



16th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

the teacher's conference

ANTHONY MUHAMMAD

SATURDAY 18 MAY

Session 2

Collaboration Is a Lifestyle, Not a Meeting!

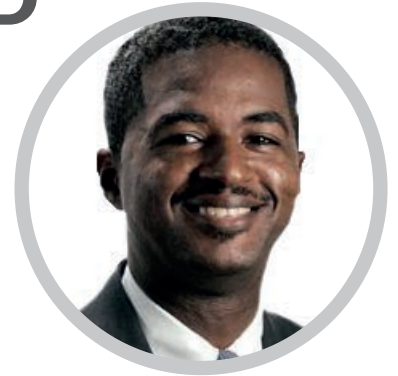
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ANTHONY MUHAMMAD

Dr Anthony Muhammad is a much sought-after educational consultant, having served as principal for a middle and high school and as a middle school teacher and assistant principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. As a researcher, Anthony has published multiple books and articles, and he regularly gives seminars on the subject of transforming school culture. Anthony's most notable accomplishment came as principal of Levey Middle School in Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years.



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Collaboration is a Lifestyle! Not a Meeting!

Anthony Muhammad, PhD



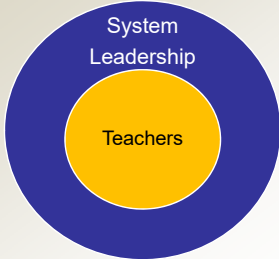
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Important Note

PLC is not a Meeting! The Collaborative team is the platform that the PLC chooses to do its work! Collaboration happens at every level!

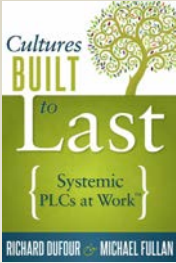
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Vertical and Horizontal Collaboration



3

Coherence



“Leaders in PLCs must focus on building collective coherence and a shared mindset among individuals and across the whole system. They must focus on transforming culture. Coherence making is a critical process”

DuFour, R and Fullan, M., Cultures Built to Last: Systemic PLC at Work (2013), pg. 23

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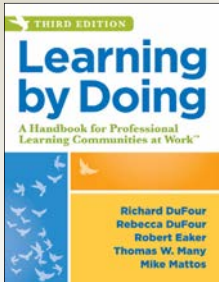
Guiding Coalition

- Establish a coalition of people who will guide your PLC journey
- Ensure that membership represents a diverse cross-section of staff members
- Levey Guiding Coalition (Administrators, Guidance Counselors, and Department Chairpersons)
- This team met twice every summer (full days) and two times per month (two hours) throughout the school year

5

SMART Goals

“One of the most powerful strategies for building the capacity of the staff to work effectively in collaborative teams is to create the conditions that require them to work together to accomplish a specific goal”



—DuFour, DuFour, Eaker, Many & Mattos, Learning by Doing: A Handbook for Professional Learning Communities at Work (2016), pg. 159

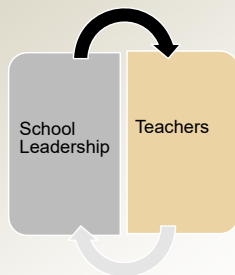
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Pause to Think!

- Does your school have a thriving Guiding Coalition to lead the PLC process? If not, what do you plan to do upon returning to your school?
- Does your school have a set of measurable and reasonable short-term and long-term improvement goals?

7

The Most Critical Cultural Relationship



8

Hard Fact

We are very flawed individually, but we are nearly perfect collectively!

9

What do teacher's need from school administrators?

- Time
- Structure
- Training
- Vision
- Authority

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What to school administrator's need from teachers?

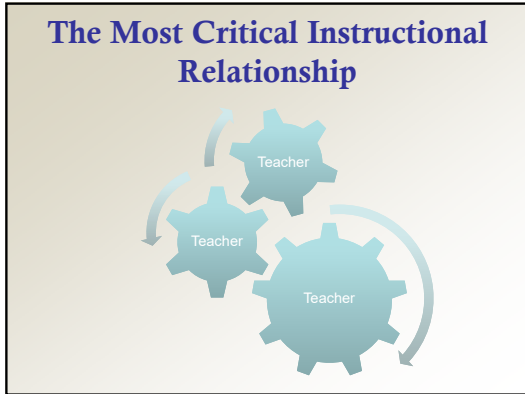
- Commitment
- Instructional Expertise
- Willingness to Experiment
- Peer pressure
- Mutual accountability

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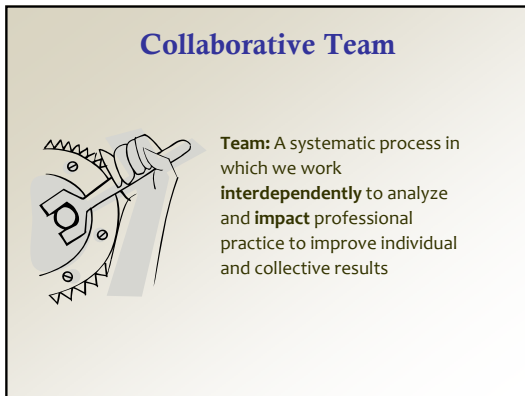
Activity

- Collaborate with someone who has a similar professional role (teacher-to-teacher and administrator-to-administrator) and identify how you would specifically meet the needs of the other party
- Share your answers with your counterpart

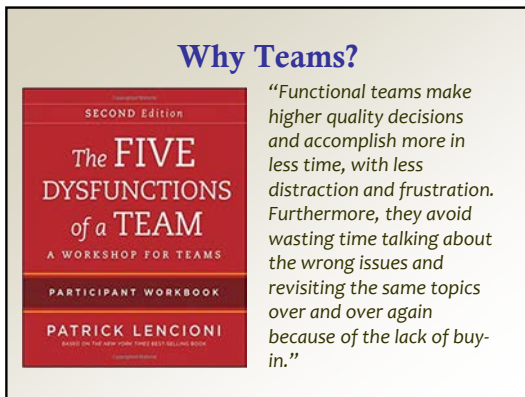
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15

Lencioni's Five Dysfunctions of a Team

	DESCRIPTION
Inattention to Results	• The pursuit of individual goals and personal status erodes the focus on collective success.
Avoidance of Accountability	• The need to avoid interpersonal discomfort prevents team members from holding one another accountable.
Lack of Commitment	• The lack of clarity or buy-in prevents team members from making decisions they will stick to.
Fear of Conflict	• The desire to preserve artificial harmony stifles the occurrence of productive ideological conflict.
Absence of Trust	• The fear of being vulnerable with team members prevents the building of trust within the team.

16

4 Stages of a Collaborative Culture (Tuckman)

- Forming
- Storming
- Norming
- Performing

[Tuckman, Bruce \(1965\). "Developmental sequence in small groups". *Psychological Bulletin*, 63 \(6\): 384-99](#)

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Reflection

- How effective is your current system of collaboration?
- Which stage best describes the current state of your collaborative teams?

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Thank You!

For follow-up questions, contact me at
newfrontier21@comcast.net



Solution Tree

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Individual Vision Plan

“Success is the Only Option”

Michigan Career Pathways:

- Arts and Communications**
- Business, Management, Marketing and Technology**
- Engineering/Manufacturing and Industrial Technology**
- Health Sciences**
- Human Services**
- Natural Resources and Agriscience**

Career Goal: _____

Career Pathway: _____

Middle School Focus

Courses where I must excel:

High School Focus

Courses of emphasis:

Freshman				
Sophomore				
Junior				
Senior				

Post-Secondary Focus

Trade Schools/Colleges/Universities that offer training/opportunities

School	Location	Years to Completion	Cost

Graduate School Focus (if necessary)

School	Location	Years to Completion	Cost

Certifications/Tests/ Exams/ Internships

Requirement	Minimum Performance	Time to completion

Starting Salary: _____

Average Salary: _____

Opportunities to Advance: _____

Personal commitments necessary to accomplish goal:

1. _____

2. _____

3. _____

4. _____

How can we assist you in reaching your goal:

1. _____

2. _____

3. _____

4. _____

I, _____ agree to put forth my maximum effort in the pursuit of my goal. I am intelligent and capable of accomplishing any goal that I commit to reach. I will be true to myself, my family, and my school. I

will expect a lot of myself and those charged with guiding me. I realize that I have the right to change my plan at any time, but I do not have the option to have no goals. I am extraordinary and I am powerful, and when I make up my mind I cannot be defeated.

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Levey Intervention Procedure

<i>Step</i>	<i>Intervention</i>
1 Classroom Interventions	Includes discussion of problem, modification of classroom, Success Plans, time out, teacher supervised detentions, etc. and identification of ways to help the student successfully meet expectations.
2 Team Discussion / Interventions and Calls to Parents (at least two)	Includes input from team teachers, which assists the student in correcting the disruptive behaviors. Parental calls are informational in nature (description of behavior). Asking for help and suggestions
3 Discussion/Referral to Counselor	Discussion(s) with counselor, who will refer the matter to the Student Assistance Team, who will determine what non-punitive interventions the support staff or an outside agency may be able to provide to help the student be successful.
4 Staffing	Invite parents in to discuss observed behaviors and make a plan to correct the behavior. Staffing should include teachers, counselors, parents, and student. Parents should be informed that if the behavior does not improve, office referrals will begin.
5 Teacher Assigned Detentions	After three detentions, teachers should refer the student to the main office for administrative discipline
6 Referral to Administrator	3 hour detentions and short-term suspensions
7 Administrator Initiated Parent Meeting	Inform parents of last options and present them with a “zero tolerance” letter, which clearly outlines disciplinary steps if the behavior continues.
8 Administrative Action	Short-term suspensions, Hearing for long-term suspension
9 Last straw	Recommendation for alternative education or filing for expulsion and/or incorrigibility

- *This procedure applies specifically to chronically disruptive regular education students (including: talking out of turn, bothering others, constantly off-task, excessive talking, etc.) Special education students can follow the same format with extra consideration for student disabilities and the parameters of Special Education law.*
- *This procedure is not intended for more serious violations of the Student Code of Conduct including – fighting, gross disrespect, profanity, assault, etc. These types of violations are automatic administrative referrals.*
- *The purpose of this procedure is not to burden teachers. It is intended to produce school-wide consistency in handling discipline matters, to assist students in changing behavior, and to assist teachers in dealing with parents and students in a proactive and positive manner.*

Team Mission

To fulfill this mission we will make the following commitments:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Baseline Data (Previous Year):

% of Passing Students _____
% of Students Earning A _____
% of Students Earning B _____
% of Students Earning C _____
% of Students Earning D _____
% of Students Earning F _____
% of Students Exceeding State Standards _____
% of Students Meeting State Standards _____
% of Students Below State Requirements _____
% of Students Taking Advanced Coursework _____

Team Goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Breakthrough Goal:

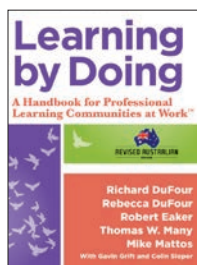
Team Norms of Behavior

Norm	Response to Violation

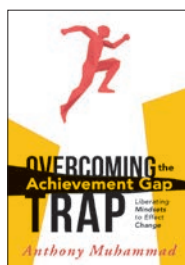
Teams are only as effective as the sum total of their parts; everyone must pull his or her weight for teams to be effective.

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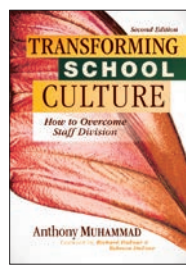
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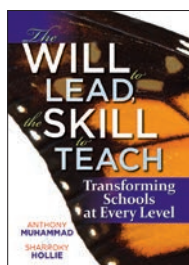
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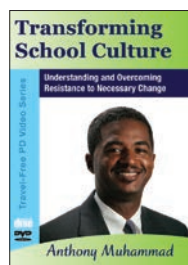
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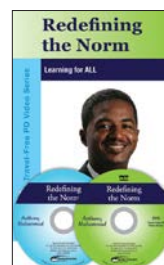
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