

Get Going on Chapter 1: Teams Take Collective Responsibility and Work Interdependently

- » Who is part of your core team? Who is on your extended team? Do each of those people have a voice in the tasks your team tackles when taking collective responsibility for reading?
- » How do you currently prioritize time for collaborating around student learning, protected blocks of reading instruction, and a system of interventions and extensions? What adjustments do you need to make? What are you waiting for?
- » Is your team not just *creating* norms, agendas, and shared electronic folders but actually *using* them to become more effective and efficient in increasing student learning?
- » What is your team’s current SMART goal? If you have to look it up, it isn’t driving your work, so how can you make sure each member of the team remembers, refers to, and reaches for your goals?

Getting Started?	Getting Better?
<p>When starting out, beware of <i>collaboration lite</i> (DuFour et al., 2016). Just changing your master schedule to allow time for collaboration does not result in a professional learning community. In the business world, you often hear the mantra that <i>culture eats strategy for breakfast</i> (attributed to Peter Drucker in 2006, as cited in Walters, 2022), meaning you can’t come in and implement a new strategy unless you’ve first done the hard work of changing the culture to accept it. In PLC terms, we often say <i>culture eats structure for breakfast</i> (Muhammad, 2014) because you’ve got to develop the collaborative culture and start to take collective responsibility for all students’ learning in order for any structural changes to lead to effective collaboration.</p>	<p>As you get better at this, beware of the common pitfalls that can plague teams when they go from just working together to working interdependently with a laser-sharp focus on achieving their goal of improving student reading. If there is absence of trust, fear of conflict, lack of commitment, avoidance of accountability, or inattention to results (Lencioni, 2010), it is time to have a crucial conversation, revisit and revise those norms and accountability protocols, and collectively recommit to working in a way that ensures success for all, teachers and students.</p>

References

DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

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Muhammad, A. (2014). *Solution Tree Summit on PLC at Work* [Keynote address]. Phoenix, AZ.

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