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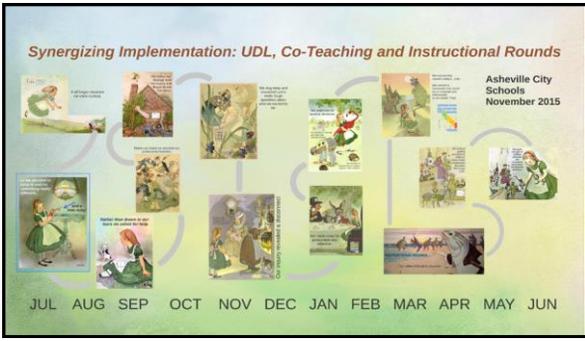
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## 7 Norms of Collaboration

1. presume good intentions
2. pause
3. paraphrase
4. probe
5. put forth ideas
6. pay attention to self & others
7. promote a balance between inquiry and advocacy

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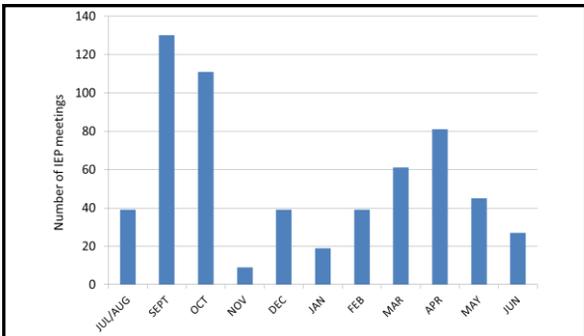
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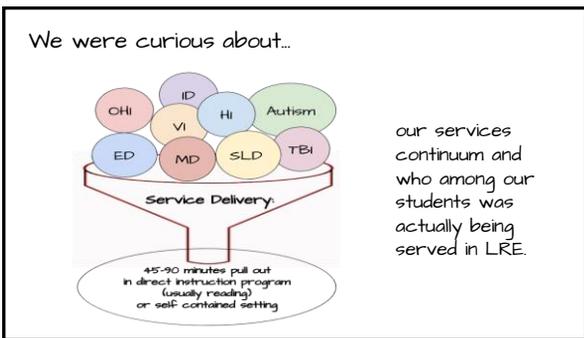
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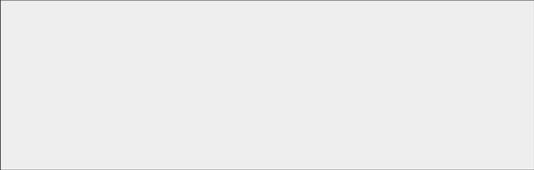
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*Choose Your Curiosity*

From your vantage point in your particular role and setting what is the # 1 question related to LRE that you have always wondered about?




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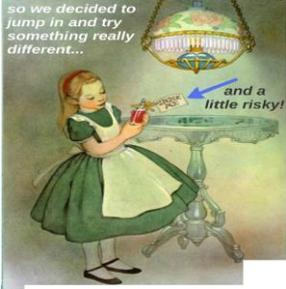
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so we decided to jump in and try something really different...



and a little risky!

Professional Learning had to be:

- Different
- Job Embedded
- Continuous
- Design Driven

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*We found ourselves in a mess.*



What is "MESS"

- Mess is how the current culture operates by default.
- Mess occurs when solutions to problems only lead to other more complicated problems.
- Mess exposes hidden competing commitments.
- Mapping your Mess goes a long way toward dissolving it.

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**We conducted an EMPATHETIC INQUIRY**

1. We searched our systems
2. We searched for obstructions
3. We searched our history

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**Search your System**

**What is a system?**

**Noun**  
'sistm

1. a set of connected things or parts forming a complex whole, in particular..
2. a set of principles or procedures according to which something is done; an organized scheme or method: "a multiparty system of government" "the public school system".

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*Inquire with Empathy*

**Step 1: Search Your System**

What are the stakeholders' strengths and needs?	Structure What do they do?	Process How are they doing it?	Purpose Why are they doing it?

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Inquire  
with  
Empathy

## Step 2: Search for Obstructions





Stage	Relative Intensity
Universal-Initial	~40
Individual	~90
Personal	~95
Marginal Concern	~40
Collaborative	~75
Reflected	~45

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Before we visited we practiced our professional manners...



which brings us back to our 7 norms.

1. presume good intentions
2. pause
3. paraphrase
4. probe
5. put forth ideas
6. pay attention to self & others
7. promote a balance between inquiry and advocacy

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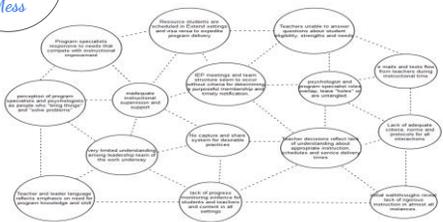
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Map  
Your  
Mess

Bring the data back. Write individual pieces of evidence on post it notes and cluster by theme. The result will look something like this:




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Our mess revealed some themes:

We didn't really understand the strengths and needs of each of our students.



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We had a tendency to light fires under people, over pepper the soup and throw tools at them. We had an inconsistent sense of urgency.



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We enabled general education peers to sit it out while we tried to close the gaps on our own.

We were unsure about how to empower them to be present in the work.



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We were almost always over-helping or helping inappropriately which was stunting our students' potential.

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We dug deep and answered some really tough questions about who we wanted to be.

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## KASAB

Shift	over the past 5 years	over the next five years:
Knowledge (our focus)	about programs	about kids and families
Aspiration (our expectations)	meet annual goals	graduate ready to pursue your dreams
Skill (our practices)	address weaknesses	leverage strengths
Attitude (our leadership style)	experts who explain how to teach	interactors who model how to learn
Behavior (how we interact with others)	enabling	empowering

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# KASAB

Shift	over the past 5 years	over the next five years:
Knowledge (our focus)		
Aspiration (our expectations)		
Skill (our practices)		
Attitude (our leadership style)		
Behavior (how we interact with others)		

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Make time for preparation and reflection.

Make room for co teaching.

What comes first?

Changes in practice?  
Changes in teacher beliefs and values?  
Changes in student learning outcomes?

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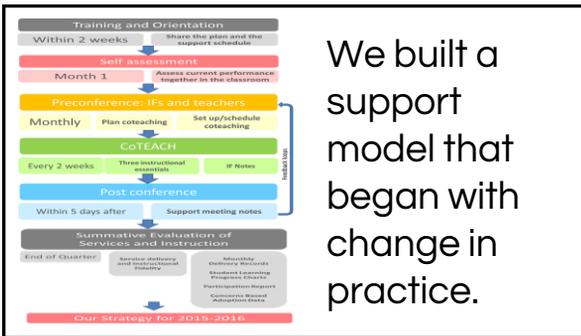
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We built a support model that began with change in practice.

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We used the model to find POSITIVE DEVIANCE.

We looked for setting and tools where things ACTUALLY WORKED.

We discovered that certain accommodations and modifications helped and they looked like UDL.

We found that using appropriate tools like UDL principles we could improve student learning outcomes in TWO WEEKS.



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We learned that context matters ...a lot.



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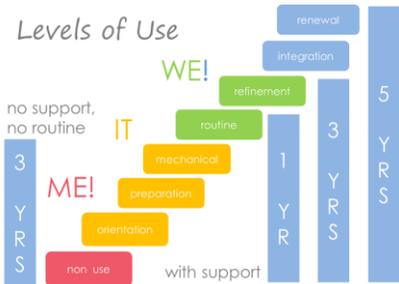
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### Levels of Use



We used CBAM Levels of Use to help people normalize how they were feeling and show them the way to learn forward. We differentiated professional learning based on where people were on the scale.

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We created transparency about who is doing what on a professional learning google site.

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**EC Leadership**

General Education Support

**PROGRESS MONITORING**

This year we are serving more integrated classrooms General education settings are focusing on power standards and proficiency scales. Curriculum and Instruction is identifying the power standards by grade level for each quarter. Instructional Facilitators and Psychologists should be familiar with these and consider how to use UDL principles so EC students can access them.

Here Dr. Marzano discusses the power of purposeful assessment. I am not sharing this to overwhelm you. Just thought it related to our discussion at the psychologist's meeting last week.

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**Professional Learning**

learning

Activities & Support

- Professional Learning
- Classroom Management
- Instructional Facilitation

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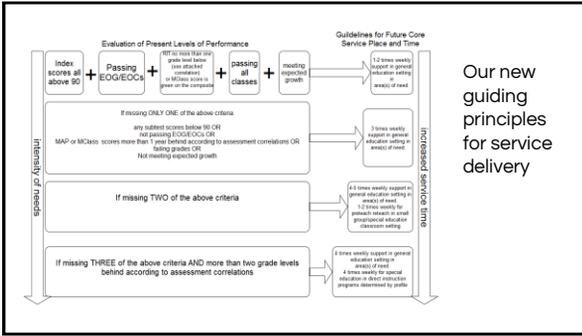
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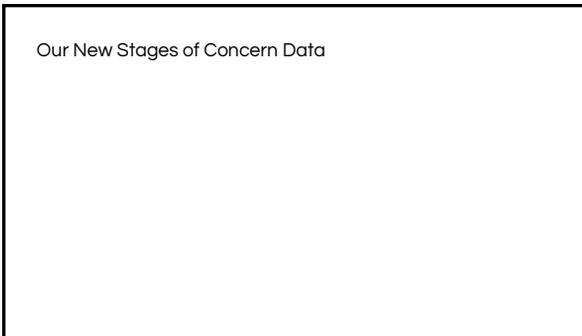
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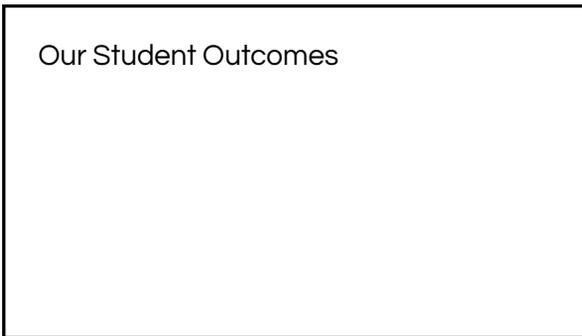
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