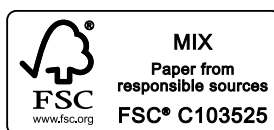


Getting on the Same Page: Establishing a Common Vision About Learning

Tim Brown



Solution Tree



Getting On The Same Page: Establishing A Common Vision About Learning

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Desired Outcomes

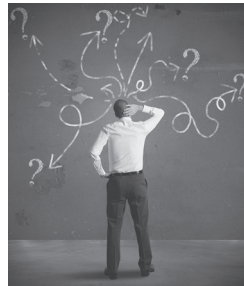
- Share strategies and provide examples that educators have found helpful for developing their collective commitments and common vision.

How Can You Influence Others?

People have to believe
that it is worth it;
And they have to
believe they can do it.

Vital Behaviors

What are the vital
behaviors that create
a cascade of change?



(Grenny, Patterson, Maxfield, & MacMillan,
Influencer: The New Science of Leading Change, 2013)

Learning Teams That Get Results

William Ferriter

What We Get		Increased Student Growth and Achievement		
What We Want		Teacher Effectiveness		
What It Looks Like		Learning Teams Share: <ul style="list-style-type: none"> • Norms and values • Dialogue about learning and teaching • Strategies and practices • A focus on student learning • Responsibility for students' success 		
What It Takes	Growth-Oriented Climate	Sharing Knowledge and Skills	Building Resilience and Creating Solutions	Determining Priorities and Creating Excellence

“Daniel Goleman (author of *Emotional Intelligence*) argues that explicitly stated norms are one of the most powerful steps we can take toward helping a team become a powerful team.”

—Richard Dufour in
The Power of Professional Learning Communities at Work

Mission, Vision, and Commitments: More Than a One-Time Thing

- ☐ Begins a necessary conversation.
- ☐ Reinvigorates workers.
- ☐ Inspires innovation and service.
- ☐ Renews commitment.

Collective Commitments

- What is our primary purpose?
- What do we want our classrooms to look like for students and for us?
- What assessment practices will we use to enhance student learning?
- What does great instruction look like?
- What is our plan for intervening when students struggle?
- How can we extend and enrich our students' learning experience?

Creating a Vision and Identifying Actions to Support the Vision

- What do we want our classrooms to look like for students and for us?
- How do we want our students to interact with each other and with us?
- How do we want our students to approach learning?
- What will happen when students struggle?

To achieve this, we will ...

Engage in Collective Inquiry

What is learning really all about?

What's happening as the brain receives, organizes, stores, and retrieves information and develops ideas?

Some Principles of Learning

- Learning is continuous.
- We are more likely to hit the target when we know what the target is.
- Without the opportunity to correct, learning is likely to stop.
- We improve with multiple attempts.
- Effort and proper preparation are the main determinants of success.

Some Principles of Learning

- The brain is chunking, swirling, and searching for connections as we learn.
- We are natural problem solvers and explorers.
- People are wired differently with different experiences.
- We work harder and longer when we are internally motivated.
- We learn best in a positive environment.

Learning is continuous.

Without the
opportunity to
correct, learning is
likely to stop.

Effort and
preparation are the
main determinants of
success.

“Think about your intelligence,
talents, and personality. Are they
just fixed or can you develop them?”

—Carol Dweck, *Mindset: The New
Psychology of Success* (2006)



We improve with
multiple attempts.

Meritocracy vs. Mastery

"In a study of 9th-grade science classrooms ... Nolen (2003) found that when students perceived their classrooms as ability-based meritocracies, their performance on a districtwide, curriculum-based test was compromised. Students in other classes who saw teachers and peers to be focused on mastery and independent thinking performed significantly better on the district test."

—Wormeli, 2006, p. 60

**The brain is
chunking, swirling,
and searching for
connections as we
learn.**

GOOD EXAMPLE OF A BRAIN STUDY. IF YOU
CAN READ THIS YOU HAVE A STRONG MIND.

7H15 M3554G3
53RV35 7O PR0V3
H0W 0UR M1ND5 C4N
D0 4M4Z1NG 7H1NG5!
1MPR3551V3 7H1NG5!
1N 7H3 B3G1NN1NG
17 WA5 H4RD BU7
N0W, 0N 7H15 LIN3
Y0UR M1ND 1S
R34D1NG 17
4U70M471C4LLY
W17H 0U7 3V3N
7H1NK1NG 4B0U7 17,
B3 PROUD! 0NLY
C3R741N P30PL3 C4N
R3AD 7H15.
PL3453 5H4R3 1F
U C4N R34D 7H15.

**We are wired for
problem solving and
exploration.**

We learn best in a positive environment.

Dose of Empathy Found To Cut Suspension Rates One Key to Reducing School Suspension: A Little Respect

In a series of experiments, Stanford researchers found teachers often view respect in terms of cooperation and compliance.

For students, respect involves “a basic recognition of your humanity,” Okonofua said, including remembering a student’s name (and pronouncing it correctly), not speaking down to students or embarrassing them in front of their peers, and expressing interest in their perspectives.

Both college- and middle-school-age students reported losing respect for teachers who disciplined students in a dismissive or punitive way, and said that they would be more likely to misbehave in such a teacher’s class.

Published Online: July 13, 2016
Published in Print: July 20, 2016

What’s Obvious to You Is Obvious to You

1. Stand back to back with a partner.
2. On a piece of paper write:
“Characteristics I would like to see from the educators in our school”
3. Turn and face each other.
4. Share your list with the person with whom you are standing back to back.
5. Find items you have in common.



Martin Elementary School Collective Commitments (to be continued)

We will:

- Be flexible.
- Be professional.
- Be respectful.
- Be an encouraging, creative, caring, and supportive staff.
- Be dedicated and go the extra mile.
- Put kids first and be student-focused.
- Be open and honest.
- Be empathetic and understanding.
- Celebrate and educate our students and each other.
- Be willing to get to know students and parents and make the connection that the school and home are a family.
- Be enthusiastic, positive, and motivated.
- Protect instructional time.
- Be knowledgeable, current lifelong learners.
- Be unbiased, fair, and nonjudgmental.
- Be open to the community.
- Respect everyone’s level of expertise.
- Be open minded.
- Have smiles and teach smiles.
- Support a safe, consistent, and orderly learning environment.

Martin's Final Collective Commitments

1. Be professional, punctual, respectful, encouraging, cooperative, and supportive.
2. Seek all resources for student achievement.
3. Be flexible and willing to change.
4. Be lifelong learners.
5. Celebrate students and each other.
6. Be positive.
7. Have a sense of humor and laugh.
8. Resolve issues and move on.
9. Be dedicated to do whatever it takes.

Where Are You Now and Where Will You Go From Here?

- ☐ What do you value in your team?
- ☐ What will be your commitments to each other?



Mission, Vision, and Commitments: More Than a One-Time Thing

- ☐ Revisit the commitments and goals established at the beginning of the year.
- ☐ Create a celebrations that recognize the journey of learning together.
- ☐ Be bold, enthusiastic, and intense and market the environment of learning that you are creating.

Perlata's Collective Commitments

"Values define how we will act toward one another within our organization. Values identify the behaviors that the school is committed to acting upon."

—Larry Lezotte

"Values answer the question: How must we behave to create the school that will achieve our purpose? Shared values (or as we prefer, *collective commitments*) have been described as 'the vital social glue that infuses an organization with passion and purpose.'"

—Richard Dufour

- ❑ We will be optimistic and enthusiastic.
- ❑ We will respect all staff, students and their families.
- ❑ We will include the parents and the community in the learning process.
- ❑ We will have high expectations for all students and ourselves.
- ❑ We will accept responsibility for student learning and developing each student's potential.
- ❑ We will identify the essential outcomes, develop a common pacing guide and teach the same standards at our grade level at the same time.
- ❑ We will work collaboratively in developing instructional strategies and designing common assessments.
- ❑ We will monitor the achievement of our individual students and use the results to guide our processes of continuous improvement.

We will model everything we expect from our students including life-long learning, Behaviors, and respect.

Creating a Vision and Identifying Actions to Support the Vision

Processing Question	Vision	To Achieve This We Will ... (Commitments)
What do we want our classrooms to look like for students and for us?		
How do we want our students to interact with each other and with us?		
How do we want our students to approach learning?		
When students struggle, how will we respond?		

Developing the Principles of Learning

Principles of Learning	Classroom Practices That Support the Principle
<ul style="list-style-type: none"> • Most children enter school with a growth mindset. • Learning is continuous • Without the opportunity to correct, learning is likely to stop. • We improve with multiple attempts. • Effort and proper preparation are the main determinants of success. • Reflect to learn (processing time) <ul style="list-style-type: none"> ○ The brain is chunking, swirling, and searching for connections as we learn. • We are natural problem solvers and explorers. • People are wired differently with different experiences. • We work harder and longer when we are internally motivated. • We learn best in a positive environment. 	

Schoolwide Commitments

What Values Are We Tight About?

What will be your commitments, what do you value in your team?

Collaboration

Curriculum

Assessment

Instruction

Interventions

