

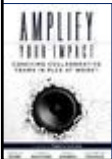
We accept **learning as the fundamental purpose of our school** and therefore are willing to examine all practices in light of their impact on learning.



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Big Idea 2: Collaborative Culture

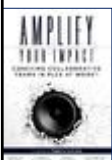
We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of **high-performing teams**.



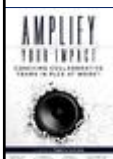
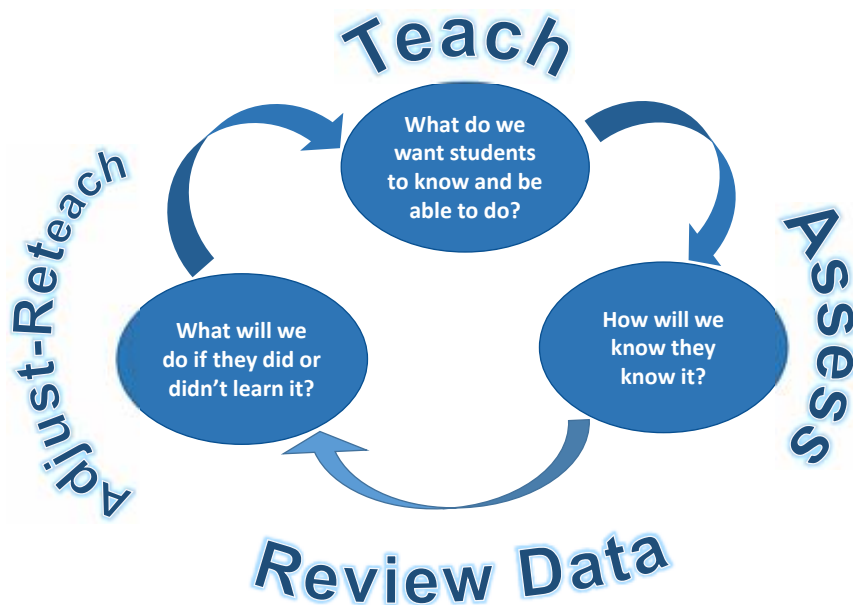
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Big Idea 3: Results Orientation

We assess our effectiveness on the basis of **results rather than intentions**. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.



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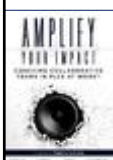


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite vs. PLC Right

“A lot of schools think they’re doing PLCs and are happy holding meetings, but the work teachers are doing in these meetings does not impact student achievement and thus it cannot be characterized as the work of professional learning communities.”

—Clifton, in Many & Sparks, “Focus: A State or Condition Permitting Clear Perception and Understanding.” *TEPSA News* (May/June 2015)

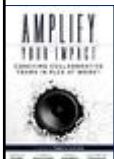


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite vs. PLC Right

“Unfortunately, ‘PLC lite’ is the most accurate way to describe the current state of professional learning communities around the country.”

—Reeves & DuFour, “The Futility of PLC Lite,”
Phi Delta Kappan 97(6), pp. 69–71

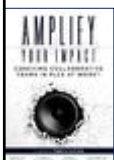


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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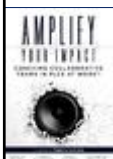


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



PLC Lite vs. PLC Right

- Partner A speaks for one minute about **what you see** in **PLC lite** while Partner B listens carefully without responding, either verbally or nonverbally.
- Partner B speaks for one minute about **what you see** in **PLC right** while Partner B listens carefully without responding, either verbally or nonverbally.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite vs. PLC Right: What Do You See?

44

PLC Lite Schools

- Primarily remedial programming
- Chief source of data is summative.
- Data is used to identify non-proficient students.
- District identifies priority standards and creates pacing guides and assessments.
- Focus is covering the curriculum.
- The textbook represents the guaranteed and viable curriculum.

PLC Right Schools

- Primarily intervention programming
- Chief source of data is formative.
- Data is used to improve instruction.
- Teams identify priority targets and create pacing guides and assessments.
- Focus is mastering the standards.
- The standards describe the guaranteed and viable curriculum.

Program
p. 7

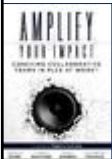
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



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PLC Lite vs. PLC Right

- Partner B speaks for one minute about **what you hear** in **PLC lite** while Partner A listens carefully without responding, either verbally or nonverbally.
- Partner A speaks for one minute about **what you hear** in **PLC right** while Partner B listens carefully without responding, either verbally or nonverbally.



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PLC Lite vs. PLC Right: What Do You Hear?

46

PLC Lite Schools

- “The PLC process is what we do.”
- “We did PLCs a couple years ago.”
- “I’m going to my PLC meeting.”
- “These are my kids in my room.”
- “Our goal is to create buy-in.”
- “Alignment and accountability are our primary goals.”

PLC Right Schools

- “The PLC process is who we are.”
- “We are a PLC all of the time.”
- “I’m going to my team meeting.”
- “These are our kids in our school.”
- “Our goal is to create ownership.”
- “Engagement and responsibility are our primary goals.”

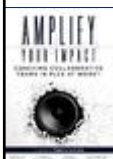
Program
p. 7

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



PLC Lite vs. PLC Right

- Partner A speaks for one minute about *what you feel* in **PLC lite** while Partner B listens carefully without responding, either verbally or nonverbally.
- Partner B speaks for one minute about *what you feel* in **PLC right** while Partner B listens carefully without responding, either verbally or nonverbally.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite to PLC Right: What Do You Feel?

48

PLC Lite Schools

- Unsure
- Forced
- Judged
- Frustrated

PLC Right Schools

- Confident
- Empowered
- Supported
- Productive

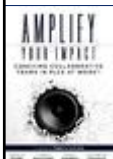
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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite vs. PLC Right

“Educators rename their traditional faculty or department meetings as PLC meetings, engage in book studies that result in no action, or devote collaborative time to topics that have no effect on student achievement—all in the name of the PLC process. *These activities fail to embrace the central tenets of the PLC process and won’t lead to higher levels of learning for students or adults.*”

—Reeves & DuFour, “The Futility of PLC Lite,”
Phi Delta Kappan, 97(6), 69–71



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

PLC Lite vs. PLC Right

What changes do you see are needed in your team’s practice, language, and relationships?

Using the handout as a note catcher, reflect on the current reality of the PLC process at your school.

PLC Lite Vs. PLC Right

Changes in Practice
 “You don’t change people’s minds, you change people’s practices, which change people’s minds.” —Thomas R. Gusky

PLC Lite (L) (C) (R) PLC Right

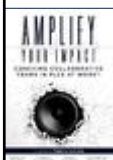
Changes in Language
 “Terms themselves, but the meaning of the underlying concepts do not.” —Michael Fullan

PLC Lite (L) (C) (R) PLC Right

Changes in Relationships
 “The relationship between the adults in the schoolhouse has more impact on the quality and character of a school’s work on the accomplishments of youngsters than any other factor.” —Leland Sparks

PLC Lite (L) (C) (R) PLC Right

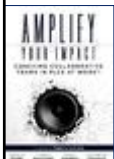
Program
 p. 8



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PLC Lite to PLC Right

Our experience has shown the most efficient way to move from **PLC lite** to **PLC right** is by coaching teams.

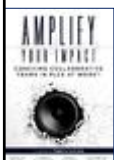


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Combining Collaboration and Coaching

“We have great success when coaches work with individuals, but we go farther faster when we work with teams.”

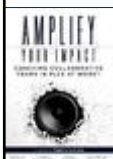
—Delehant, cited in Killian & Harrison, *Taking the Lead: New Roles for Teachers and School-Based Coaches* (2017), p. 170



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Combining Collaboration and Coaching

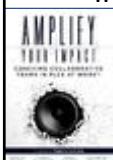
At your table, please number off by four.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Take eight minutes to read your assigned article and identify three key points.

- 1: "Coaching 2.0: Shift the Focus to Coaching Collaborative Teams"
- 2: "Sails and Anchors: Realign Coaching Roles and Resources to Promote Collaboration"
- 3: "Making the Case for Coaching Collaborative Teams"
- 4: "Coaching Collaborative Teams in a PLC"



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Program
pp. 9–16

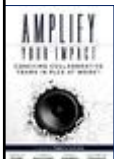
Article Jigsaw

Read your article and highlight three things that resonate.

Gather with other participants who read the same article.

Discuss your three key points.

- How do your colleagues' ideas add to your understanding?



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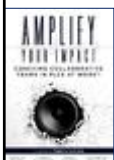
Article Jigsaw

Return to your table.

Share a brief summary with your table.

Identify the three key ideas in your article.

- Spend no more than two to three minutes per article.

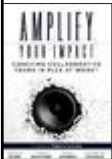


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



Why Coach Collaborative Teams in a PLC?

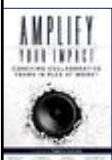
Support for Coaching and Collaboration



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching and Collaboration

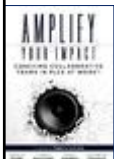
Coaching has been acknowledged as an effective strategy for improving teacher effectiveness.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

In a meta-analysis of 60 studies of coaching, researchers found “the quality of teachers’ instruction improves by as much as—or more than—*the difference between a novice and a teacher with five to ten years of experience.*”

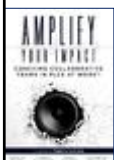
—Kraft & Blazar, *Taking Teacher Coaching to Scale* (2018)



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching and Collaboration

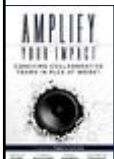
Likewise, collaboration is widely accepted as one of the most effective strategies for improving teaching and learning.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“... [R]esearch suggests that in those schools where teachers’ instruction improves, teachers of varying expertise work collaboratively toward a set of common goals.”

—Kane & Rosenquist, “Making the Most of Instructional Coaches,”
Phi Delta Kappan 99(7) (April 2018), 21–25

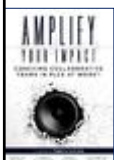


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching



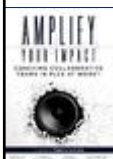
Collaboration



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching Collaborative Teams

Coached teams are more effective than uncoached teams, and *schools go further, faster when the primary goal is to help collaborative teams*, rather than individual teachers, improve their professional practice.

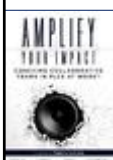


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching Collaborative Teams

“We do not advocate coaching individual teachers *or* collaborative teams; we advocate coaching for individual teachers *and* collaborative teams.”

—Many, Maffoni, Sparks, & Thomas,
Amplify Your Impact (2018), p. 7



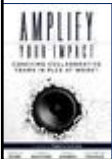
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching Collaborative Teams

65

Three reasons to support coaching collaborative teams:

1. Coaching provides teams within a PLC with the missing link between learning and doing.
2. Coaching allows collaborative teams to develop higher levels of precision around their PLC practice.
3. The resources necessary to support coaching collaborative teams are well within the reach of every school.



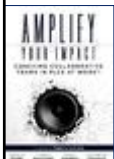
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Professional Development Elements	Training Outcomes 66		
	% participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in a classroom setting		
	Knowledge Level	Skill Level	Transfer to Classroom Practice
Student of theory and discussion	10%	5%	0%
Demonstrations plus theory and discussion	30%	30%	0%
Practice and feedback plus theory, discussion, and demonstration	60%	60%	5%
Coaching plus theory, discussion, demonstration, practice, and feedback	95%	95%	95%

—Joyce & Showers, *Student Achievement Through Staff Development* (2002)

“Since [Joyce & Showers’] initial study in 1980, subsequent studies have consistently found that teachers’ implementation of new learning rises dramatically when peer coaching sessions occur.”

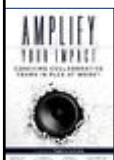
—Killion & Harrison, *Taking the Lead: New Roles for Teachers and School-Based Coaches* (2017)



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

What do you call research that is consistent over an extended period of time?

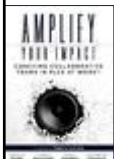
It is called the truth!



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching collaborative teams is different than coaching individual teachers. *Coaches don't have to be experts in a content area to help teams* work through the PLC process.

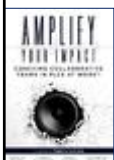
(Bailey & Jakicic, *Make It Happen: Coaching With the Four Critical Questions of PLCs at Work*, 2019)



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“The role of coach may be performed by a range of personnel, including administrators, master teachers, curriculum designers, external experts, and other classroom teachers.”

—Kraft & Blazar, *Taking Teacher Coaching to Scale* (2018)

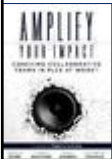


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Can Principals Be Coaches?

“After studying coaching for two decades on three different continents, our unequivocal answer is yes ... sort of. Nevertheless, we believe school leaders can embrace a coaching approach as part of their leadership repertoire.”

—Knight, van Nieuwerburgh, & Campbell, “Can Principals Be Coaches?” *Principal Connections* (Winter 2018)

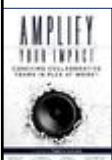


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



With your platypus partner, complete the following statement:

Intentionally coaching collaborative teams makes sense because ...

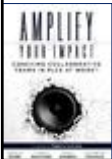


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



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A Comparison: Coaching Individual Teachers and Coaching Teams



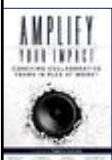
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Coaching Collaborative Teams

“In contrast to traditional coaching models, team-orientated coaching is *learning centric*, grounded in collaborative team structures, and supported with a proven model of school improvement (the PLC process).”

—Many, Maffoni, Sparks, & Thomas,
Amplify Your Impact (2018), p. 21



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Coaching Individual Teachers	Coaching Teacher Teams 81
Perpetuates working in isolation	Encourages working collaboratively
Limits access to resources and expertise	Expands access to resources and expertise
Tends to focus on teachers' deficits	Aims to build on collaborative team's assets
Can be based on perception to measure growth	Uses assessment results to measure growth
Teachers choose goals based on interest	Teams choose goals based on the PLC process
Promotes individual improvement	Promotes collective improvement
Is more resource and cost intensive	Is more resource and cost efficient

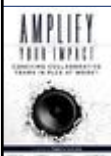
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Coaching Collaborative Teams

We are convinced that coaching collaborative teams around improving their PLC practices will have a greater impact than coaching individual teachers around a discrete set of instructional strategies.

The rationale for this shift in focus is simple: If coaching individual teachers is good, coaching collaborative teams is better.



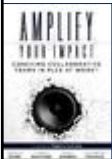
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



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Framework for Coaching Collaborative Teams

The Cornerstones of Clarity, Feedback, and Support



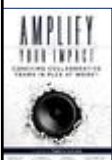
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



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Clarity

Strategy Implementation Guide (SIG) for Coaching Collaborative Teams in a PLC



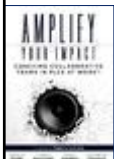
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Clarity

Before teachers can benefit from the power of collaboration, they must understand what it takes to fully implement the PLC process.

As Mike Schmoker says, “Clarity precedes competence.”

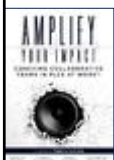
—Schmoker, “Learning Community at the Crossroads,”
Phi Delta Kappan 86(1) (Sept. 2004), 84–88



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“The impact of PLCs on student achievement is significant and sustained—that is, if, and it’s a *big if*, PLCs are **implemented deeply, well, and over a long period of time.**”

—Reeves, *Inspiring Creativity and Innovation in K–12* (2015), p. 51

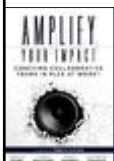


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Collaboration and Student Learning

“Schools with strong professional learning communities were four times more likely to be improving academically than schools with weaker professional communities. We can no longer afford to be innocent of the fact that collaboration improves performance.”

—Lewis, cited in Schmoker, “Tipping Point: From Feckless Reform to Substantive Instructional Improvement,” *Phi Delta Kappan* 85(6) (February 2004), 424–432

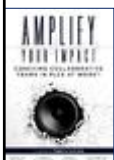


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Importance of Being Clear

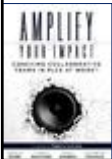
“Being clear about what is really important [loose and tight] in your school ... is essential because individuals and organizations move toward that which they are clearest about. It is very difficult for leaders to lead in the creation of that which they cannot describe in some detail.”

—Sparks, *Leading for Results* (2005), p. 148



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Impact From Lack of Clarity



Collaboration	Guaranteed and Viable	Monitoring Learning	Using Assessment Results	Systemic Process of Intervention & Extension	Student & Teacher Learning and Results
—	Guaranteed and Viable	Monitoring Learning	Using Assessment Results	Systemic Process of Intervention & Extension	Confusion
Collaboration	—	Monitoring Learning	Using Assessment Results	Systemic Process of Intervention & Extension	Variance
Collaboration	Guaranteed and Viable	—	Using Assessment Results	Systemic Process of Intervention & Extension	Uncertainty
Collaboration	Guaranteed and Viable	Monitoring Learning	—	Systemic Process of Intervention & Extension	Arbitrary
Collaboration	Guaranteed and Viable	Monitoring Learning	Using Assessment Results	—	Sporadic

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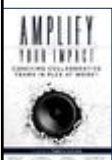
Copyright Michael Maffoni, 41 North Consulting. May not be copied or duplicated without written permission.

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Defining a Strategy Implementation Guide

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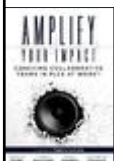
A strategy implementation guide describes an agreed-upon standard of best practice. The SIG defines in detail what teachers must do to fully implement the PLC process in the district, at the school, and on the teams.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“By establishing a third point of reference with both exemplars and examples of the teachers’ own results, the conversation becomes one of analysis and objective evaluation of the results, not a judgment of the person.”

—Wellman, *Learning Focused Supervision: Navigating Difficult Conversations* (2009)



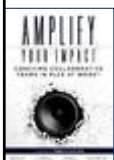
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Defining a SIG

Strategy acknowledges that the PLC process is our choice for an overarching strategy that will serve as the basis of a school-improvement plan.

Implementation describes the process coaches and teams engage in to create the conditions for high-performing collaborative teams.

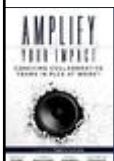
Guide conveys how coaches will use the document to provide feedback to collaborative teams.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“When districts or schools create a SIG, they get crystal clear on the conditions necessary for implementing the PLC process.”

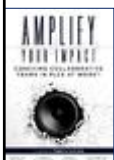
—Many, Maffoni, Sparks, & Thomas,
Amplify Your Impact (2018), p. 65



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“The power of the SIG is not only in its initial creation and agreed-upon components, but also in its use for reflection. The intent is that it not be used for evaluation; rather, it should be used as a means for providing feedback to increase the quality of [a team’s collaboration].”

—Lisa Guzzardo Asaro, in Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 53



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Clarity— The Strategy Implementation Guide

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PLC Rubric

Indicator	5	3	1
A. Master schedule provides time for collaboration inside the regular school day.	Collaborative teams meet more than thirty (30) minutes per week.	Collaborative teams meet at least thirty (30) minutes per week.	Collaborative teams meet less than thirty (30) minutes per week.
B. Master schedule provides time for intervention inside the regular school day.	Students have access to pyramid of interventions and enrichment without missing direct instruction.	Students have access to pyramid of interventions without missing direct instruction.	Students do not have access to pyramid of interventions without missing direct instruction.
C. The faculty is organized into meaningful, logical teams.	Teachers, including SPED and Singletons, are organized into collaborative teams based on the same class, course or grade level.	Teachers, including SPED, are organized into collaborative teams based on the same class, course or grade level.	Teachers are not organized into collaborative teams based on the same class, course or grade level.
D. The faculty engages in intentional practices that promote development of highly effective collaborative teams.	Teacher teams create and review norms as well as write and review long- and short-term SMART goals based on assessment data at least four (4) times per year. Teams frequently maintain agendas, minutes and other artifacts to demonstrate a collective response to the four (4) critical questions of learning in addition to identifying specific team roles and responsibilities that promote highly effective collaborative team meetings.	Teacher teams create and review norms as well as write and review long- and short-term SMART goals based on assessment data at least twice a year. Teams regularly maintain agendas, minutes and other artifacts to demonstrate a collective response to the four (4) critical questions of learning.	Teacher teams create norms, write smart goals and use agendas and minutes to guide the work of the team less than twice a year.

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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pp. 18–19

Clarity—The SIG

With your monkey partner, discuss the following:



What do you notice about the **structure** and **content** of an SIG?

PLC Rubric

Indicator	5	3	1
A. Master schedule provides time for collaboration inside the regular school day.	Collaborative teams meet more than thirty (30) minutes per week.	Collaborative teams meet at least thirty (30) minutes per week.	Collaborative teams meet less than thirty (30) minutes per week.
B. Master schedule provides time for intervention inside the regular school day.	Students have access to pyramid of interventions and enrichment without missing direct instruction.	Students have access to pyramid of interventions without missing direct instruction.	Students do not have access to pyramid of interventions without missing direct instruction.
C. The faculty is organized into meaningful, logical teams.	Teachers, including SPED and Singletons, are organized into collaborative teams based on the same class, course or grade level.	Teachers, including SPED, are organized into collaborative teams based on the same class, course or grade level.	Teachers are not organized into collaborative teams based on the same class, course or grade level.
D. The faculty engages in intentional practices that promote development of highly effective collaborative teams.	Teacher teams create and review norms as well as write and review long- and short-term SMART goals based on assessment data at least four (4) times per year. Teams frequently maintain agendas, minutes and other artifacts to demonstrate a collective response to the four (4) critical questions of learning in addition to identifying specific team roles and responsibilities that promote highly effective collaborative team meetings.	Teacher teams create and review norms as well as write and review long- and short-term SMART goals based on assessment data at least twice a year. Teams regularly maintain agendas, minutes and other artifacts to demonstrate a collective response to the four (4) critical questions of learning.	Teacher teams create norms, write smart goals and use agendas and minutes to guide the work of the team less than twice a year.

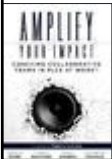
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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Structure of the SIG


Anchor Statements and Descriptors

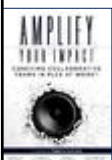


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Anchor Statements

- Describe the ideal or desired state for each PLC essential prerequisite. These do not change from year to year.
- They should reflect a fully successful implementation of each essential prerequisite in the PLC process.

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
			

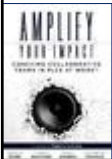


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Prerequisite Conditions of PLCs

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1. Educators work in collaborative teams rather than working in isolation.
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the result of common assessments to:
 - Improve individual practice.
 - Build the team's capacity to achieve its goals.
 - Intervene and enrich on behalf of students.
5. The school provides a systematic process for intervention and extension.



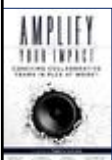
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Each anchor statement describes what it would look, sound, and feel like if a team had fully implemented that prerequisite condition of the PLC process.

Anchor statements are BHAG that create an aspirational vision of what habits of practice might be present on a team.

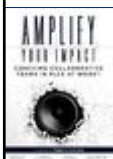


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Descriptors

- Are the learning progressions that define the team actions required to move toward the goal set in the anchor statement?
- Are they adjusted each year? They build on increasingly higher levels of complexity and sophistication from one year to the next.

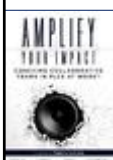
Anchor Statement	Beyond Proficient	Proficient	Below Proficient
	←	←	←



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Strategy Implementation Guide

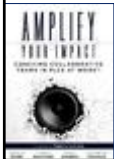
Descriptors are linked to each anchor statement and serve as a guide—a learning progression, if you will—to guide teams working to attain the highest level of implementation for each prerequisite condition of the PLC process. Those who coach collaborative teams use the SIG to provide teams with consistent feedback about their progress.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Strategy Implementation Guide: Card Sort

1. Working with your tablemates, arrange the cards into five rows of four cards each.
2. Each row should:
 - a. Align with one prerequisite of a PLC.
 - b. Start with an anchor statement.
 - c. Arrange the three descriptors in order.
3. Check your strategy implementation guide with the other groups and make any changes you need to make before we reconvene to check our work.



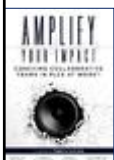
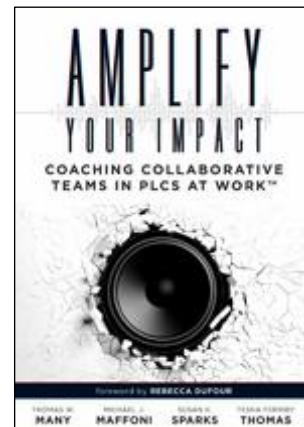
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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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You can also find the sample SIG you used in your breakout on pages 59 and 60 in your copy of *Amplify Your Impact*.

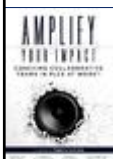


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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“The SIG provides coaches with an agreed-upon standard of best PLC practice, and, when using a SIG, they can readily identify potential improvement areas and provide the kind of support teams need to become high-performing collaborative teams.”

—Many, Maffoni, Sparks, & Thomas,
Amplify Your Impact (2018), p. 49



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

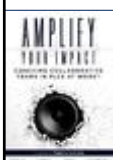
Providing Feedback to Teams

Turn to pages 59–60 in *Amplify*.



Let’s rewatch the video of the team we saw earlier this morning.

As you watch, your task is to make general observations about what the team is doing, saying, and using.




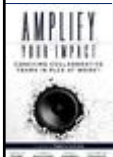
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Identifying Current Reality



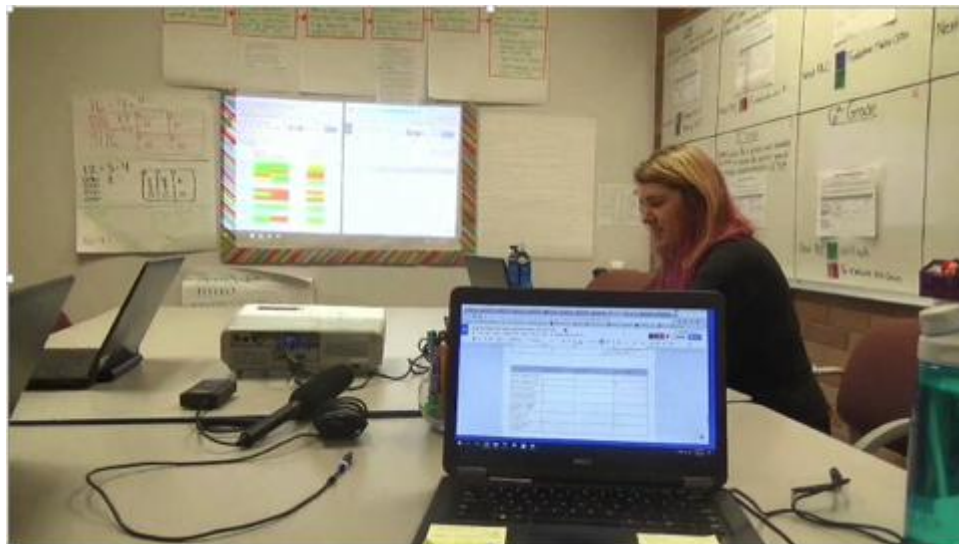
110

Captured During Observation		Completed After Observation	Dialogue With Team	
Objective Observations What are your observations about what the team is doing, saying, and using? 	Current Practice Where is the team on the SIG? Consider anchor statements and descriptors.	Next Action Steps What is next for this team? Include SIG language.	Feedback What feedback is needed? Use feedback stems.	Pathway In which pathway is the team working? What task best describes their next move?

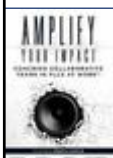


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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p. 22



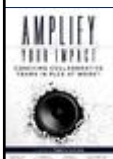
111



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Clarity: Strategy Implementation Guide

- Which SIG row best fits the work of this team?
- Would you consider them light, right, or tight in that row?
- What next step(s) would you recommend?



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Identifying Current Reality

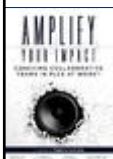


Captured During Observation		Completed After Observation	Dialogue With Team	
Objective Observations What are your observations about what the team is doing, saying, and using?	Current Practice Where is the team on the SIG? Consider anchor statements and descriptors.	Next Action Steps What is next for this team? Include SIG language.	Feedback What feedback is needed? Use feedback stems.	Pathway In which pathway is the team working? What task best describes their next move?
↓	↓	↓		

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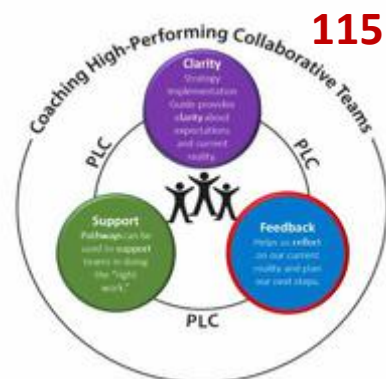


1. Share the notes you captured during the observation.
2. As a team, reach consensus on:
 - The anchor or prerequisite condition that was the team meeting's focus
 - What descriptor best names the team's current reality
 - What descriptor you see as their next step



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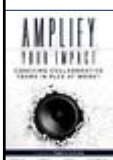
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Feedback

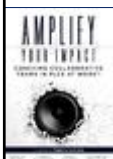
Four Guiding Principles for Collaborative Teams



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback Myth Buster: *Providing Feedback Is Easy*

“It seems there is plenty of support for the value of feedback, but less agreement around exactly what constitutes an effective model. The one element common in all the research is the belief that feedback is essential to improving performance.”

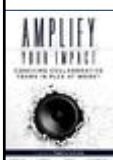


—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 69

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Collaborative Teams

“Grounding feedback in data gathered from an agreed-upon standard of best practice (the SIG) increases the likelihood teachers will respond to the feedback positively.”



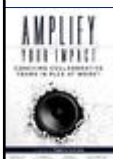
—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 69

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Four Guiding Principles for Collaborative Teams

1. “In the absence of feedback based on an agreed-on standard, teams will continue to rely on their own perceptions of what effective teaming looks, sounds, and feels like.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), pp. 70

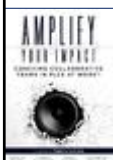


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Four Guiding Principles for Collaborative Teams

2. “All teams have the opportunity to improve, but, without feedback, teams will continue to ‘do the best they can’ given their current level of training and practice.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), pp. 70

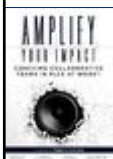


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Four Guiding Principles for Collaborative Teams

3. “As teams become more collaborative, their perception about feedback shifts from compliance to commitment, from alignment to engagement.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), pp. 71

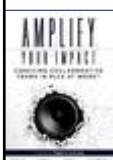


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Four Guiding Principles for Collaborative Teams

4. “As leaders, when communicating, coaching, developing others, giving feedback, or making decisions, we need to be crystal clear on our judgments and our observations—and which is which.”

—Eikenberry, “Are You Observing or Judging?”
Leadership & Learning with Kevin Eikenberry (2012)



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“In order for feedback to be an effective component of the team coaching process, districts, schools, and teams must commit to ongoing observation and monitoring of teams.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 71

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

“Feedback is data based on something that has already happened, so a combination of feedback and coaching is critical; without both, teams stagnate at various stages of PLC implementation.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 71

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

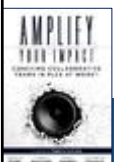
“The kind of feedback that collaborative teams require will evolve over time.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 71

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback

What differences do you notice in the three types of feedback in the next two slides?



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Three Feedback Examples—Coach to Team

126

What are the differences?

- “During your meetings, your team sometimes veers off topic. Establishing norms, keeping them visible, and consistently referring to them throughout meetings will help with this.”
- “Your team has established norms and roles that you revisit and apply in every collaborative team meeting. How might developing collective commitments keep your team accountable and on track?”
- “Your team uses protocols extensively to keep your conversations focused on students. What are your thoughts on how you will bring new teammates onboard next year with this practice?”

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Three Feedback Examples—Coach to Team

127

What are the differences?

- “Your team has done a great job identifying the essential standards you expect students to master. The next step is to develop and administer common assessments so you can begin to compare which classroom teaching practices are more effective for your students.”
- “As a team, you have identified essential standards for the last unit. Moving forward, how might establishing prerequisite skills benefit students so you can frontload them for success?”
- “As a team, you have collaboratively identified the learning targets and proficiency levels for this unit. What are your thoughts on how you will vertically align them with other grade levels?”

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Feedback: Three Stances

128



—Adapted from Lipton & Wellman, 2001,
cited in *Amplify Your Impact*, p. 72

Feedback: Consultant

129



“In this role, the coach must wear the hat of the expert and operate in the role of consultant to help teams. The coach’s feedback takes on a more directive tone as the coach may provide specific next steps [task feedback].”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 72

Feedback: Collaborator

130



“As a collaborator, the coach partners with the team to co-think, co-create, brainstorm, problem solve, or engage in inquiry thinking (conversational feedback).”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 74

Feedback: Coach of Reflective Thinking

131



“A coach of reflective feedback provides teams with ongoing opportunities for reflective feedback. A coach should choose this latter role as often as possible; it is this stance that most deeply supports the team’s development and thinking.”

—Many, Maffoni, Thomas, & Sparks,
Amplify Your Impact (2018), p. 75

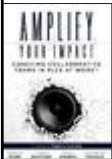
Feedback—Decision Points

132

How can this feedback tool help guide you?

Feedback Stance	Team Actions	Data Items	Feedback Stems	Next Steps
 Team Feedback	<ul style="list-style-type: none"> Is utilization of current practice and next steps Is not receiving or attempting to apply new information and content Is in the early stages of skill acquisition Has a limited or degree of proficiency Is using practice that is unproductive 	<ul style="list-style-type: none"> Based on the observation data you collected ... When you line together the team demonstrated ... During this collaborative planning, the group exhibited ... 	<ul style="list-style-type: none"> "It is important that the team ..." "The team needs to ..." "In order to be effective, the team must ..." "As we think about implementation related to acceptable practice, the team should ..." "Is next step for the team to ..." 	<ul style="list-style-type: none"> Choose next practice from an indicator in the SIQ and Pathway tools that define the team's prioritized next steps for improvement Show the next prioritized step or step
 Collaborative Feedback	<ul style="list-style-type: none"> Is approaching acceptable practice Is already operating at a level of acceptable practice and can benefit from suggestions to enhance effectiveness Is having new skills 	<ul style="list-style-type: none"> As we look at the data, here are the evident indicators ... Throughout your team interaction, these elements from the SIQ or data were visible ... 	<ul style="list-style-type: none"> "How are you thinking ...?" "What would happen if ...?" "What could you anticipate if ...?" "What steps could you take ...?" "Might you consider ...?" "How might shifting ... support the team to achieve ...?" 	
 Coach Feedback	<ul style="list-style-type: none"> Is exhibiting and self-aware Demonstrates highly effective practice Looks to transfer practice to other contexts and work 	<ul style="list-style-type: none"> During this collaborative team meeting, the highlighted areas represent the SIQ indicators the team demonstrated ... 	<ul style="list-style-type: none"> "Based on ... what are the team's thoughts moving forward?" "How might the team apply this to other collaborative planning in ...? I consent area" "How is the team thinking about applying ...?" "What adjustments are you considering ...?" "What are you thinking about in relation to implementation?" "What is your next step?" 	

(Amplify Your Impact, p. 77)

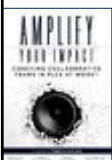


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- Keeping in mind the prerequisite you chose and the descriptor that best describes their work, craft feedback that will help move the team toward their next step.
- Which stance seems most appropriate for this team?



133

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As you craft your feedback for the team, consider: 134

Anchor Statements	Second Proficient	Proficient	Exceeds Proficient
Anchor statements are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.	Anchor statements are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.	Anchor statements are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.	Anchor statements are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.

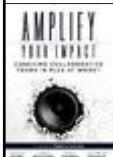
Feedback Stems	Next Steps
Feedback stems are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.	Next steps are clear, concise, and specific. They describe the essential elements of the practice and provide a clear picture of what the team is doing, saying, and using. They are based on objective observations and are not evaluative.

Strategy Implementation Guide

- What objective evidence can you capture using the descriptors from the SIG?
- What descriptor from the SIG best defines current practice?
- What descriptor from the SIG might be a solid next step?

Feedback Guidance Tool

- What feedback stance is most appropriate?
- What precise language from the SIG can be folded into your feedback?

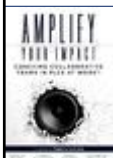


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Applying Feedback

135

Grade Level/Content: _____ SIG/ Pathways Focus: _____		Observation Note Catcher		
Captured DURING Observation		Completed AFTER Observation	Dialogue WITH Team	
What are your specific observations of what the team is doing, saying, and using? (objective observations)	Where is the team on the (SIG)? Consider Anchor Statements and Descriptors (Current Practice)	What is next for this team? Next Action Steps (Include SIG Language)	Possible Feedback (Utilize Feedback Stems)	In which Pathway is the team working? What task best describes their next move?
↓	↓	↓	↓	



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Feedback for Coaching Collaborative Teams in a PLC

136

- **Fosters clarity and promotes collective action:**
Effective feedback helps teams determine next steps and encourages the creation of action plans to improve learning.
- **Reduces variability between and among classrooms:**
Teachers recognize that when they improve their PLC practices, teaching and learning improve as well.
- **Diminishes feelings of vulnerability:** The team, not individuals, receives feedback.
- **Allows teams to calibrate their practice:** Teams calibrate their understanding of a high-functioning, collaborative team.

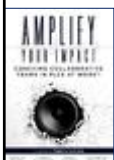


Team Name	Team Goals	Team Progress	Team Reflection
Team 1
Team 2
Team 3
Team 4
Team 5

Support

Pathways for Coaching Collaborative Teams

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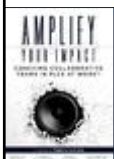


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support

“Until doing the **right work** becomes the norm, giving educators time to collaborate will not impact student achievement.”

—Rebecca DuFour, “The Right Work of Collaborative Teams in a PLC at Work,” Presentation at PLC at Work Institutes (2018)

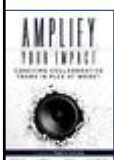


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support

Two separate studies showed higher student achievement levels when teachers focused PLC time on the **analysis of student work and instructional practices** compared to PLCs where teachers did not engage in these conversations.

(Supovitz, “Developing Communities of Instructional Practice,” *Teachers College Board*, 2002; Supovitz & Christman, “Developing Communities of Instructional Practice: Lessons From Cincinnati and Philadelphia,” *CPRE Policy Briefs*, 2003)

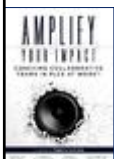


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support

“Helping collaborative teams perform at a high level requires recognition of the fact that adults, like students, learn at different rates. For leaders of PLCs, this means that some teams will require more, and different, additional time and support in order to continually improve the quality of their collaborative efforts.”

—Eaker & Dillard, “Why Collaborate? Because It Enhances Student Learning,” *AllThingsPLC Magazine* (Fall 2017)

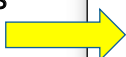


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Pathways Cover Page

Four Critical Questions
of Learning

Tasks to help teams
adequately respond to
the four critical
questions



Pathways for Coaching Collaborative Teams in PLCs

From *Amplify Your Impact: Coaching Collaborative Teams in PLCs of Work*
by Many, Maffoni, Sparks & Thomas, 2018.

Introduction:

For each critical question of a PLC, we have identified activities teams might engage in to respond to that question. Below are the activities for each question.

What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?	How will we know when each student has acquired the essential knowledge and skills?	How will we respond when some students do not learn?	How will we extend the learning for students who are already proficient?
Pathway activities for Question 1 include:	Pathway activities for Question 2 include:	Pathway activities for Question 3 include:	Pathway activities for Question 4 include:
Prioritizing standards	Creating common formative assessments	Analyzing strategies	Planning enrichment activities
Identifying targets	Analyzing student work	Reviewing assessments	
Determining proficiency	Analyzing assessment data	Planning classroom interventions	
Planning units		Utilizing a system of support	
Analyzing strategies			

Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Tasks to help teams respond to the four critical questions of learning

Cascading questions that guide teams through the process of completing the task

Question 1: What knowledge, skills and dispositions should every student acquire as a result of this unit, this course, or this grade level?

Assessing Student Learning	Identifying Targets	Determining Evidence	Planning Units	Assessing Student Learning
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?
What standards or practices are we assessing?	What standards or practices are we assessing?	What evidence will we use to determine if students are meeting the standards?	What standards or practices will we teach?	What standards or practices will we assess?

Critical Question of Learning

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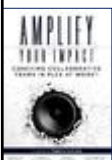
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Keeping Teams Focused on the Four Critical Questions of a PLC

150

- The Pathways for Coaching Collaborative Teams were developed to help teams maintain their focus on the four critical questions of a PLC.
- Each pathway provides guiding questions that help teams collaboratively respond to the four critical questions.

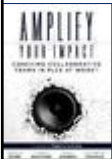
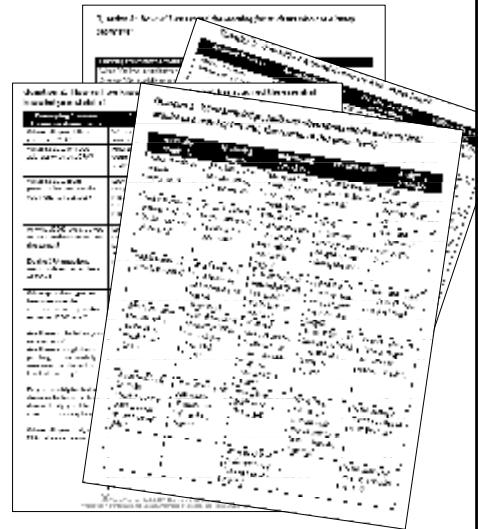


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support: Pathways for Coaching Teams

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- Teams and coaches choose their path according to their place in the instructional unit.
- Schools can write their own pathways to build shared knowledge and develop common language.



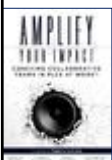
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support: Pathways for Coaching Teams

152

- Think back to the team in the video.
- In which critical question (pathway) did their discussion lie?
- Which pathways could guide them to deeper conversation?

Grade Level/Content:		SIG Pathways Focus:		Observation Note Catcher	
Captured DURING Observation		Completed AFTER Observation		Dialogue WITH Team	
What are your specific observations of what the team is doing, saying, and using? (objective observations)	Where is the team on the (SIG)? Consider Anchor Statements and Descriptors (Current Practice)	What is next for this team? (Next Action Steps (Include SIG Language))	Possible Feedback (Utilize Feedback Items)	In which Pathway is the team working? What task best describes their next move?	
↓	↓	↓	↓	↓	



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Some schools are using pathways to monitor how team time is spent.

Some schools are using pathways to monitor how team time is spent.

Team Meeting Progress Monitoring Tool

Date: 12-11-18

What do we want students to know and be able to do? How will we know they learned it? What will we do if they didn't learn it? What will we do if they already know it?

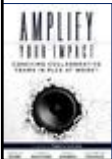
We're doing the following to answer this question:

<p>Prioritizing standards</p> <p>We've decided to move Unit 5- Fractions before Unit 4- Angles of Geometry. We feel the content of fractions is necessary because the next step is being in this area- we want enough instructional time to prepare them.</p>	<p>Creating common formative assessments</p>	<p>Analyzing strategies</p> <ul style="list-style-type: none"> Begin instruction of another strategy to locate main idea Details (text w/ no headings) Jen Richardson Module II VIP notification 	<p>Planning enrichment activities</p>
<p>Identifying targets</p> <p>We printed math unit 5 to get it ready to send to print shop</p>	<p>Analyzing student work</p>	<p>Reviewing assessments</p> <ul style="list-style-type: none"> Because neither class passed Target 1 on Math Unit 3, CMA2 we looked at which questions they most often missed. We changed the format of the questions for #1-4 so students will know how many 	
<p>Determining proficiency</p>	<p>Analyzing assessment data</p>	<p>Planning classroom interventions</p> <p>Paul's list</p>	

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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



Some schools are using pathways to identify needs and differentiate levels of support for teams.

Some schools are using pathways to identify needs and differentiate levels of support for teams.

What do we expect our students to learn?

(Book Expectations)

Question 1 Pathways.

<https://www.pearsoncmg.com/api/v1/print/0078042406/C02/C02c04e00ff/>

In which pathway will your collaborative team focus today? (1.0)

☐ Prioritizing Standards

☐ Identifying Targets

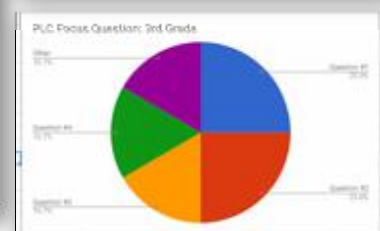
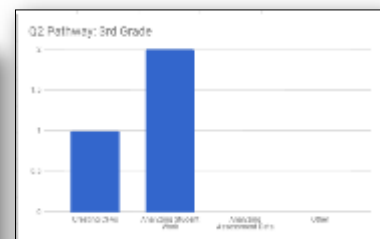
☐ Determining Proficiency

☐ Planning Lessons

☐ Analyzing Strategies

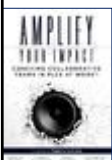
☐ Other

BACK NEXT



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Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

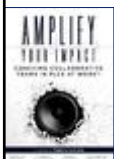


Support



With your turtle partner, discuss the following:

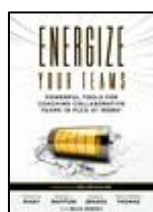
- How does your organization provide collaborative teams with support for doing the “right work”?
- What could you add based on what you learned today?



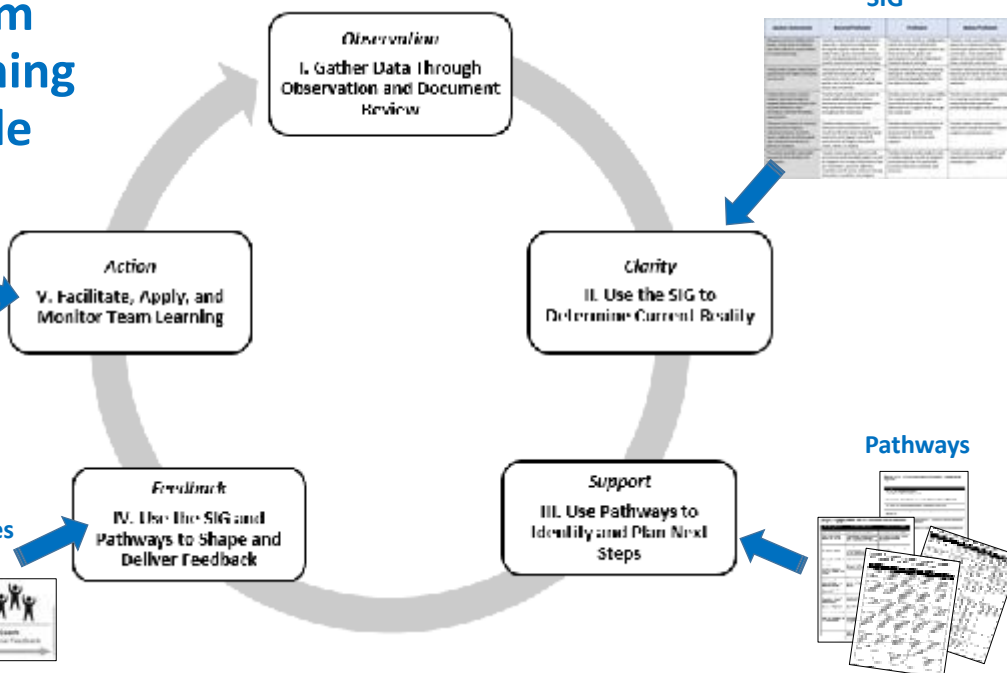
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

156 Team Coaching Cycle

Professional Development



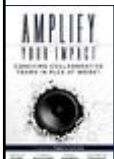
Feedback Stances & Stems



Connecting

Reflecting

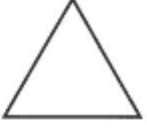
Synthesizing




Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Connecting – Reflecting- Synthesizing

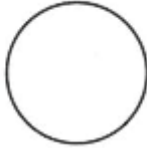
On the points of your triangle, record three concepts you are taking away from today's learning.



In the middle of your square, record what about today's learning squares with your beliefs.



For the circle, what questions are still circling in your mind?



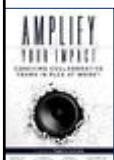
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Outcomes Review

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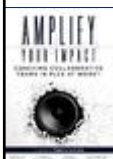
- ✓ Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- ✓ Understand how coaching collaborative teams can amplify the impact of these teams on improving teachers' instructional practice and increase levels of learning for adults and students.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Outcomes Review

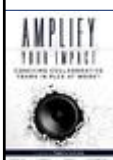
- ✓ Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- ✓ Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products associated with coaching collaborative teams in a PLC at Work.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Outcomes

- Develop a plan of action for your next steps toward coaching teams.



Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Thank You!

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