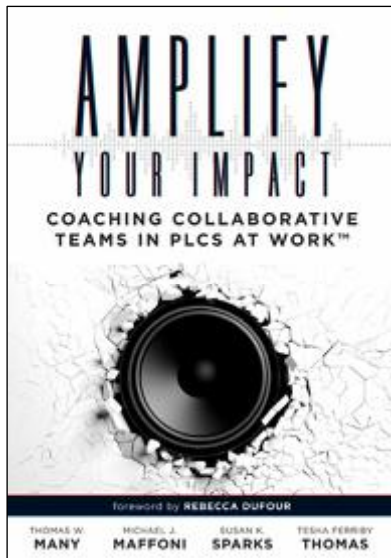


Amplify Your Impact Workshop

Day 2 Slides



Solution Tree



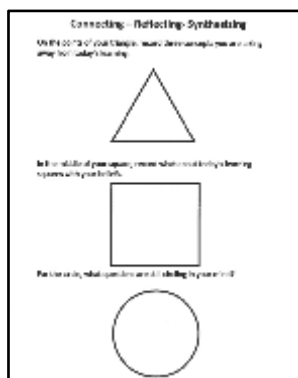
Amplify Your Impact

Coaching Collaborative Teams in PLCs at Work

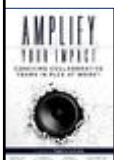


Two-Minute Frenzy

3



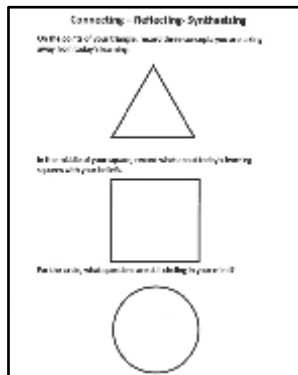
- Move about the room and greet as many people as possible.
- **Stop 1:** With a partner, take two minutes to share the three points from yesterday that stood out to you the most.



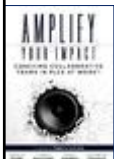
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Two-Minute Frenzy

4



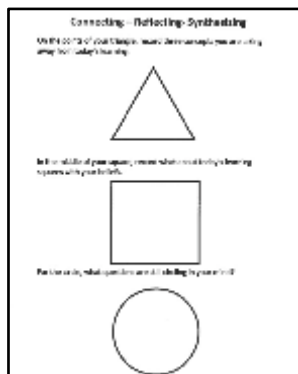
- Move about the room and greet as many people as possible.
- **Stop 2:** Take two minutes to describe the idea you recorded that squares with your thinking.



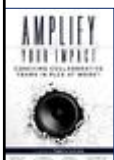
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Two-Minute Frenzy

5



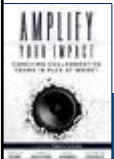
- Move about the room and greet as many people as possible.
- **Stop 3:** Take two minutes to explain the question that is still circling in your mind.
- Create groups of four. Introduce yourself to one another and share your partner's circling question.



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

Outcomes Review

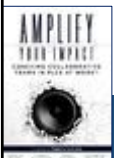
- Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- Understand how coaching collaborative teams can amplify the impact of teams on improving teachers' instructional practice and increasing levels of learning for adults and students.



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

Outcomes Review

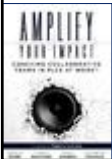
- Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products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



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

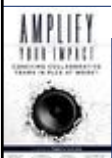
Outcomes Review

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



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

Flight Plans and Pre-Flight Checklists



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

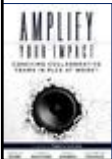
Program
pp. 38–41

Say Something



11

1. Form teams of four and number off.
2. Everyone reads the article and highlights three to four key concepts from the text. (Six minutes)



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

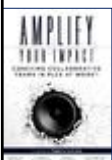
Program
pp. 38–41

Say Something



12

1. Person 1 points out a key concept.
 - ✓ Taking turns, 2, 3, and 4 comment about person 1's idea.
 - ✓ Person 1 describes why he or she chose the concept.
2. Repeat the process as person 2 starts a new concept.

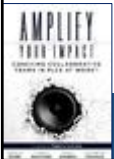


(Lipton & Wellman, *Data-Driven Dialogue*, 2004)

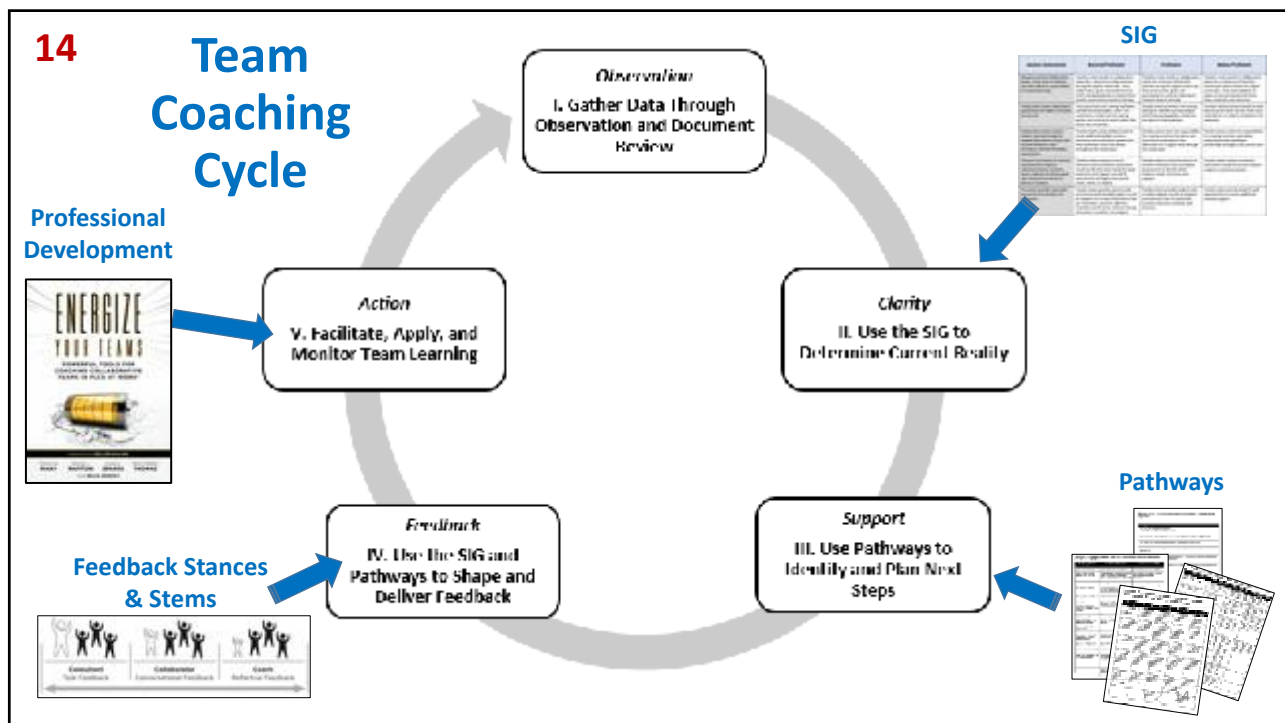
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

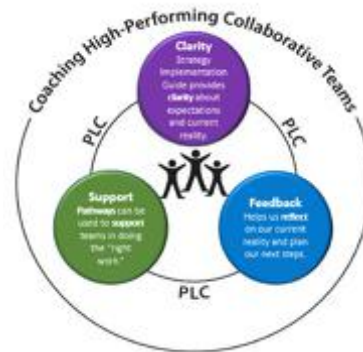
Say Something

- How did this protocol work for your group?
- How did it help with processing information?
- How did the article support your understanding of the SIG and Pathways?



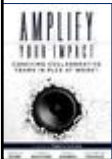
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)





Operationalizing the Amplify Coaching Framework

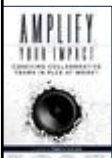
Identify mission critical tasks, create productive routines, and develop habits of practice.



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

The SIG: A Quick Review

The SIG defines in detail what teachers must do to fully implement the PLC process in the district, at the school, and on teams.

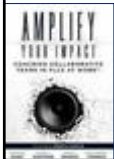


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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)

18

Coaching Collaborative Teams in a PLC at Work
Developing a Row of a Strategy Implementation Guide

1. **Identify a School or Team**
Identify a school/team that you have observed to have evidence of their current level of collaborative practice. Reach consensus and identify one of the PLC essential prerequisite conditions that you believe the school/team demonstrates.

2. **Determine and Populate the Anchor Statement**
Based on your current understanding of the PLC process and those demonstrated by the team you identified, draft an anchor statement that corresponds to the condition you chose.

3. **Develop the Indicators**
The indicator on the Strategy Implementation Guide provides a clear description of the actions associated with each essential prerequisite condition. The indicator scaffold assists the anchor statement designer, the second team.

A. Proficient: Begin to the Indicators
At a team, describe what conditions/proficient performance for the corresponding anchor statement described above.

B. Beyond Proficient: Clearly aligned to the Anchor Statement
At the Beyond Proficient level, repeat the anchor statement and describe indicator team.

C. Below Proficient: Unacceptable Variations of Collaborative Practice
At the Below Proficient level, repeat the anchor statement and describe indicator team.

Action Step: Based on your conversations, populate the Proficient, Beyond Proficient, and Below Proficient boxes on this log. Consider whether: Which is supported? What are the collaborative actions and behaviors that will allow them to reach the next level? Why are they?

Coaching Collaborative Teams in a PLC at Work
Developing a Row of a Strategy Implementation Guide

As leaders endeavor to create a more or increased level of collaboration and learning it is important to remember, "collaborative competence", and clearly must exist around the right things. The PLC Strategy Implementation Guide provides a developmental roadmap to implement the five essential prerequisite conditions, the "right" that must be in place for a school to become a high-functioning Professional Learning Community.

1. Educators work in collaborative teams and take collective responsibility for student learning 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 results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.

5. The school provides a systematic process for intervention and enrichment.

Anchor Statement	Beyond Proficient	Proficient	Below Proficient

Action Step: Based on your conversations, populate the Proficient, Beyond Proficient, and Below Proficient boxes on this log. Consider whether: Which is supported? What are the collaborative actions and behaviors that will allow them to reach the next level? Why are they?




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

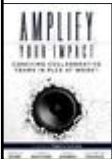
Program
pp. 42-43

Anchor Statements

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- Describe the ideal or desired state for each PLC essential prerequisite. (These do not change from year to year.)
- Reflect fully successful implementation of each essential prerequisite in the PLC process.

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
			






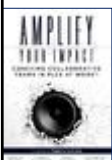
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Descriptors

20

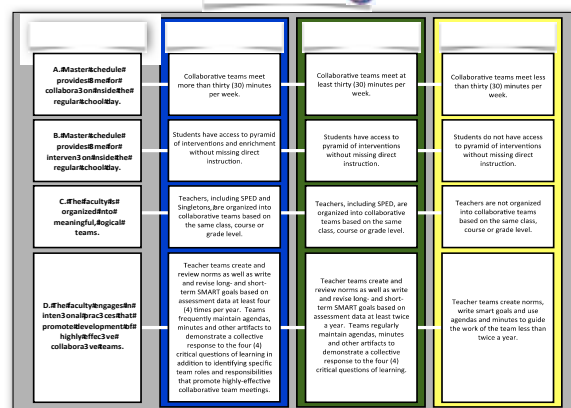
- These are the learning progressions that define team actions required to move toward the goal in the anchor statement.
- They are adjusted each year and build on increasingly higher levels of complexity and sophistication from one year to the next.

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
			

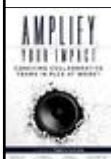


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Amplify Your Impact, pp. 59–60



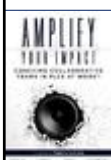
Anchor Statements	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Teachers meet weekly in collaborative teams for a minimum of sixty minutes during the regular school day. They utilize notes, goals, and protocols and work interdependently to improve their practice and enhance student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes during the regular school day. They write norms, goals, and participated in common planning to improve student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes per week outside the regular school day. They work together on topics of mutual interest and share ideas, materials, and resources.
Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Teams prioritize and identify standards, identify learning targets, write I Can Statements, create common pacing guides, and commit to teach rather than cover the curriculum.	Teacher teams prioritize and identify standards, identify learning targets, and follow pacing guides created by the district or the publisher.	Teachers believe lessons based on what they know the best, like the most, have materials for, or what is included in the textbooks.
Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.	Teacher teams work collaboratively to create valid and reliable common formative and summative assessments they administer every few weeks throughout the school year.	Teacher teams share the responsibility for creating common formative and summative assessments they administer on a regular basis through the school year.	Teacher teams rotate the responsibility for creating common summative assessments they administer periodically throughout the school year.
Educators use results of common assessments to improve individual practice, build the team's capacity to achieve goals and intervene and enrich on behalf of students.	Teacher teams analyze common formative and summative assessment results to identify which students need more time and support and which instructional strategies they should retain, refine, or replace.	Teacher teams analyze the results of common formative and summative assessments to identify which students need more time and support.	Teacher teams review summative assessment results to monitor student progress or generate grades.
The school provides systematic processes for intervention and enrichment.	Teacher teams provide students with enrichment and remedial support as well as targeted interventions that are systematic, practical, effective, essential, and directive, without missing instruction.	Teacher teams provide students with remedial support as well as targeted interventions that are systematic, practical, effective, essential, and directive.	Teacher teams provide students with opportunities to receive additional remedial support.



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

Program
pp. 18–21

We own that which
we help create!

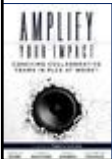


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Let's Create a Row of a SIG!

23

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	←	←	←



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

Let's Create a Row of a SIG!

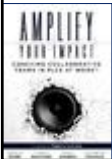
24

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Write a description of what beyond proficient practice looks, sounds, and feels like. <i>What team actions would you be able to observe?</i>	Write a description of what proficient practice looks, sounds, and feels like. <i>What team actions would you be able to observe?</i>	Write a description of what below proficient practice looks, sounds, and feels like. <i>What team actions would you be able to observe?</i>

Let's Create a Row of a SIG!

25

Anchor Statement	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	<ul style="list-style-type: none"> • Little or no variation from the anchor statement • States highly effective collaborative practice 	<ul style="list-style-type: none"> • Collaborative practice may not be fully developed. • Some variation to best practice in the PLC process is acceptable. 	<ul style="list-style-type: none"> • Practice negatively impacts successful implementation of the PLC process.



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

Let's Create a Row of a SIG!

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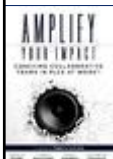
Anchor Statement	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	<p>Write a description of what beyond proficient practice looks, sounds, and feels like.</p> <p><i>What team actions would you be able to observe?</i></p>	<p>Write a description of what proficient practice looks, sounds, and feels like.</p> <p><i>What team actions would you be able to observe?</i></p>	<p>Write a description of what below proficient practice looks, sounds, and feels like.</p> <p><i>What team actions would you be able to observe?</i></p>

Drafting a Strategy Implementation Guide

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1. Discuss and make sense of the anchor statement:
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.
2. Reach consensus and draft descriptors for *beyond proficient, proficient, below proficient*.
3. Transfer your SIG to poster paper and post it on the wall.



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

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Sample Strategy Implementation Guide (SIG)
From *Amplify Your Impact* pages 59-60

Anchor Statements	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Teachers meet weekly in collaborative teams for a minimum of sixty minutes during the regular school day. They utilize norms, goals, and protocols and work interdependently to improve their practice and enhance student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes during the regular school day. They write norms and goals, and participate in common planning to improve student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes per week outside the regular school day. They work together on topics of mutual interest and share ideas, materials, and resources.
Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Teams practice and unwrap standards, identify learning targets, write / co statements, create common pacing guides, and commit teach - rather than cover - the curriculum.	Teacher teams prioritize and unwrap standards, identify learning targets, and create common pacing guides.	Teachers deliver lessons based on what they know the curriculum requires.
Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.	Teacher teams work collaboratively to create valid and reliable common formative and summative assessments they administer every few weeks throughout the school year.	Teacher teams create, administer, and analyze common formative and summative assessments regularly throughout the school year.	

**NEW
Enhanced
Sample SIG**



Strategy Implementation Guide

Anchor Statements	Beyond Proficient PLC Type	Proficient PLC Type	Below Proficient PLC Type
Paraphrase One: Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Teachers meet weekly in collaborative teams for a minimum of sixty minutes during the regular school day. They write norms and goals, and participate in common planning to improve their practice and enhance student learning. Teams monitor their collaborative practice and continuously refine norms, write SMART goals, and adjust protocols to increase effectiveness and efficiency. They identify practices they want to keep that are working, those they want to stop that are ineffective, and ones they need to create to increase productivity. The strength of each team member is leveraged, and new team members are seamlessly merged into the PLC process. The teachers embrace cognitive dissonance, ultimately teaching consensus. Team members hold each other accountable to the collective decisions made.	Teachers meet weekly in collaborative teams for a minimum of sixty minutes during the regular school day. They write norms and goals, and participate in common planning to improve their practice and enhance student learning. They leverage their collective wisdom to make the shift from discussing topics of mutual interest and sharing ideas, materials, and resources to a focus on aligning to common objectives that impact student learning. The team works on the skills of consensus, surface-level interactions as they try to reach agreement.	Teachers meet in teams for a minimum of sixty minutes during the regular school day. They discuss the shift from discussing topics of mutual interest and sharing ideas, materials, and resources to a focus on aligning to common objectives that impact student learning. The team works on the skills of consensus, surface-level interactions as they try to reach agreement.
Paraphrase Two: Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Teams reflect on student data and the prioritized standards, learning targets, and pacing guides they identified for the past year. This informs the team what needs to be adjusted for the upcoming year or unit. Teacher teams consistently review prior and upcoming standards to determine the prerequisite skills students need to access new learning. Teams identify levels of student proficiency and commit to team mastery rather than cover the curriculum.	Teams promise and unwrap standards, learning targets, and "I can" statements, a common pacing guide, and a common assessment. They identify a standard and learn target.	Teams promise and unwrap standards, learning targets, and "I can" statements, a common pacing guide, and a common assessment. They identify a standard and learn target.

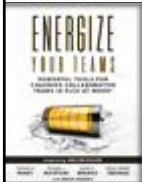
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Clarity: Strategy Implementation Guide

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While the descriptors can and should be adjusted according to the individual characteristics of each district, the anchor statements are *always* based on the five prerequisite conditions of highly effective PLCs.

Those five conditions are non-negotiable if we want PLCs to be effective.

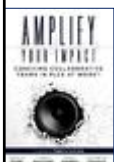
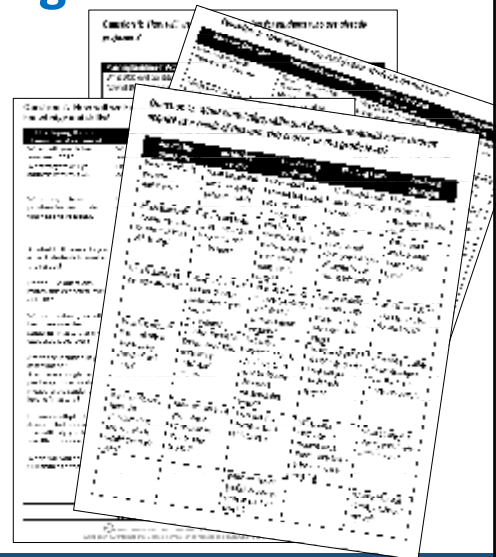


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Support: Pathways for Coaching Collaborative Teams in PLCs

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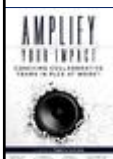
- Each column is a task that directs teams into the “right work” of a PLC.
- Teams and coaches choose their path according to their place in the instructional unit.



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

Pathways Card Sort

- Work with your team to arrange the cards in a logical order under each heading.



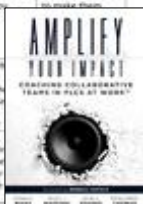
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Pathways for Coaching Teams

Pathways for Prerequisite One:
Educators Work in Collaborative Teams,
Rather Than in Isolation, and Take Collective
Responsibility for Student Learning

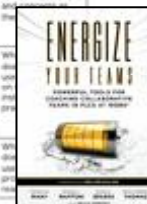
Question 1: What knowledge, skills and dispositions should every student
acquire as a result of this unit, this course, or this grade level?

Prioritizing Standards	Identifying Targets	Determining Proficiency	Planning Units	Analysing Strategies
Which standards provide endurance?	What targets did the overarching process reveal?	How would you rewrite this target in student-friendly terms?	What targets will you be instructing on next?	What instructional strategies will you use?
Which standards provide readiness for the next level of learning?	Where does the current curriculum address these targets?	What prerequisite skills and vocabulary do students need to master this target?	What instructional strategies will you all agree to use during this unit?	Which strategies worked well when the unit was taught in the past? How do you know?
Which standards provide leverage?	Which targets are not adequately addressed in your current curriculum?	To what Depth of Knowledge (DOK) level should students show mastery?	Approximately how much time will you spend teaching each target?	Which strategies did not work well last time this unit was taught? Why did they not work?
Which standards are most often assessed by standardized tests?	To what Depth Of Knowledge (DOK) level will you teach each target?	What will students create, produce, or be able to do when they have mastered this target?	To what Depth Of Knowledge (DOK) level will you teach each target?	How can you alter these strategies to make them work?
If you could only teach 10 standards in this course, which would they be? Why?	How will you pace your course curriculum to include these targets?	How will you grade or score this target?	How and when will you be assessing the targets? (See Question 2: Pathways 1)	
		What models of proficiency do you have or can you create to share with students?	What data, evidence, or student work should you bring to the meeting?	



What are the keys to promoting the development of highly effective collaborative teams?

1.1: Determine the Focus	1.2: Use Structures	1.3: Clarify Roles and Responsibilities	1.4: Build Relationships	1.5: Choose Processes and Protocols
What are the purpose and non-purpose of this team meeting?	What are the long- and short-term SMART goals the team is trying to accomplish?	Will internal or external facilitators lead the team meetings?	How does the team provide respectful and professional dialogue?	What protocols does the team use to reach consensus?
How does the team goal connect to the four critical questions of learning?	How does the team create, share, and revisit norms during meetings? How does the team address violations of norms?	What other roles will team members fill during meetings? How does the team clearly define those roles? Are they in writing?	How does the team foster a climate that allows for productive levels of professional discourse?	What protocols does the team use to analyze student work?
How will the team document its progress toward meeting the goal?	When, where, how often, and for how long will the team meet?	How will the team allocate roles among the members? Will the team assign roles, or will members volunteer for roles?	What steps has the team taken to build relational trust among and between team members?	What protocols does the team use to address issues and concerns about the team?
What materials do team members need to bring to achieve the meeting goal?	How does the team develop agendas, and when does the team share the agendas with team members?	Will the roles rotate? If so, how often? If not, how long will members keep the same roles?	How does the team encourage cognitive conflict, discourage affective conflict, and resolve conflict when it occurs?	What protocols does the team use to address issues and concerns about the team?
What protocols will the team use to keep the focus on its goal?	How does the team document progress and identify next steps?			What protocols does the team use to address issues and concerns about the team?



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

Strategy Implementation Guide

Prerequisite	Beyond Prerequisite	Prerequisite	Beyond Prerequisite
Prerequisite One: Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Beyond Prerequisite PLC Light Teachers meet weekly in collaborative teams for a minimum of forty minutes during the regular school day. Teams work independently to improve their practice and share student learning. Teams monitor their collaborative practice and continuously refine notes, refine SMART goals, and adjust protocols to increase effectiveness and efficiency. They identify practices they want to keep that are working, those they want to drop that are ineffective, and ones they need to create to increase productivity. The strength of each team member is leveraged, and new team members are seamlessly merged into the PLC process. The teachers embrace cognitive dissonance, ultimately reaching consensus. Team members hold each other accountable to the collective. Success is shared.	Prerequisite PLC Light Teachers meet weekly in collaborative teams for a minimum of forty minutes during the regular school day. They write norms and SMART goals and participate in common planning to improve student learning. Teams work together to improve their practice and enhance student learning. They delegate to maximize efficiency. The team encourages all voices and ideas to be heard, and consensus is reached.	Beyond Prerequisite PLC Light Teachers meet in teams for a minimum of forty minutes per week during the regular school day. They depend on the outside support to establish norms and goals to make the most from discussing topics of mutual interest and sharing ideas, materials, and resources to a focus on ongoing to common achievement that impact student learning. The team acts on the side of consensus, surface-level interactions as they try to reach agreement.
Prerequisite Two: Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Beyond Prerequisite PLC Light Teams reflect on student data and the prioritized standards, learning targets, "I can" statements, and pacing guides they identified for the prior year. This informs the team what needs to be adjusted for the upcoming year or unit. Teacher teams consistently review prior and upcoming grade, or course level standards to determine the prerequisite skills students need to access new learning. Teams identify levels of student proficiency and commit to teaching rather than cover the curriculum.	Prerequisite PLC Light Teams promote and ensure standards, identify learning targets, write "I can" statements, and create common pacing guides. Prerequisite skills are determined for each standard and learning target. Teacher teams occasionally review prior and upcoming grade, or course level standards to determine the prerequisite skills students need to access new learning. They commit to teach to mastery rather than cover the curriculum.	Beyond Prerequisite PLC Light Teacher teams promote and ensure standards, identify learning targets, and review pacing guides created by the district or the publisher. Lessons are informed by what teachers believe students are based on what they know the best, like the most, have materials for, or what is included in the textbooks in order to meet the needs of all students. Curriculum decisions are based on perception and past practice.

Pathways for Prerequisite #1

Educators work in collaborative teams and take collective responsibilities for student learning rather than working in isolation.

Identifying the keys to promoting the development of highly effective collaborative teams

Determine the Focus	Use Structures	Clarify Roles	Build Relationships	Choose Processes and Protocols
What is the purpose and non-purpose of this team meeting?	What are the long and short-term SMART goals the team is trying to accomplish?	Will the team meetings be led by internal or external facilitators?	How does the team promote respectful and professional dialogue on the team?	What protocols does your team use to reach consensus?
How does the team goal connect to the 4 Critical Questions of Learning?	How are norms created, shared, and revisited during meetings? How are violations of the norms addressed?	What other roles will team members fill during meetings? Are those roles clearly defined? Are they in writing?	How does the team foster a climate that allows for productive levels of professional dissonance?	What protocols does your team use to analyze student work?
How will the team document their progress toward meeting the goal?	When, where, how often, and for how long will the team meet?	How will roles be allocated among the members? Will the members volunteer or be assigned roles?	What steps have been taken to build relational trust among and between team members?	What protocols does your team use to address issues and concerns as they arise?
What materials do team members need to bring in order to achieve the meeting goal?	How are agendas developed and when are they shared with team members?	Will the roles rotate? If so, how often? If not, how long will members keep the same roles?	How does the team encourage cognitive conflict, dissonance, and resolve conflict when it occurs?	What protocols does your team use to reflect on their instructional practice?
What protocols will the team use to keep itself focused on the goal?	How does the team document progress and identify next steps?			What protocols does your team use to encourage professional reading?

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

Committing to Action

Beginning With the End in Mind: Ensuring Implementation

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The diagram illustrates a cycle for coaching high-performing collaborative teams. At the center is a circle labeled 'PLC' with an icon of three people. Surrounding this are three colored circles: a purple circle at the top labeled 'Clarify' (Strategy Implementation Guide provides clarity about expectations and current reality), a green circle at the bottom left labeled 'Support' (Pathways can be used to support teams in doing the right work), and a blue circle at the bottom right labeled 'Feedback' (Helps us reflect on our current reality and plan our next steps). Arrows connect these three outer circles in a clockwise cycle, with 'PLC' written on each connecting arrow.

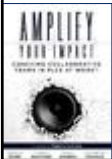
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Our Greatest Challenge

Implementing What We Already Know

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1. Will we give priority to implementing a process that improves student and adult learning? Or will we give priority to preserving our traditional structure and culture?
2. Will we become a PLC by doing the real work of PLCs? Or will we become a pseudo-PLC and accept PLC lite by avoiding the right work?

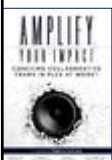


(DuFour, “How PLCs Do Data Right,”
Educational Leadership 73(3) (Nov. 2015), pp. 23–26)

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

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Effective coaches understand that “the work
OF a team must include work ON the team.
When we take time to work ON the team, the
work OF the team improves.”



—Kozlowski, “Accidental Teams,”
Walt Kozlowski Blog (August 6, 2020)

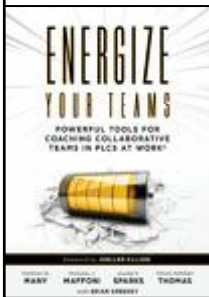
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It's a Process

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“When teams engage in coaching cycles, identification of systemwide patterns and trends may begin to surface. Over time, this ‘balcony view’ helps those coaching teams identify professional development needs for individual teams and the faculty as a whole.”

—Many, Maffoni, Sparks, & Thomas, *Energize Your Teams: Powerful Tools for Coaching Collaborative Teams in PLCs at Work* (2021), p. 38



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

SMART Goals

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S



Specific

M



Measurable

A



Attainable

R

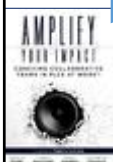


Relevant

T



Time-Based



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

S



Specific

This refers to the need to have a definite and particular goal.

M



Measurable

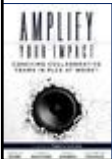
The plan can be tracked and has specific key performance indicators.

A



Attainable

Ensure that the plan is realistic, and the goal can be achieved.



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

R



Relevant

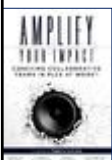
The plan must be related or important to student achievement.

T



Time-Based

There is a specific beginning and end point for measurement.

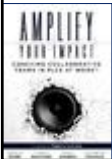


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Sample SMART Goals

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- By March 2022, all staff will use the building Strategy Implementation Guide to identify the current reality of their collaborative team.
- By June 2022, all collaborative teams will use the building SIG to create a SMART goal to improve team practices.
- By September 2022, all collaborative teams will use meeting agendas to indicate the pathways they address at each meeting.



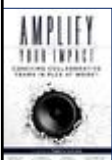
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Role-Alike Groups

As you prepare to write a goal for next steps at your school, consider the following:

1. How does the work of coaching teams apply to your specific role?
2. What challenges do you face in terms of implementation?
3. Work with your job-alike group to brainstorm possible solutions to the challenges identified.
4. What next steps are you considering for implementation?

1.	2.
3.	4.



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

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SMART Goals

- Work with your team to create a SMART goal for your next step in coaching teams.
- What steps will you take to meet the goal?

SMART Goal Template

Subject: _____ Team Name: _____ Team Leader: _____

Team Members: _____

Project Dates: _____

Project Goals: _____

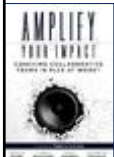
Identify a student achievement SMART goal (strategic, and specific, measurable, of behavior, results or action, and time-bound)

Action Steps and Products	Team Members	Time Frame	Results and Evaluation
What steps or activities will you initiate to achieve your goal? What products will you create?	Who is responsible for initiating or implementing the action steps or products?	What is a realistic time frame for each step or product?	How will you assess your progress? What evidence will you use to show you are making progress?

Source: Adapted from DuPon, B., Zaffron, R., & Zaffron, R. (2006). Professional Learning Communities at Work plus book. Bloomington, IN: Solution Tree Press. Revised 7/11. © 2011. Mathematics at Work™ plus book. Bloomington, IN: Solution Tree Press.

The Collaborative Team Plan Book for PLCs at Work is 2017 Solution Tree Press publication. For more information, visit www.solutiontree.com/PLCBooks to download this paper.

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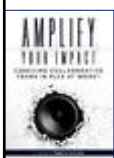


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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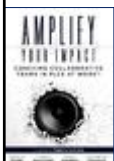
Hope is not a strategy ...



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

Why Action Plans Matter

“Setting goals without careful planning is just wishful thinking. The most successful principals, coaches, and teacher leaders set school improvement goals, make a plan to achieve their goals, and stick with it despite lots of distractions. They know a well-crafted improvement plan can keep their schools headed in the right direction.”



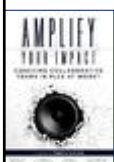
—Many, Maffoni, Sparks & Thomas, *How Schools Thrive: Building a Coaching Culture in PLCs at Work* (2019), p. 117

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

Two-Minute Listening

Each person will think of two initiatives: one that was successful, and one that was not.

Take two minutes each to explain what made each initiative successful or unsuccessful.

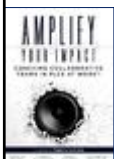


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

An Important Question

“Is it possible that the improvement initiative failed because it was the wrong program? Or, is it possible that it was the right program poorly implemented?”

—Fixsen & Blase, “Implementation: The Missing Link Between Research and Practice,” *National Implementation Research Network* (January 2009)

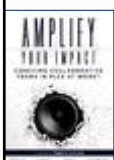


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Why Do Plans Fail?

“Sometimes plans fail because we give up on them too early, sometimes plans fail because they were adhered to rigidly in spite of other data that indicates a need to shift the plan.”

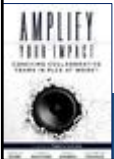
—Aguilar, *The Art of Coaching Teams* (2016), p. 85



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

“Even a good idea, poorly implemented,
is still a bad idea.”

—Thomas R. Guskey

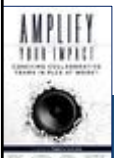


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



Develop an Action Plan

1. Based on your SMART goal to amplify your impact and coach collaborative teams:
 - Choose a format to document your action plan.
 - Populate your chosen format with your best thinking.
2. Be prepared to share with your colleagues.

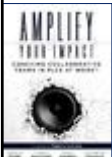


Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

Sharing Team Action Plans

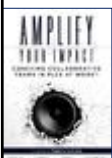


- What is your SMART goal?
- Summarize your plan.
- What parts of the action planning went well?
- What obstacles did you encounter?
- What questions do you still have?



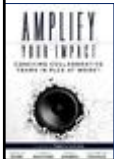
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

A DREAM WRITTEN
DOWN WITH
A DATE BECOMES A GOAL.
A GOAL BROKEN DOWN INTO
STEPS BECOMES A PLAN.
A PLAN BACKED BY ACTION
BECOMES REALITY.

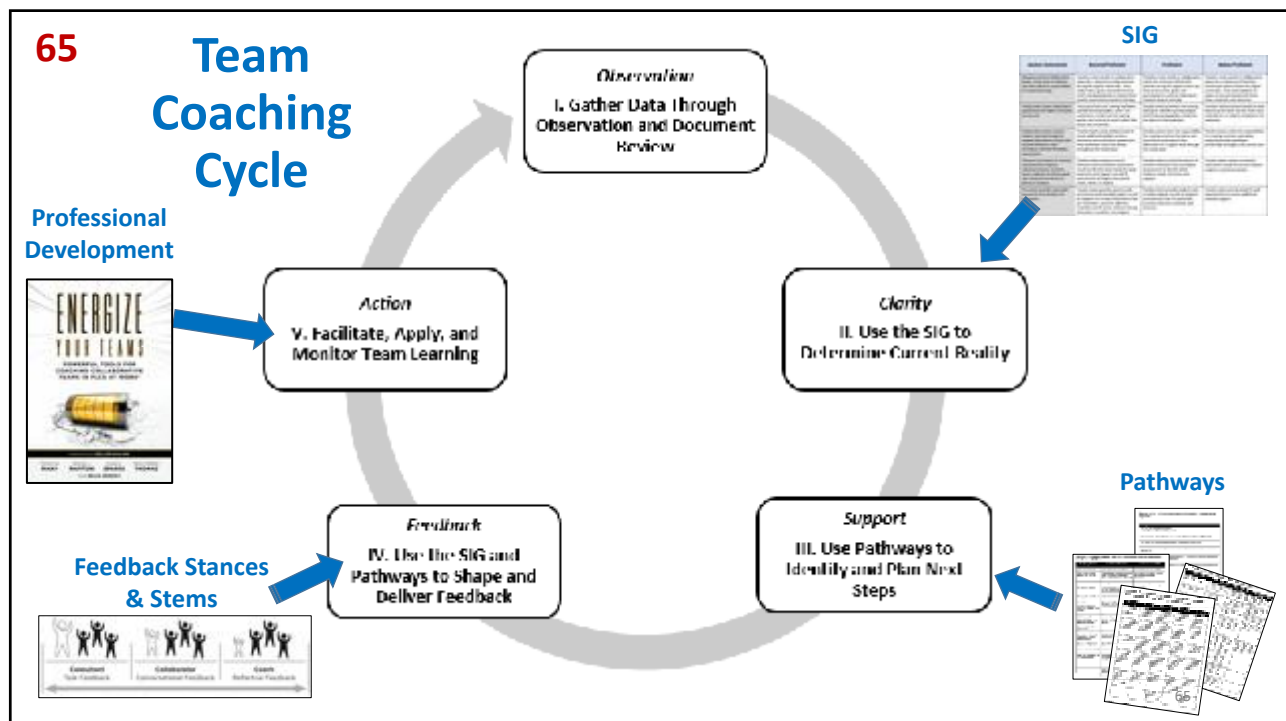


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Closing Thoughts ...



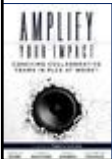
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)



Track Your Progress

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1. Return to the Track Your Progress handout.
2. Update your current level of understanding by shading the progress bar with a different color.
3. Once you have finished updating each progress bar, revisit your questions at the bottom of the page.
4. Which questions were answered? What questions remain?



Please share with your tablemates.

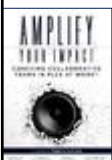
Many, Maffoni, Thomas, & Sparks, *Amplify Your Impact* (2018)

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Outcomes Review

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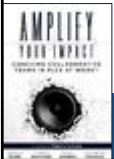
- ✓ Examine the current research, evidence, and thinking around the practices that support coaching and collaboration.
- ✓ Understand how coaching collaborative teams can amplify the impact of teams on improving teachers' instructional practice and increasing levels of learning for adults and students.



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

Outcomes Review

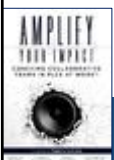
- ✓ Understand how to intentionally shift from coaching individuals to coaching collaborative teams based on a framework that combines the cornerstone concepts of clarity, feedback, and support.
- ✓ Engage in activities, simulations, and conversations to develop and apply the tools, processes, and products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



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

Outcomes Review

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



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

Thank You

To schedule professional development
at your site, contact **Solution Tree**
at **800.733.6786**.

