

# Good Morning Once Again and Welcome

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# The System We Need:

High Levels of Learning:  
Higher

Grade Level or

All:  
one  
independent

Any child who will  
day be an  
adult.

# Lezotte

Our experience verifies that the possibilities are unlimited once a dedicated school staff goes in search of research and best practices to advance their shared vision of learning for all.

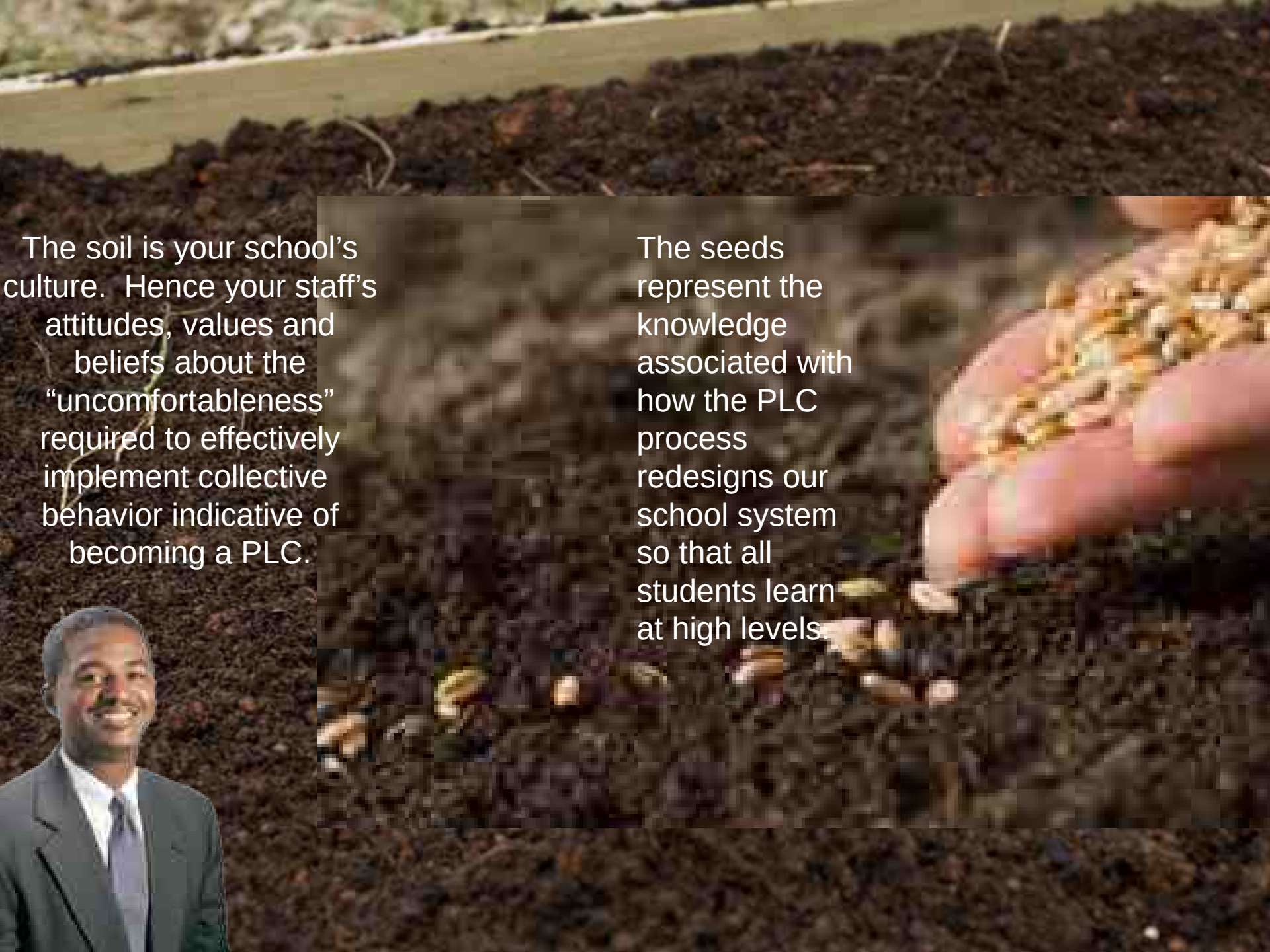
**However, until they embrace the possibility that all children can learn, the obstacles and barriers they will find are virtually endless and will seem unsurmountable.**





I don't  
think so!





The soil is your school's culture. Hence your staff's attitudes, values and beliefs about the "uncomfortableness" required to effectively implement collective behavior indicative of becoming a PLC.

The seeds represent the knowledge associated with how the PLC process redesigns our school system so that all students learn at high levels.



# Transformational Leaders Continuously Till the Soil.



**Transformation  
Leaders**

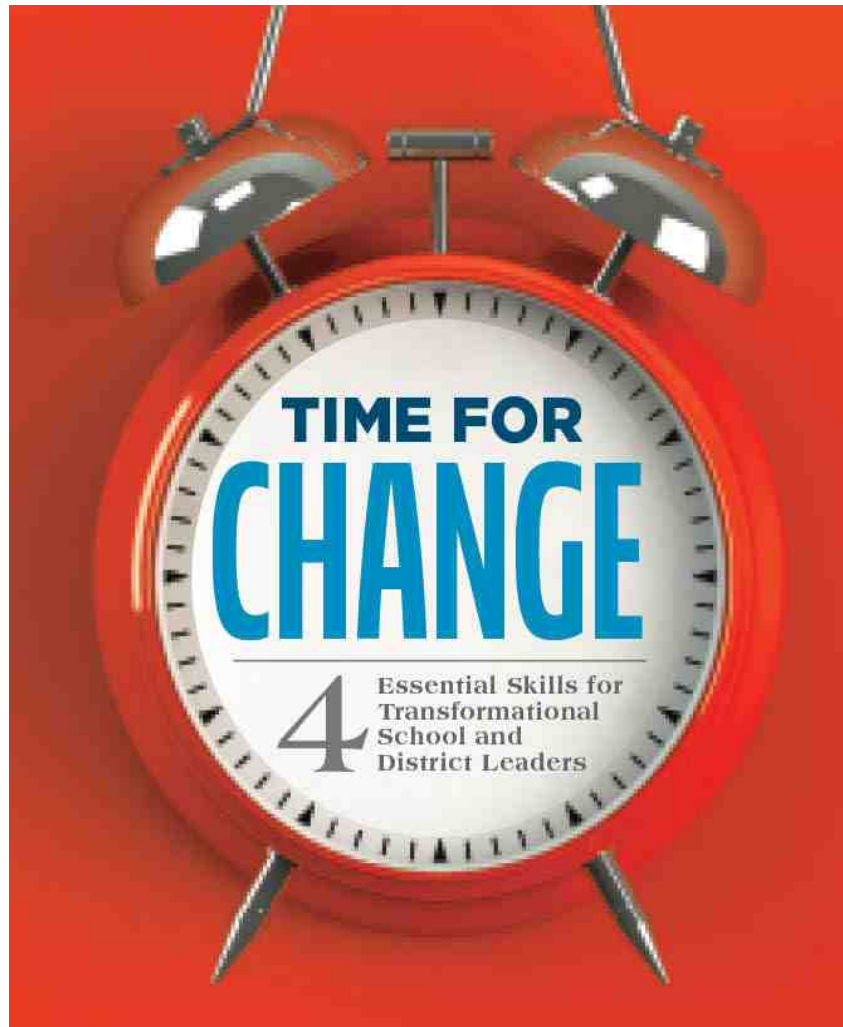
Fixed-mindedness

COVID exhaustion

The wrong attitude

Lack of  
Commitment

Confusion



**ANTHONY MUHAMMAD**  
**LUIS F. CRUZ**

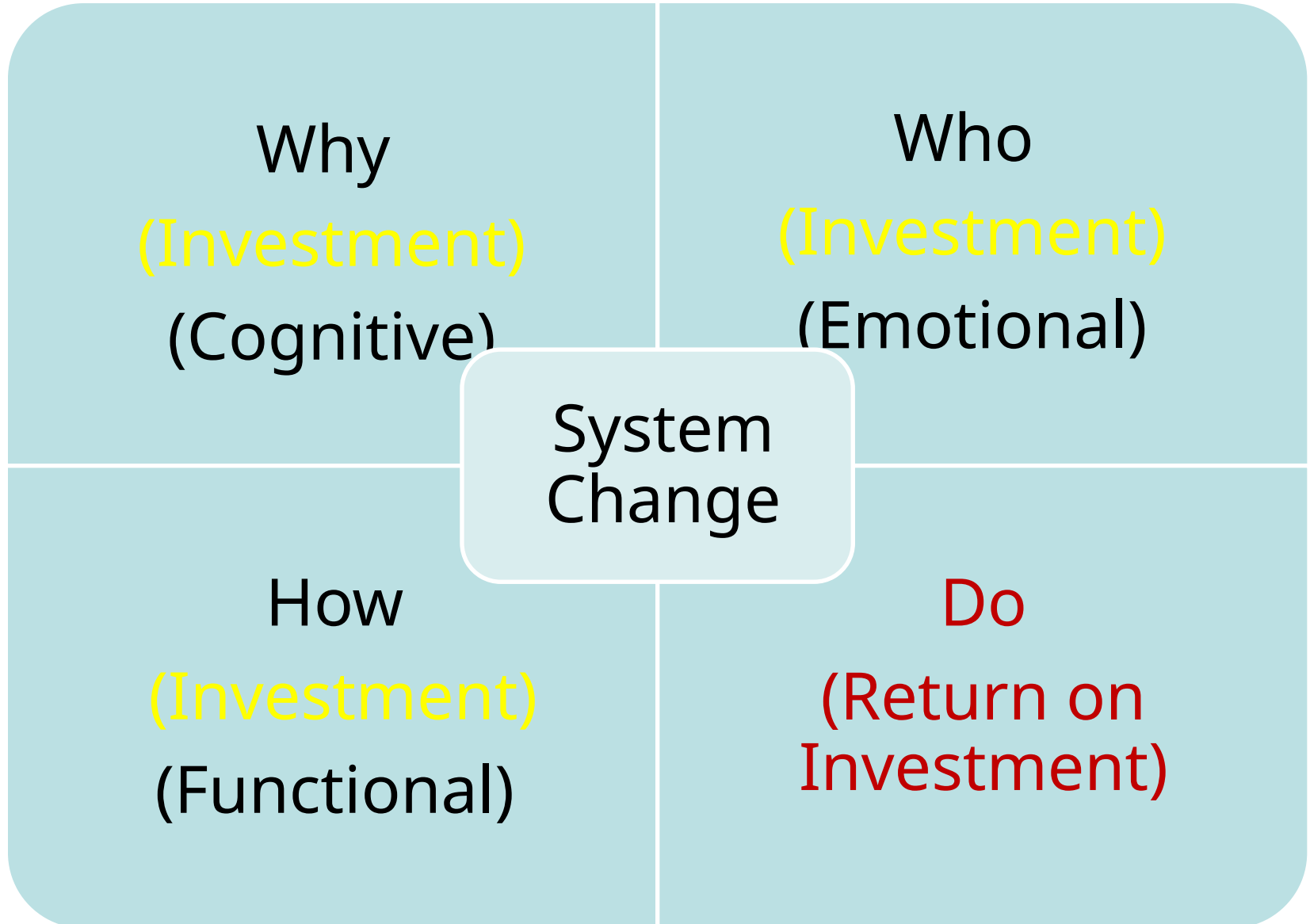
# Time for Change: Four Essential Skills for Transformational School and District Leaders

Anthony Muhammad,  
Ph.D.

Luis F. Cruz, Ph.D



# Rational vs. Irrational Resistance



# Golden Rule of Transformational Leadership

Support (Investment)

Precedes

Accountability (ROI)

## Guiding Coalition





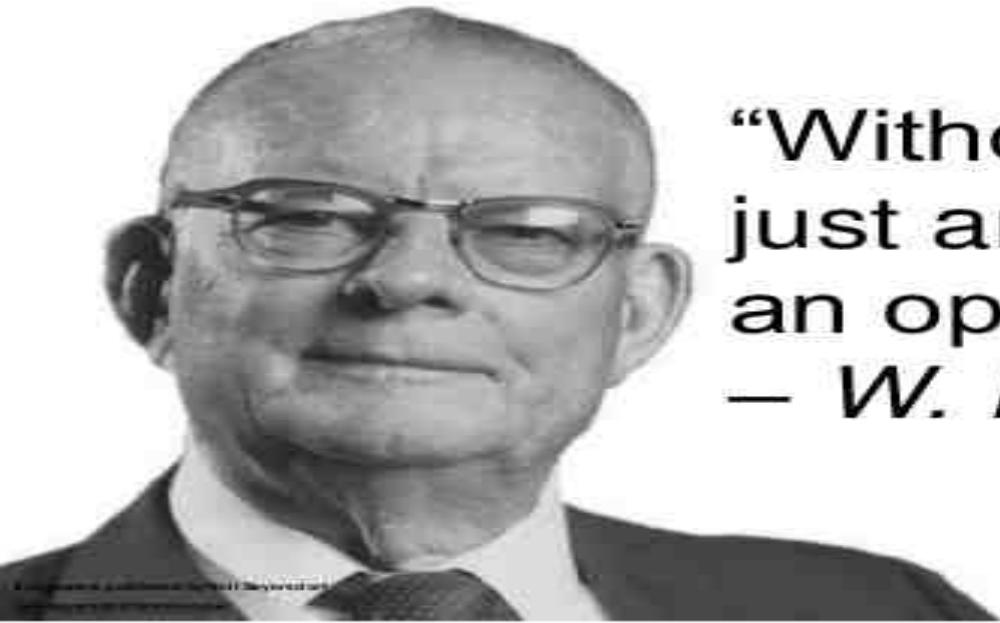
# The 4 layers of **Why** Transformational Leaders Continuously use to till the Soil.

The **Institutional** Why

The **Professional** Why

The **Societal** Why

The **Personal** Why



“Without data you’re  
just another person with  
an opinion.”  
– *W. Edwards Deming*



In God we trust; all  
others bring data.

W. Edwards Deming

# The Institutional Why



# Data coupled with our Mission

## Data



## Your Mission

To ensure high levels of learning for all of our students?



## **1st strong recommendation**

Have your Guiding Coalition begin to create a data picture of your school that will continuously be shared with your staff to both create a sense of urgency and to celebrate

# The Professional Why



We are **professional** public-school educators not amateur public-school educators.





**Douglas  
Reeves**

## ***Achieving Excellence and Equity (2019)***

“In an analysis of data from more than 750,000 students, I found that schools engaged in the PLC process with **depth and duration** consistently display greater gains in student achievement, particularly in reading, mathematics, and



**Douglas Reeves**

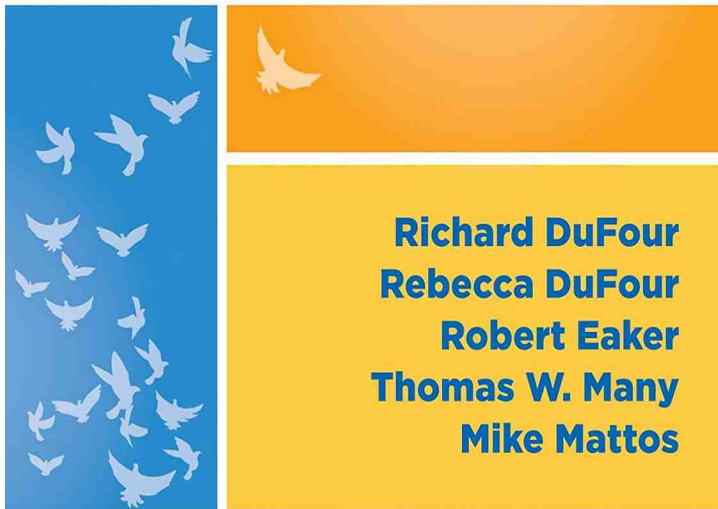
## *Achieving Excellence and Equity (2019)*

A **preponderance** of evidence is reached when “different researchers, operating independently using different research methods and working with subjects in different parts of the world, come to strikingly similar conclusions.”

 **THIRD EDITION**

# Learning by Doing

**A Handbook for Professional  
Learning Communities at Work™**



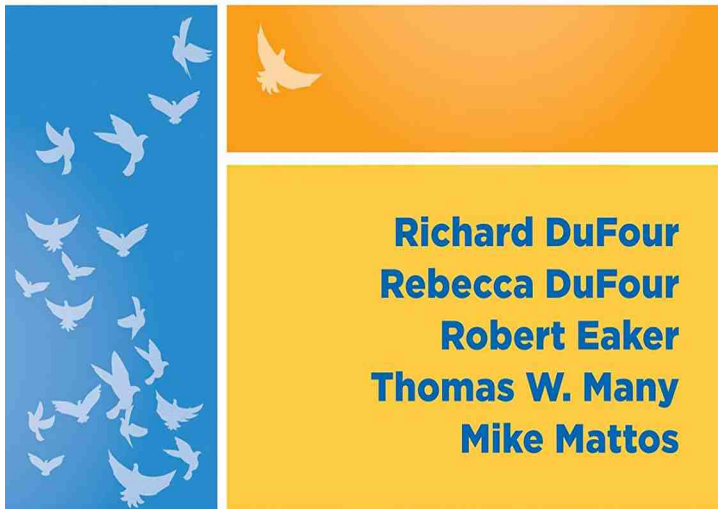
**Page 78**

**Why should  
we  
collaborate?**

 **THIRD EDITION**

# Learning by Doing

**A Handbook for Professional  
Learning Communities at Work™**



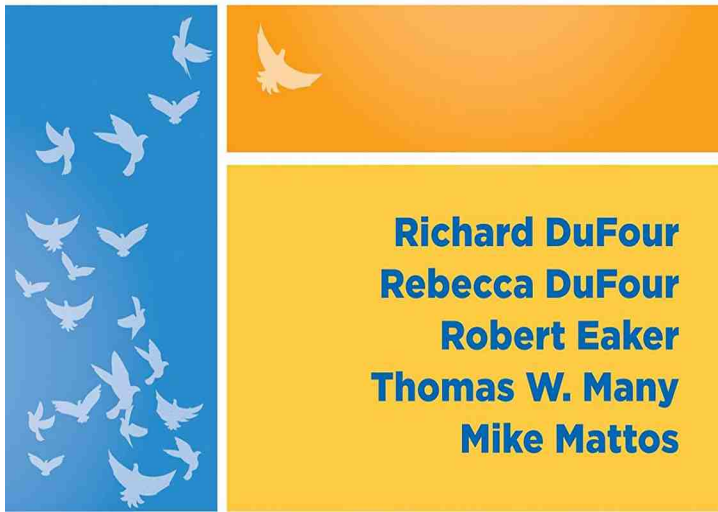
**Page 123**

**Why should we  
have access to a  
guaranteed and  
viable  
curriculum?**

 **THIRD EDITION**

# Learning by Doing

**A Handbook for Professional  
Learning Communities at Work™**



**Page 143**

**Why should we use  
formative  
assessments?**

**Page 144**

**Why should we use  
common  
assessments?**



**Have you heard of...?**

**Dr. Craig  
Froehle**

# EQUALITY VERSUS EQUITY

Craig Froehle



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

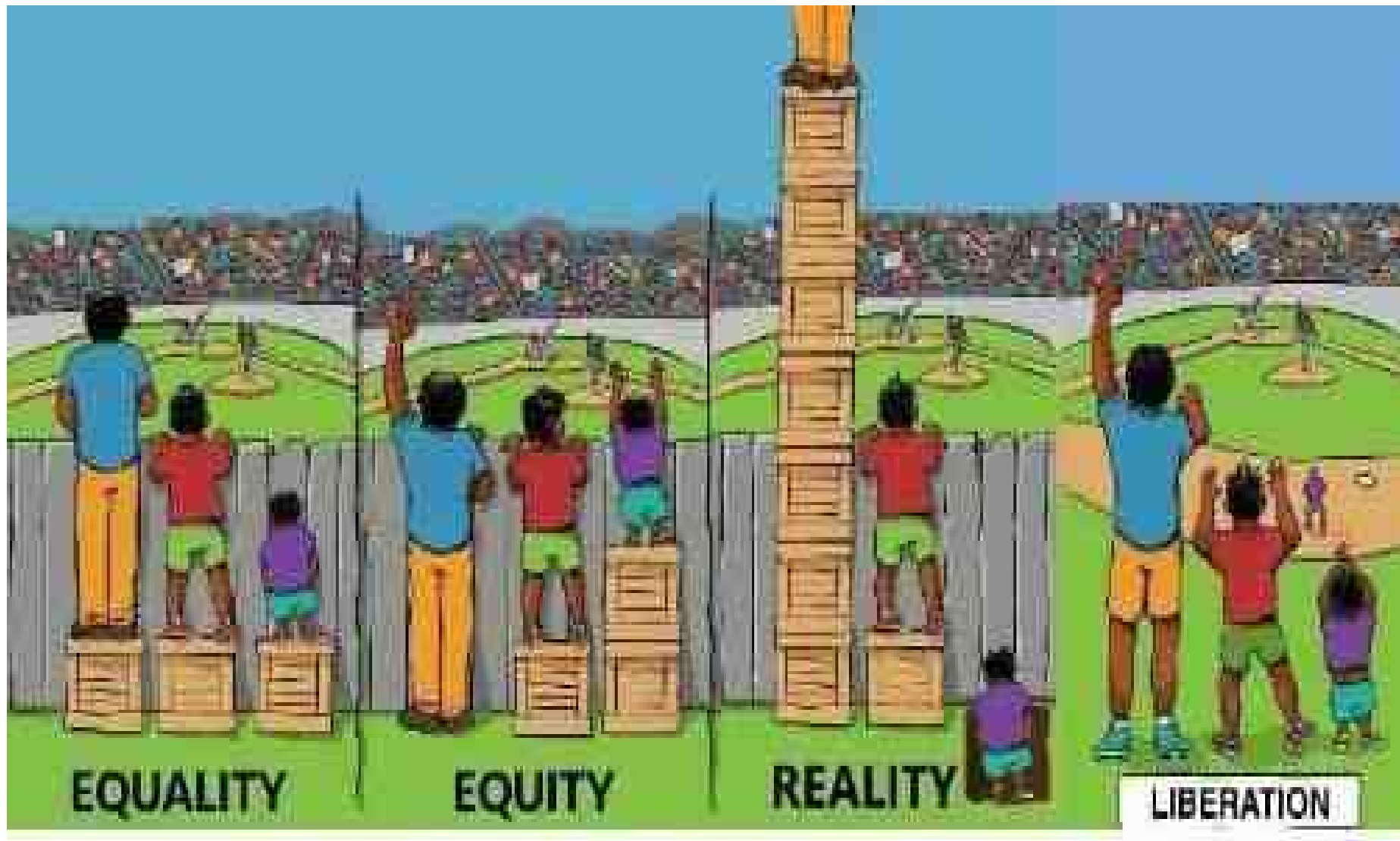
# Robert Wood Johnson Foundation

## Equality



## Equity





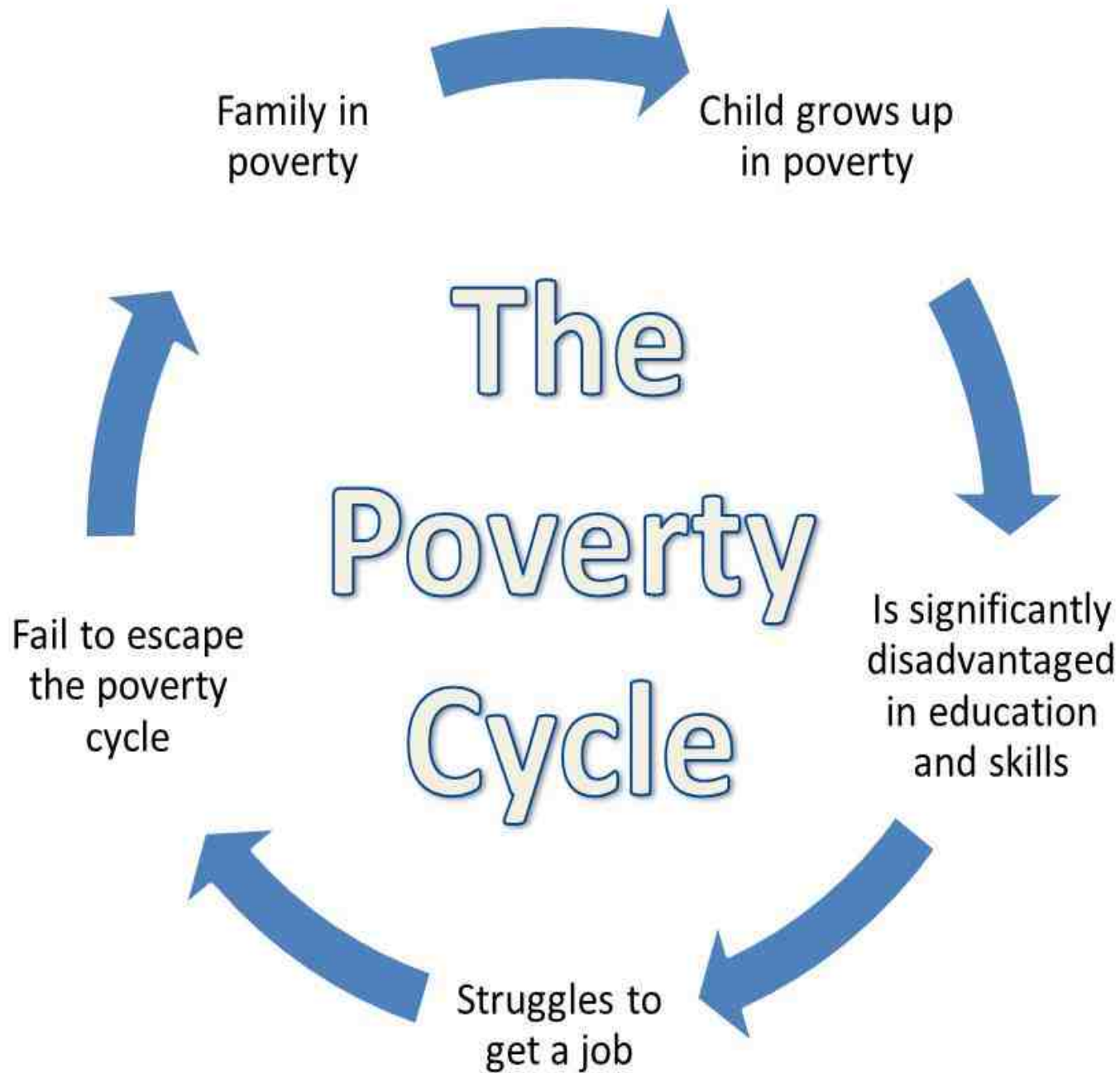
Liberation

## 2nd strong recommendation

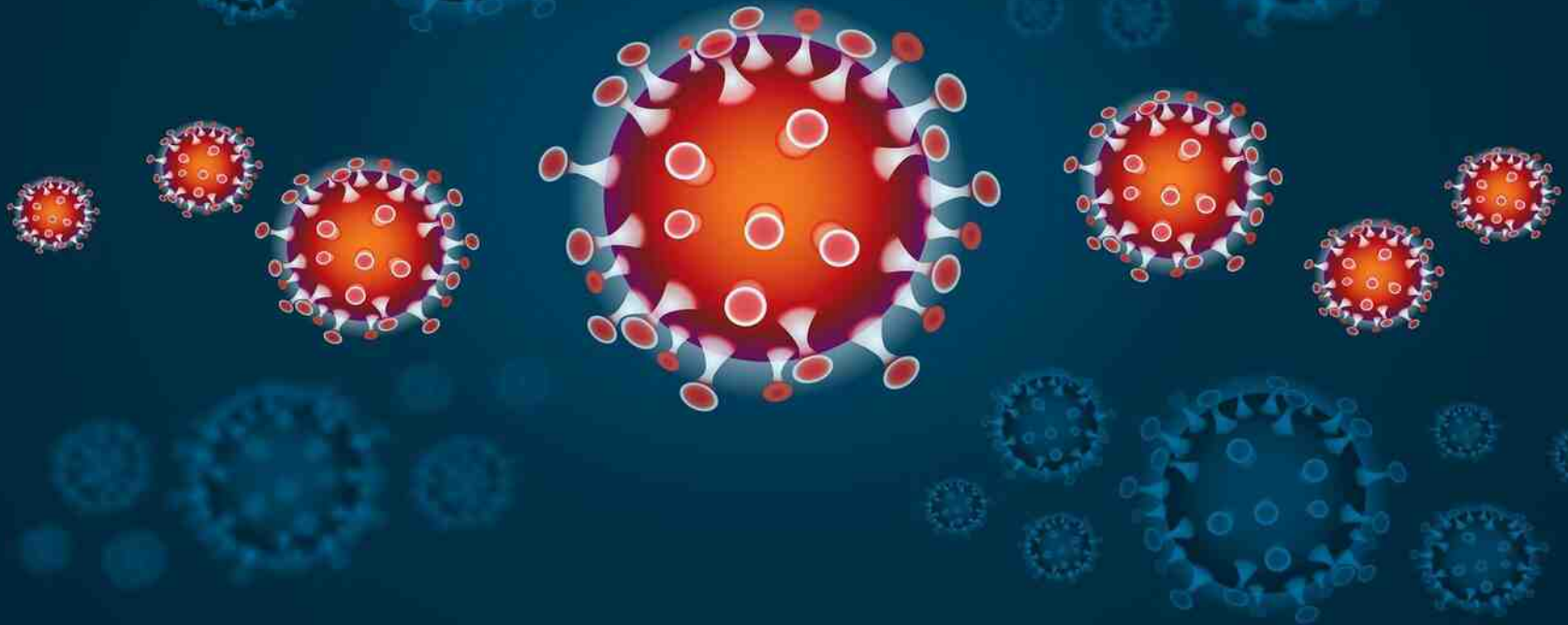
Have your Guiding Coalition begin to create a **data picture of your school** that will continuously be shared with your staff to both create a sense of urgency and to celebrate

# Our Societal Why



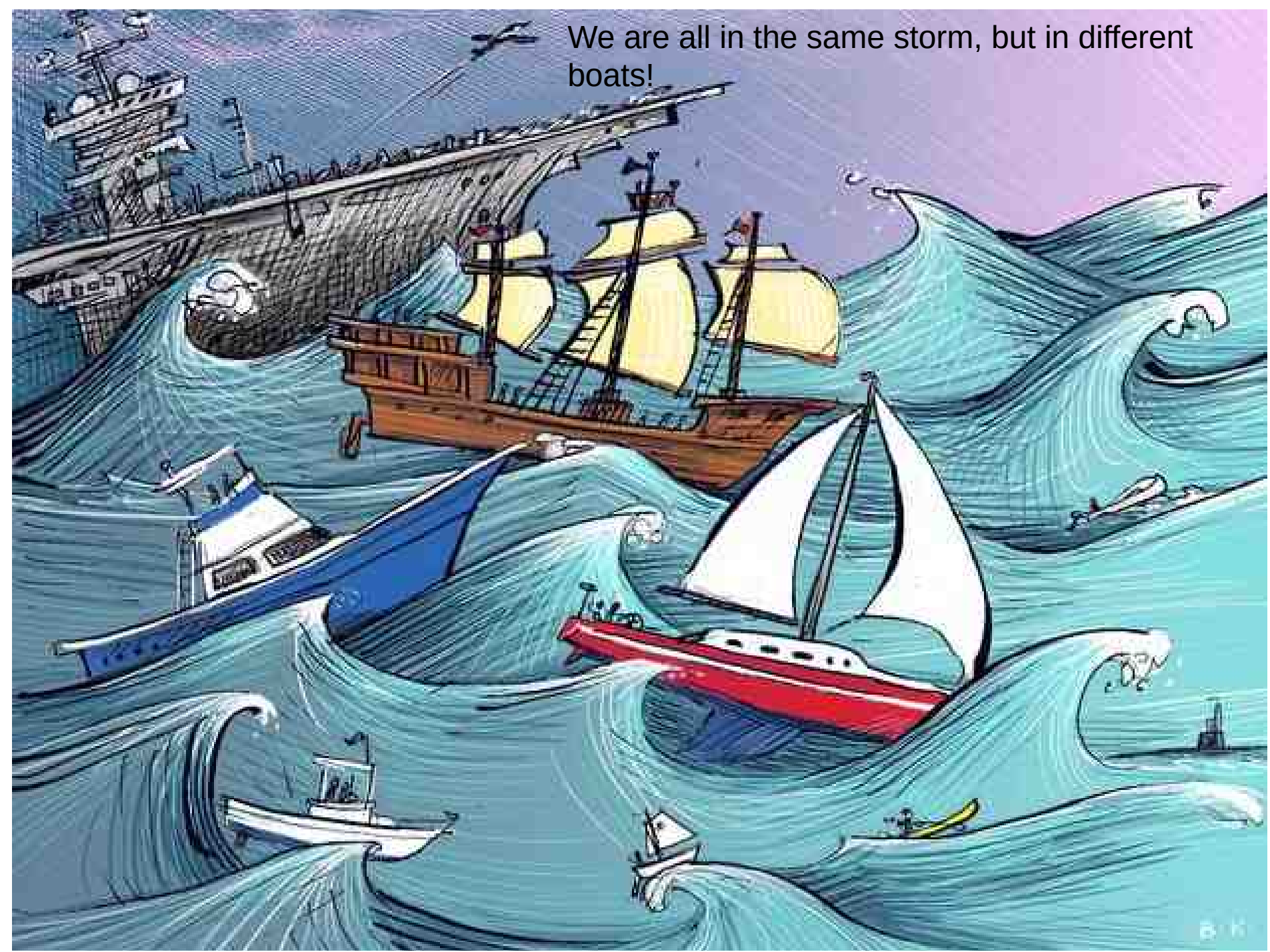


**We're All in This Together!**





We are all in the same storm, but in different boats!



SENSE



of

URGENCY

## Moral Imperative



Michael  
Fullan

The values and commitments that drive educators to want to serve *all* students in an effort to ensure their success.

# Personal Why





Just in case our future daughters and grandchildren's hard-working teachers and administrators get caught up with the challenge of responding to a global pandemic, no worries we will provide them with any and all resources required to ensure continuous high levels of learning!



## 3rd strong recommendation

Begin to incorporate into your collective dialogue with your staff a continuous balanced reminder of the institutional, professional societal and personal "why's "

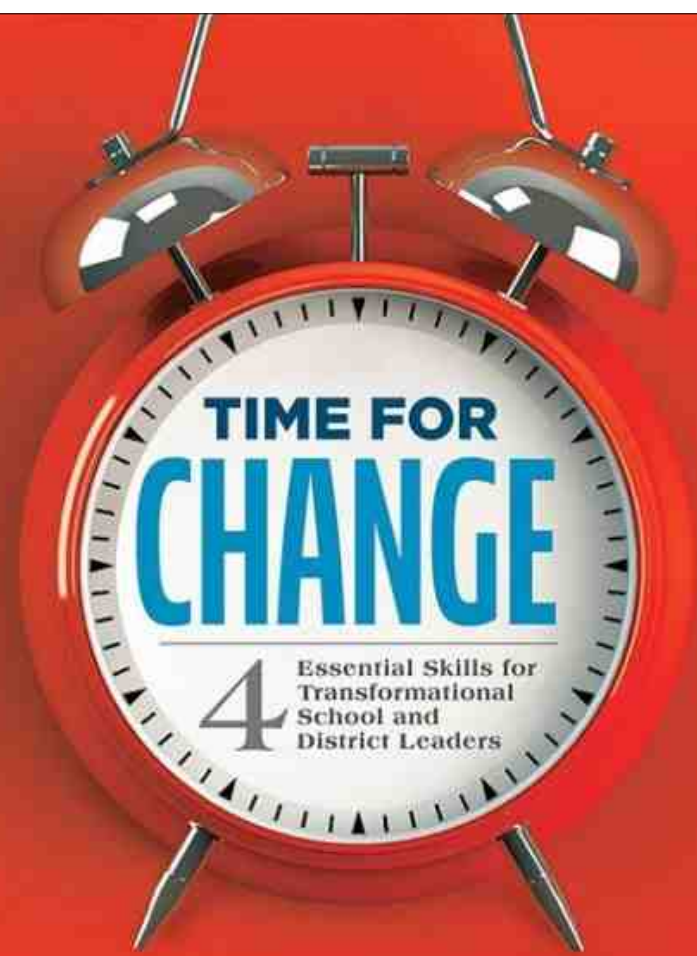
W H O ?

Four light-colored wooden blocks are arranged in a row on a white surface. The first three blocks are upright and contain the letters 'W', 'H', and 'O' respectively, written in black. The fourth block is tilted at an angle and contains a question mark '?' written in black. A faint watermark is visible in the background.





EMPATHY

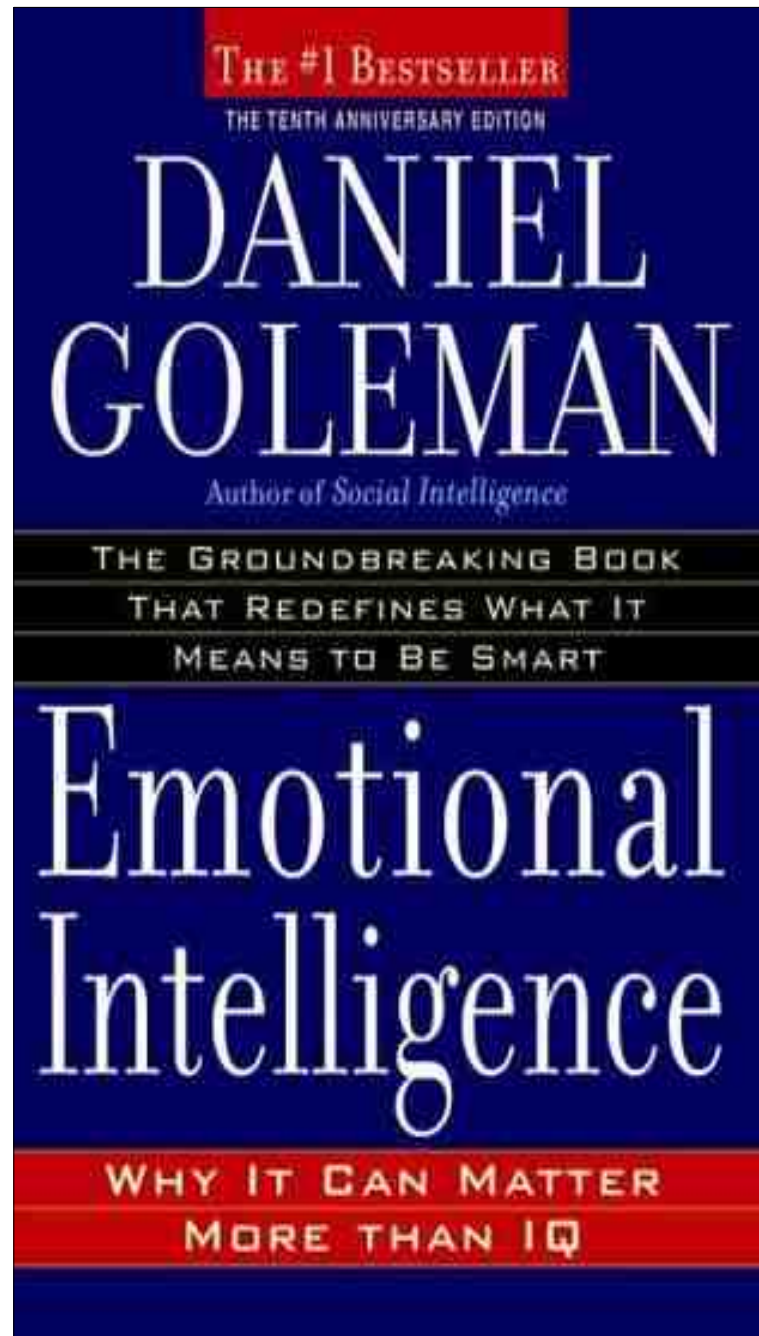


ANTHONY MUHAMMAD  
LUIS F. CRUZ

**“Empathy does not require a leader to experience the same emotion another person experiences; it requires that he or she understand the emotion and consider it when leading” (p. 46).**

# What is emotional intelligence?

Emotional intelligence is the ability to recognize, understand, and manage both our emotions and the emotions of others. People with strong emotional intelligence are aware that they can drive their own behavior to impact others both positively and negatively, especially within a context of extreme



OVER 15 MILLION SOLD

# THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

Powerful Lessons  
in Personal Change

With a New  
Foreword and  
Afterword  
by the Author


"A wonderful book that could change your life."  
—Tom Peters, bestselling author of *In Search of Excellence*

Stephen R. Covey

6. Seek first  
to understand  
and then be  
understood.

How will you actively  
and continuously listen  
to your staff and  
respond collectively?



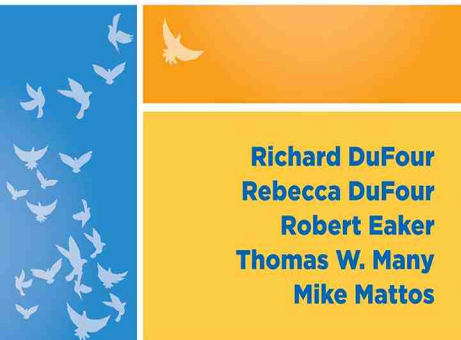
A 3D rendering of a single white puzzle piece. The word "CREDIBILITY" is printed across the center of the piece in a bold, sans-serif font. The letters "C", "R", "E", "D", "I", "B", and "I" are orange, while the letters "L", "I", "T", and "Y" are red. The puzzle piece has a realistic shadow and is set against a plain grey background.

**CREDIBILITY**

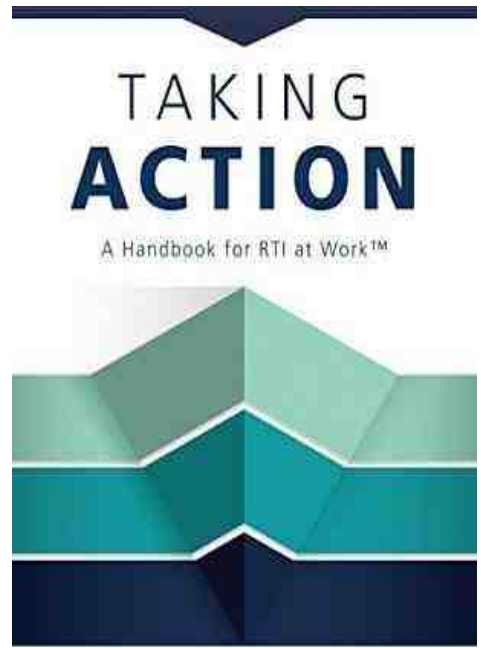
THIRD EDITION

# Learning by Doing

A Handbook for Professional Learning Communities at Work™



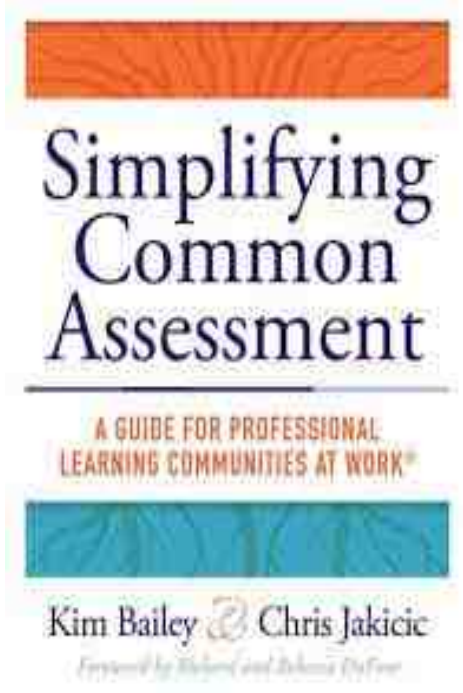
Richard DuFour  
Rebecca DuFour  
Robert Eaker  
Thomas W. Many  
Mike Mattos



## TAKING ACTION

A Handbook for RTI at Work™

Austin Buffum • Mike Mattos • Janet Malone



## Simplifying Common Assessment

A GUIDE FOR PROFESSIONAL LEARNING COMMUNITIES AT WORK®

Kim Bailey & Chris Jakicic

Foreword by Richard and Rebecca DuFour



[www.allthingsplc.com](http://www.allthingsplc.com)

Go to [www.allthingsplc.com](http://www.allthingsplc.com) to find:

- Research articles
- School success stories
- PLC forms
- Getting started suggestions
- ALL THINGS related to PLCs!

## 4th strong recommendation

Set up at least 2 times a year (if possible 3) whereby leadership at the school listens to the staff for support needed to proceed with implementation of the PLC process.

**Make sure to follow through!**



## **5th strong recommendation**

Continue as a Guiding Coalition investing in your collective human capital and in your staffs ability to learn the intricacies and nuances of the PLC process.



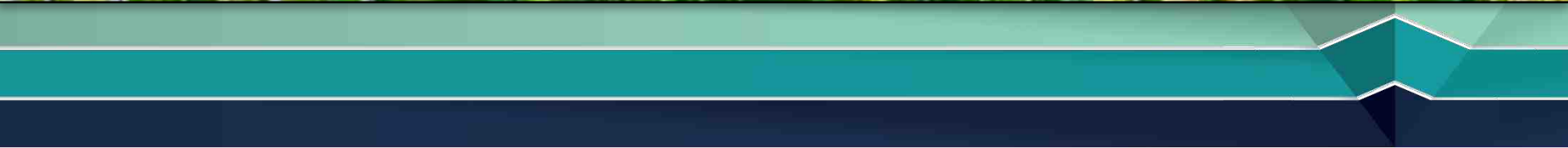
H

O

W

?

**People are less likely to tear down a fence they have helped build!**



# TASK FORCE

## Two Important Responsibilities for a **School's Task Force**

1. To commit as a team to analyze and problem solve using a 7-step process, the low-level of learning for a **particular cohort of students**
2. To work with the school's **guiding coalition** to determine the actions required to close the opportunity gap currently in existence for this **particular cohort of students**

**FOCUS**



# 7 Steps of a Task Force

---

1. Assemble ourselves as a team.
2. Study the problem.
3. Find solutions.
4. Establish SMART goals.
5. Develop an action plan.  
(support and accountability)
- 6. Implement the action plan.**
7. Meet periodically to assess and re-align the plan.

# School Taskforces



CAHSEE Taskforce



Dual Language Taskforce



Writing Across the Curriculum



Attendance Taskforce



EL Taskforce



Continuou

# PROFESSIONAL DEVELOPMENT



## 6th strong recommendation

Begin to systematically provide your staff with professional development continuously focused on best practices. Discuss how we can include other faculty and staff members in the work aligned with increasing student learning. Might Task Forces be needed at our school?

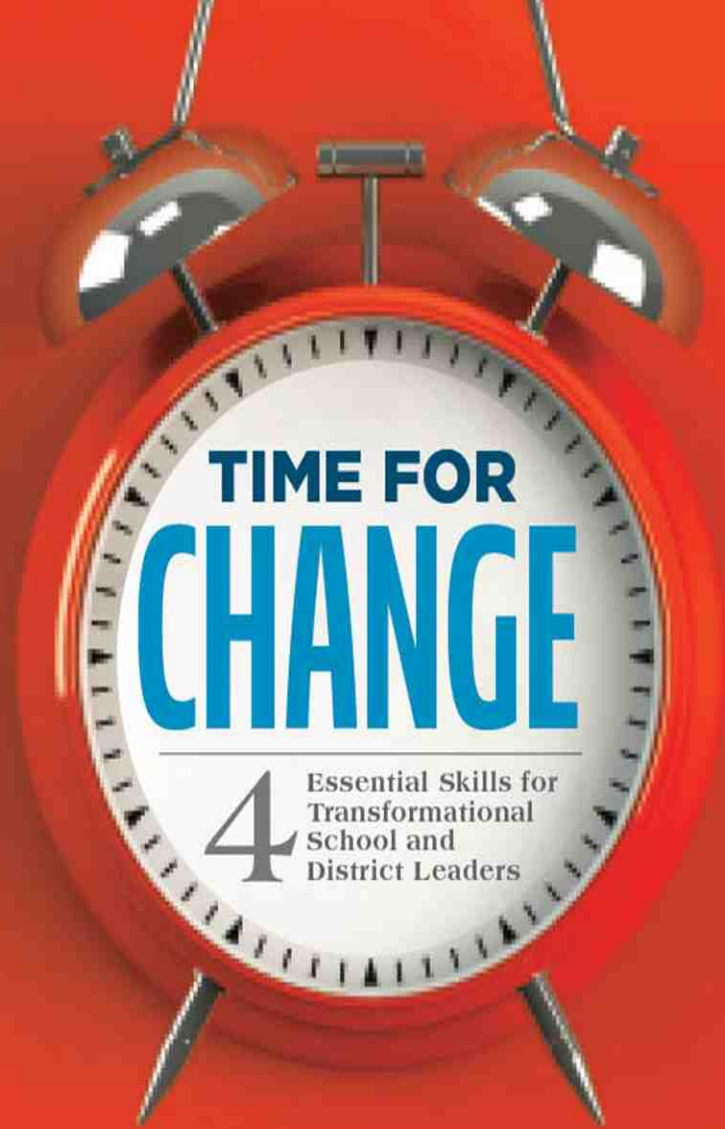
# Golden Rule of Transformational Leadership:

SUPPORT (I)

MUST PRECEDE

**ACCOUNTABILITY**

**(ROI)**



ANTHONY MUHAMMAD

LUIS F. CRUZ

What do we do when we are confronted with **irrational** resistance to PLC at Work Implementation?

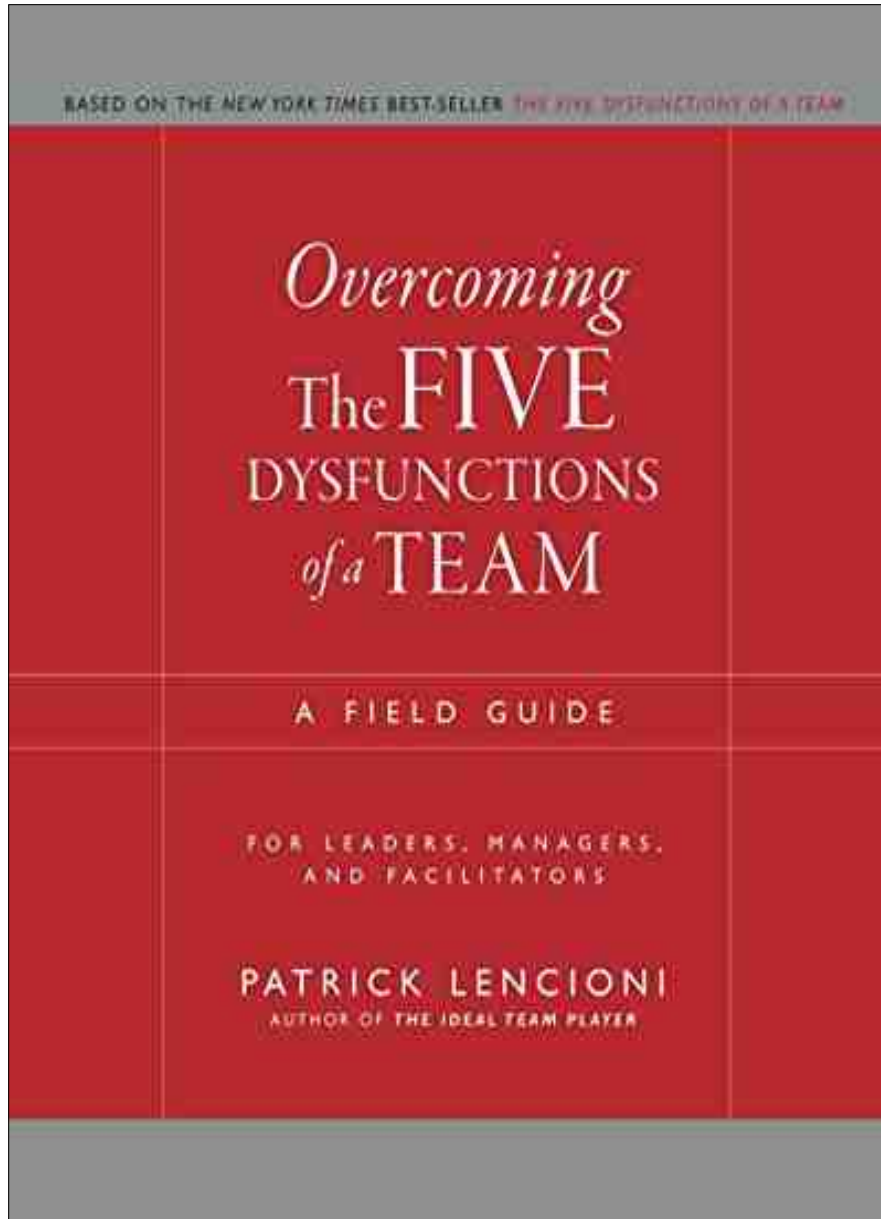
**CAVE**

(Colleagues Against Virtually Everything)

**Accountability**

“We are not asking you if you would like to implement PLC and at Work Processes as a means of ensuring high levels of learning for our students, we are expecting it.”

# Patrick Lencioni



“I define accountability as the willingness of team members to remind one another when they are not living up to the performance standards of the group” (p. 61).

# Two Types of Accountability

- A Culture of Accountability



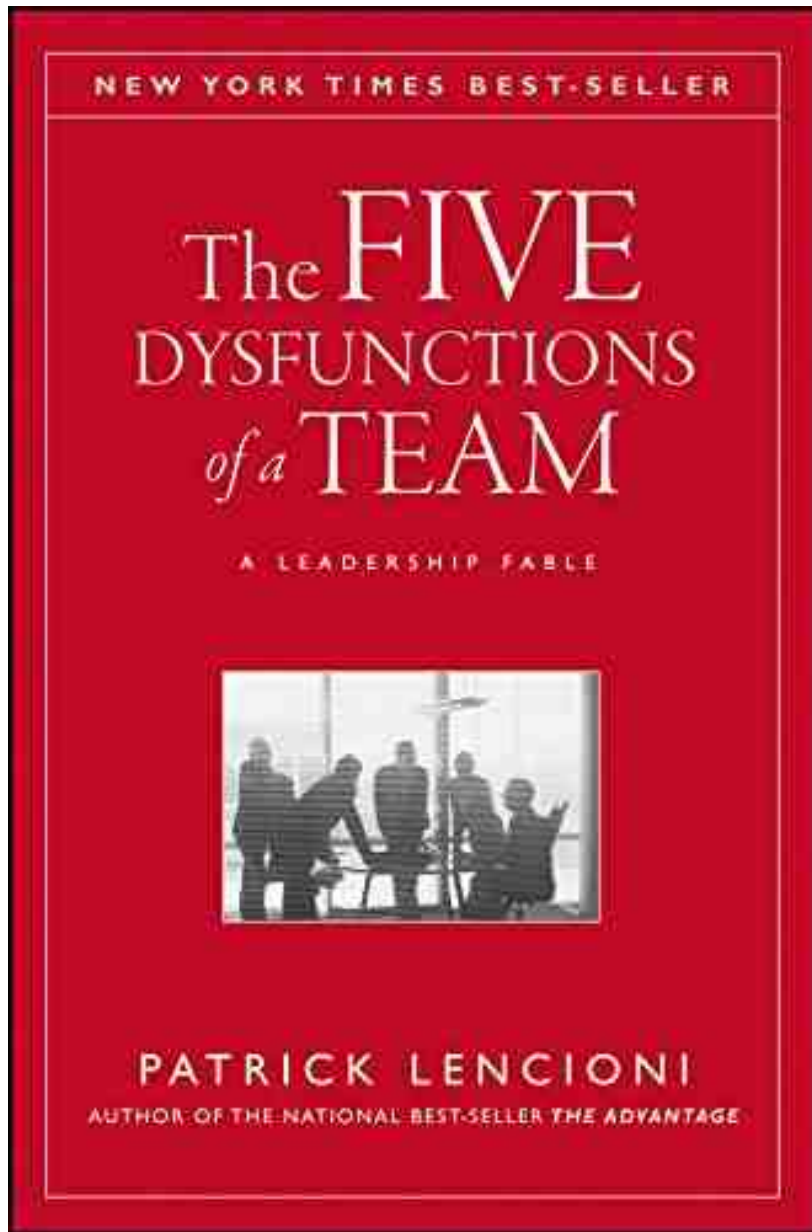
# Two Types of Accountability

- A Culture of

- Direct In-Person

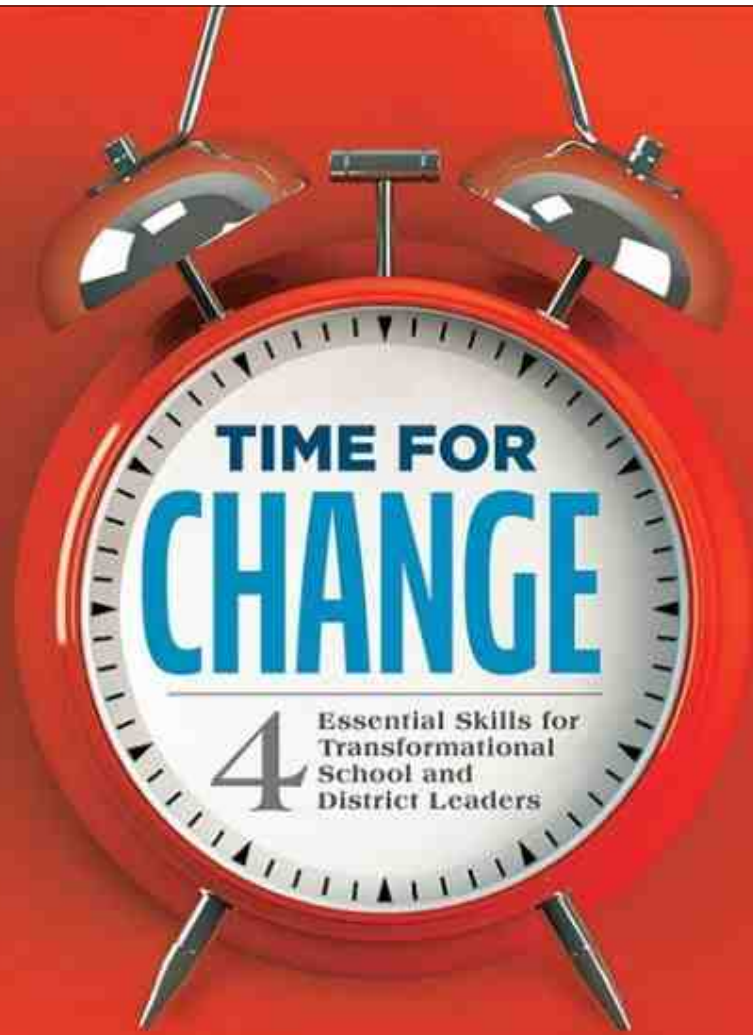


# Patrick Lencioni



“But most leaders I know have a far easier time holding people accountable for their results than they do for behavioral issues. This is a problem because behavioral problems almost always precede results. That means team members have to be willing to call each other on behavioral issues, as uncomfortable as that might be, and if they see their leaders balk at doing this,





ANTHONY MUHAMMAD  
LUIS F. CRUZ

# The RESIST Protocol

**R: Recognize**

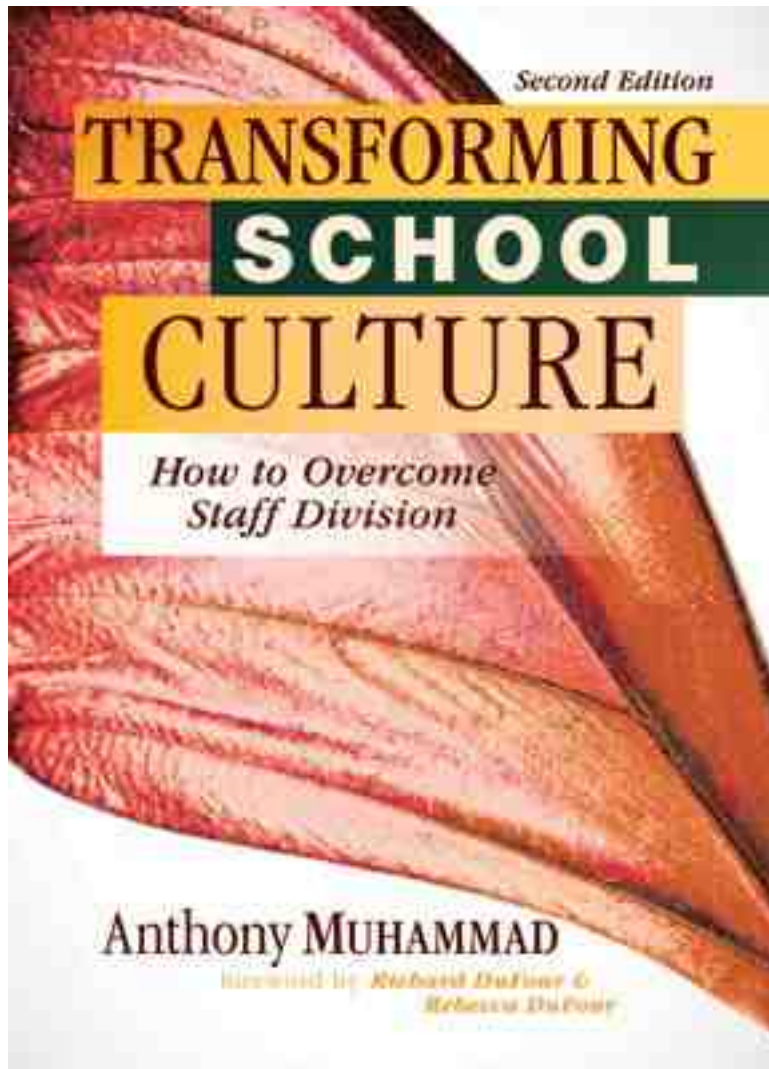
**E: Evaluate**

**S: Select**

**I: Initiate and Inquire**

**S: Select**

**T: Tell**



Illogical resistance ... will eventually call leaders into a battle of will. This is a fight that the school leader must win, because to allow [resisters] to operate in a school culture in the midst of effective transformation is akin to sanctioning



**Power concedes nothing without a demand.  
It never has and it never will.**

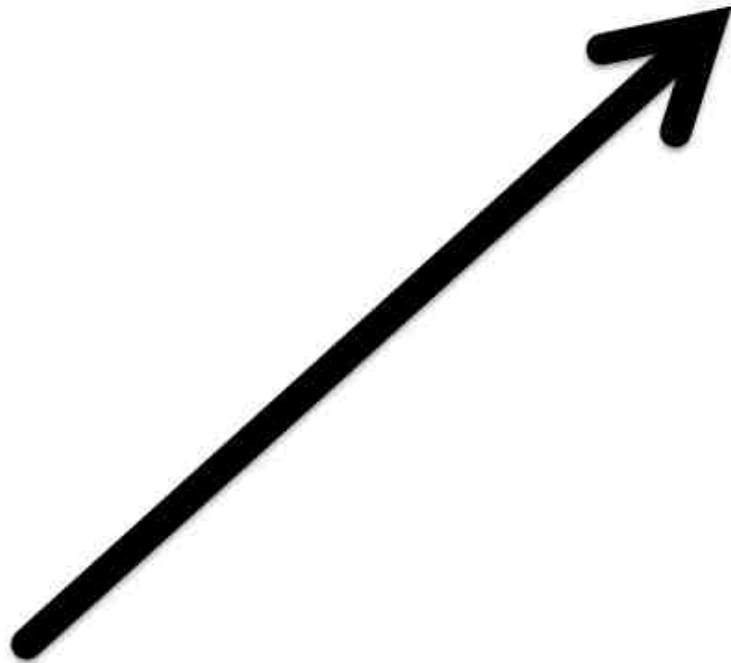
*— Martin Luther King Jr., 1963*

## **6th strong recommendation**

Along with your Guiding Coalition begin to discuss the importance of accountability.

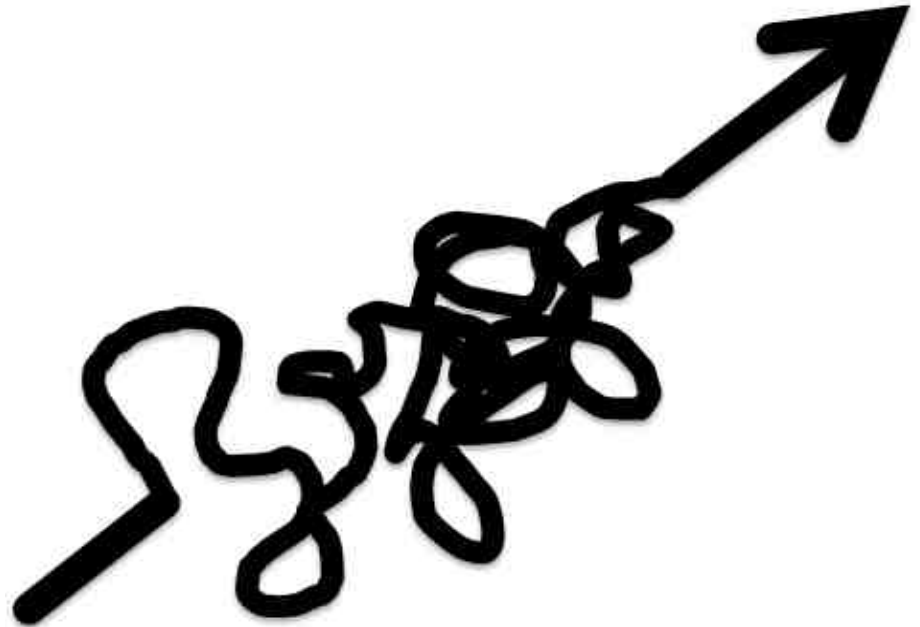
Role play scenarios in preparation of the need to initiate the RESIST Protocol.

**SUCCESS**



What people think  
it looks like

**SUCCESS**



What it really  
looks like

Thank you for your time!  
Have a fantastic remaining 2023!

Luis F. Cruz, PhD  
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