



California Labor Management
Initiative Pre-Conference

June 19, 2017

**ASSESSING OUR WORK
THROUGH FULLAN'S COHERENCE FRAMEWORK**

COMPONENT	DESCRIPTOR	EVIDENCE
<p>FOCUSING DIRECTION</p>	<ul style="list-style-type: none"> • Shared purpose drives action. • A small number of goals tied to student learning drives decisions. • A clear strategy for achieving the goals is known by all • Change knowledge/strategy is used to move the district/school forward. 	
<p>CULTIVATING COLLABORATIVE CULTURES</p>	<ul style="list-style-type: none"> • A growth mind-set underlies the culture. • Leaders model learning themselves and shape a culture of learning. • Collective capacity building is fostered above individual development. • Structures and processes support intentional collaborative work. 	
<p>DEEPENING LEARNING</p>	<ul style="list-style-type: none"> • Learning goals are clear to everyone and drive instruction. • A set of effective pedagogical practices is known and used by all educators. • Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice. 	
<p>SECURING ACCOUNTABILITY</p>	<ul style="list-style-type: none"> • Educators take responsibility for continuously improving results (measurements) • Underperformance is an opportunity for growth, not blame. • External accountability is used transparently to benchmark progress. 	

Reflecting on Labor-Management Partnerships and Educator Collaboration

Attribute	Examples	Opportunities
Collaboration		
Discretion		
Goal Alignment		

Attribute	Examples	Opportunities
Psychological Safety		
Shared Decisions		
Partnership Quality		

Team Time 2: Exploring Collaborative Structures

Consider the collaborative structures outlined on pages 21-23. In what ways do these align with current structures in your district and/or school? What might be some ideas to consider?

District Learning Team

Aligns with Current Structures	New Ideas to Consider

Site Learning Team

Aligns with Current Structures	New Ideas to Consider

Collaborative Learning Teams

Aligns with Current Structures	New Ideas to Consider

CA LMI Critical Friend Protocol

This protocol guides a structured discussion intended to thoughtfully develop friendly, but pointed feedback for colleagues working to address a specific concern. The process deepens understanding before offering time for comment and then reflection.

1. TEAM A BRIEFLY PRESENTS ITS PLAN TO MEET A HIGH PRIORITY OPPORTUNITY.

(3 minutes)

- Chart and then Share Strengths and Opportunities for Improvement

2. TEAM B INTERACTIONS TO CLARIFY UNDERSTANDING OF THEIR PLAN

(10 minutes)

- **Seek Clarity and Greater Understanding of what was shared.**
 - Ask simple questions that help establish a correct understanding of what was shared. (Post-It Notes added to Chart)
 - Questions should call for facts or very simple answers of a sentence or less.
- **Seek Rationale for Team's Perceptions of Strengths and Opportunities for Improvement**
 - Ask thought-provoking questions that cut to the heart of the information shared. Answers will take a minute or two. You only have time for one or two tough questions, so choose them well. (Post-it Notes added to Chart)

3. TEAM A REFLECTION

(2 minutes)

- **Provides reflective feedback regarding what they heard that makes closing reflections about how they might adjust their plan.**
- When responding, consider what is more likely to lead to successful implementation and why.

REPEAT PROCESS, FLIPPING ROLES OF TEAM A AND B.

Team Time 3: Reflections and Next Steps

Team time discussion: 30 minutes

1. What are the specific steps your district would need to take to address the issue(s) that you've identified together?
2. How will you begin to accomplish those steps?

Review the agenda for the next two days and discuss how you, as a team, can maximize this time / these sessions to build upon your work today.