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decisions that can remove some of these inhibitors to inquiry. This activity provides your PLC the opportunity to reflect on its lived experiences and provide an honest picture of members' work as they progress through the year. Two rivers constructed by different PLCs Terry facilitated appear in Figures 2.5 and 2.6.

### **Essential Element #8**

**Healthy inquiry-oriented PLCs understand change and acknowledge the discomfort it may bring to some PLC members.**

Coaches must be aware that change will cause some PLC members a great deal of discomfort. Change is full of uncertainty. "Change is a process of coming to grips with new personal meaning, and so it is a learning process" (Fullan & Miles, 1995, p. 408). One activity Terry has used to help her PLC members explore feelings about change is engaging in a book study using the book *Who Moved My Cheese?* by Spencer Johnson (1998).

*Who Moved My Cheese?* is a metaphorical story of four characters who live in a maze and look for cheese to nourish them and make them happy. Two of the characters are mice named Sniff and Scurry and two are "little-people" the size of mice, who look and act a lot like people. Their names are Hem and Haw. The reactions of these characters vary from quick adjustment to change to waiting for the situation to change by itself to suit their needs. This story is about adjusting attitudes toward change in life, especially at work. Change occurs whether or not a person is ready, but the author affirms that it can be positive. The overarching principles illustrated in the book are to anticipate change, let go of the old, and act as if you were not afraid.

Terry began her early learning community work by having her group read *Who Moved My Cheese?* before coming to the first PLC meeting. After reading the text, the group engaged in discussion around the following prompts:

- Describe the four characters' personalities or social styles.
- What does the cheese represent?
- What does the maze represent?
- What does the book say to you in relation to change?
- Which character do you resemble?
- What do you feel is the main message from the book?

minute. Let me just look at your questions and think for a little bit.' Sometimes, the coach just allows natural silences to happen without interjecting a comment. For example, in the lowest student quartile inquiry, immediately following Marion's presentation of her wondering, coach Adam allowed the PLC members think time: "There was a pause as members of the PLC silently read and considered the wondering statement." Although silence is often perceived as uncomfortable, a skilled coach intentionally uses silence to allow all members of the PLC needed think time before proceeding with the discussion.

A final action a coach can take throughout wondering development may not necessarily contribute to the evolution of a wondering, but helps relax a conversation that can often become intense as teachers voice dilemmas of practice. This final action is providing humor. According to Roland Barth (1990):

Humor is sorely lacking in this profession, in textbooks and educational writing, in research, in state departments, in universities – and in schools. Yet, humor, like risk taking and diversity, is highly related to learning and the development of intelligence, not to mention quality of life. And humor can be a glue that binds an assorted group of individuals into a community. People learn and grow and survive through humor. We should make an effort to elicit and cultivate it, rather than ignore, thwart, or merely tolerate it. (p. 170)

Humour appears throughout the coaching stories in this chapter. Linda and Julie laugh when Linda paints a picture of inexperienced substitute teachers in prep school trying desperately to get the five-year-olds ready for dismissal during the winter months and the resulting delays. Members of the PLC chuckle as Jack pokes fun of his own reluctance to integrate technology into instruction. Marissa and Ashley giggle at Donna's play on the word *accurate* used in their wondering statement and used by Donna to see if her understanding of Marissa and Ashley's inquiry is correct:

As I listen to you talk, what I think I hear you being troubled by is varying perceptions teachers and parents have about what constitutes the letter grade of A, B, C, and so on. Is this *accurate*? – no pun intended!

The work of an inquiry-oriented learning community is difficult, and can even be exhausting at times. The interjection of humour helps all members of the PLC relax, build rapport with each other, and take a momentary break from the great complexity inherent in teaching.

From reading and analysing each of the stories shared in this chapter and delineating seven distinct actions coaches take in their facilitation of wondering discussions, you may be feeling overwhelmed as a coach! Yet, take heart in the fact that all of the coaches portrayed in this chapter find

**Figure 4.3** Timeline for Inquiry

<p><b><i>How do we create more culturally responsive teaching in our classrooms? What happens to student learning when we create more culturally responsive teaching?</i></b></p>		
<i>Month</i>	<i>Before Meeting</i>	<i>During Meeting</i>
September	<ul style="list-style-type: none"> <li>• Read articles on culturally responsive teaching (all members)</li> <li>• Review own student assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Text-based discussion on articles</li> <li>• Establish groups' shared goals and inquiry questions</li> <li>• Reflection</li> </ul>
October	<ul style="list-style-type: none"> <li>• Develop, distribute and collect parent and student surveys (Jane, Mark and Beth)</li> <li>• Collect and review baseline assessment data (each classroom teacher)</li> <li>• Visit neighbourhoods (entire PLC; invite pastor)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Analyse parent and student surveys using the chalk talk protocol</li> <li>• Engage in a text-based discussion of culturally responsive teaching strategies</li> <li>• Reflection</li> </ul>
November	<ul style="list-style-type: none"> <li>• Student interviews (each teacher completes three interviews)</li> <li>• Peer observation (each teacher observes one other group member)</li> <li>• Collect student work as teacher implements culturally responsive teaching strategies (each teacher)</li> <li>• Take field notes as teacher implements culturally responsive teaching strategies (each teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Tuning protocols or dilemma protocols focused on teachers sharing their efforts to engage in culturally responsive teaching strategies (three presenters; four groups)</li> <li>• Analyse student interviews</li> <li>• Reflection</li> </ul>
December	<ul style="list-style-type: none"> <li>• Read article about culturally responsive teaching strategies (each teacher)</li> <li>• Peer observations (each teacher observes one other group member)</li> <li>• Collect student work</li> <li>• Take field notes as teacher implements culturally responsive teaching strategies (each teacher)</li> <li>• Review student assessment data (each teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Engage in a text-base discussion of culturally responsive teaching strategies</li> <li>• Tuning protocols or dilemma protocols focused on teachers sharing their efforts to engage in culturally responsive teaching strategies (three presenters; four groups)</li> <li>• Reflection</li> </ul>
January	<ul style="list-style-type: none"> <li>• Collect student work</li> <li>• Peer observations (each teacher observes one other group member)</li> <li>• Take field notes as teacher implements culturally responsive teaching strategies (each teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Use protocols to analyse student work</li> <li>• Use consultancy to explore dilemmas you are having with your students</li> <li>• Reflection</li> </ul>

<i>Month</i>	<i>Before Meeting</i>	<i>During Meeting</i>
February	<ul style="list-style-type: none"> <li>• Collect student work</li> <li>• Peer observations (each teacher observes one other group member)</li> <li>• Take field notes as teacher implements culturally responsive teaching strategies (each teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Use protocols to analyse student work</li> <li>• Use consultancy to explore dilemmas you are having with your students</li> <li>• Reflection</li> </ul>
March	<ul style="list-style-type: none"> <li>• Collect student work samples</li> <li>• Take field notes as teacher implements culturally responsive teaching strategies (each teacher)</li> <li>• Review student assessment data (each teacher)</li> <li>• Meet with Kevin (each teacher met with Kevin or another trained coach in the school to closely examine the individual data that he or she had collected)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Use protocols to analyse student work</li> <li>• Use consultancy to explore dilemmas you are having with your students</li> <li>• Reflection</li> </ul>
April	<ul style="list-style-type: none"> <li>• Repeat survey (Jennifer, Mike, Angi)</li> <li>• Repeat subset of student interviews</li> <li>• Gather all data</li> <li>• Engage in preliminary analysis by reading through own data</li> </ul>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Analyse survey data</li> <li>• Analyse data across learning community meetings to generate overarching findings from the year's inquiry work</li> <li>• Reflection</li> </ul>
May	<ul style="list-style-type: none"> <li>• Develop presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an overview of results to principal</li> <li>• Share at faculty meeting and with school office</li> <li>• Reflection</li> </ul>

and suggesting modifications. We need to remember that the plan we constructed today is important to provide direction, but it isn't set in stone! Let's spend our final five minutes writing a reflection on today's meeting.' PLC group members took out a piece of paper, and jotted down their feelings and thoughts about the ways their inquiry-planning meeting had transpired.



# 5

## Helping PLC Members Analyse Data

*In relationship to their work, a woman, her husband and two young children had the opportunity to travel through all of Australia for two full months. On their return home, the woman rushed to print the pictures she had taken throughout their travels. When the images were printed and ready three days later, she whisked the almost 400 pictures out of the shop and went straight to her parents' house. One by one, they went through each of the pictures in the order they were taken from the envelopes. After sitting at the kitchen table for two hours, they still had three envelopes yet to open and view. The woman sensed the fatigue felt by her parents, and her heart grew heavy as she realised that labouring through every single picture did not convey to others the magnificence of their trip. The pictures were in no meaningful order, some were blurry, and in some cases, there were way too many photographs of the same things.*

*Returning home, her husband eagerly greeted her at the door and queried, "Well, how did the pictures come out?" The woman sighed as she explained that the number of pictures was overwhelming her, and while many came out great, there were some that were*