

Productive Partnerships: Collaboration Strategies to Improve Literacy Outcomes



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

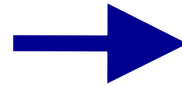
Tony Evers, PhD, State Superintendent

Goal and Overview

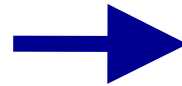
Goal: Improve literacy outcomes for all students



Progress on this complex problem depends upon collaboration between adults with varying expertise and values .



Preventative: Build and Maintain Teams



Tools for Collaboration

Agenda

[Handout](#)

Today's Agenda

Section 1. Introduction

Preventative: Build and Maintain Teams

Section 2. Proactive Communication - Trust

Section 3. Strengths and Beliefs - Ways of Knowing

Tools for Collaboration

Section 5. Tools for Working Through - Identifying Assets

Materials:

www.dpi.wi.gov/reading

→ Professional Learning

Get Acquainted

Turn and talk to a neighbor, share:

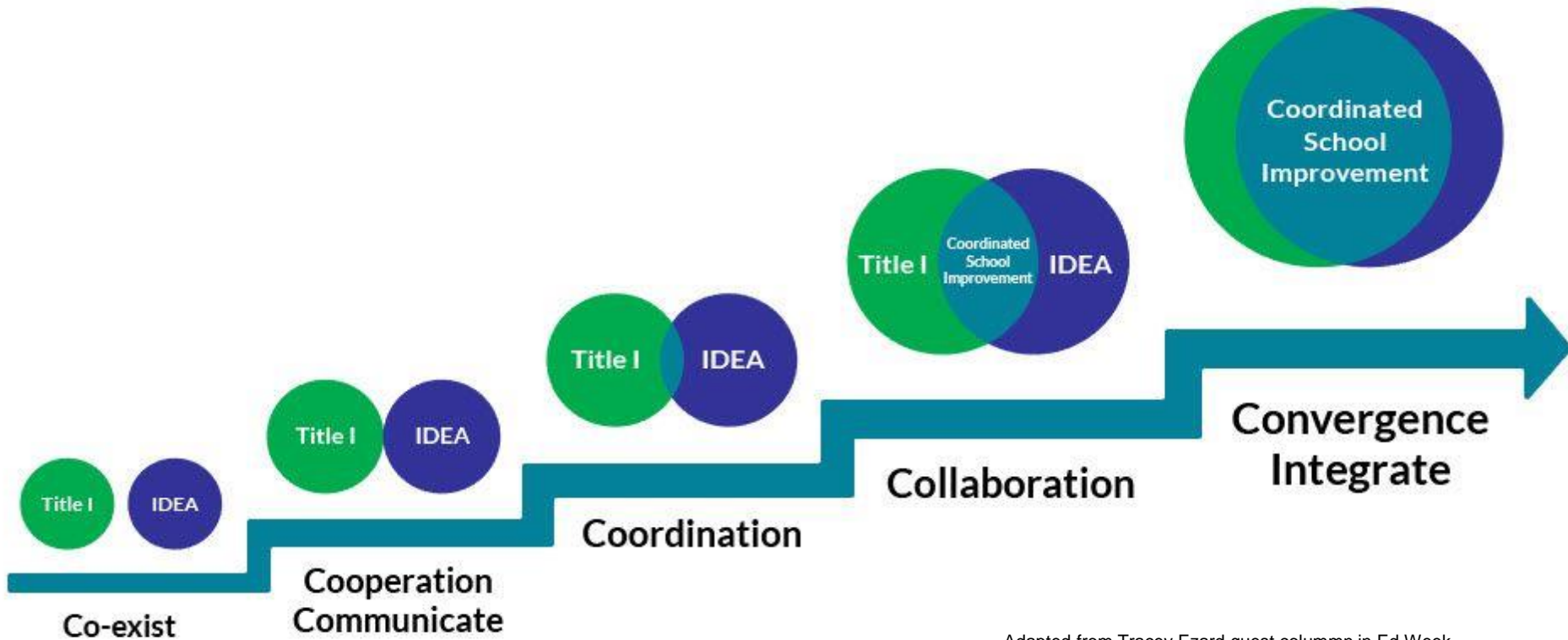
- My name is...
- My work is related to literacy because...
- I hope to get ... out of this session.

Rationale



Image "People Holding Up Arrow" courtesy of FreeDigitalPhotos.net.

Collaboration Continuum



Adapted from Tracey Ezard guest column in Ed Week
http://blogs.edweek.org/edweek/finding_common_ground/2016/06/collaboration_are_you_compelled_or_repelled.html

Indicators of an Effective Team

[Handout](#)

1. Purpose
2. Results
3. Meeting Process
4. Decisions
5. Commitment
6. Contributions
7. Creativity
8. Collaboration
9. Respect
10. Interpersonal Communication
11. Productive conflict
12. Unproductive conflict
13. Procedures
14. Accountability
15. Evaluation

What Works for Teams

Developing & Sustaining Productive Group
Interaction



Trust

"You must trust and believe in people, or life becomes impossible."

--Anton Chekhov



Thank you to our partners at the [Wisconsin Rtl Center](#) and PBIS Network for developing this portion of the learning.

Trust

- Trust always leads to two outcomes:
speed and cost
- Trust is a function of character and competence
- Build trust in one, build trust in many

Trust

- Is there a culture of trust visible in your school environment?
- Do you operate around collectiveness when making decisions related to reading?

Self-Assessment Organizational Trust Survey

Handout

The following statements describe my behavior...	All of the time	Most of the time	Some of the time	Rarely	Not at all
I talk straight. Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate respect. Genuinely care for others. Show you care. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you. Show kindness in the little things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create transparency. Tell the truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Operate on the premise of, "What you see is what you get."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I right wrongs. Make things right when you're wrong. Apologize quickly. Make restitution where possible. Practice "service recoveries." Demonstrate personal humility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I show loyalty. Speak about people as if they were present. Represent others who aren't there to speak for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking Partner

1. Is there a culture of trust in your school environment? What evidence supports your response?
2. Do you operate around collectiveness? What evidence supports your response?



Organizational Trust

“The key principle in organizational trust is **alignment.**”

Stephen Covey

- Creating **structures**
- **Systems**

Symbols of organizational trust

Trust starts with **leaders** and **leadership teams.**

More Tools for Building & Maintaining Teams

1. Norms
2. Plan, Do, Study Act

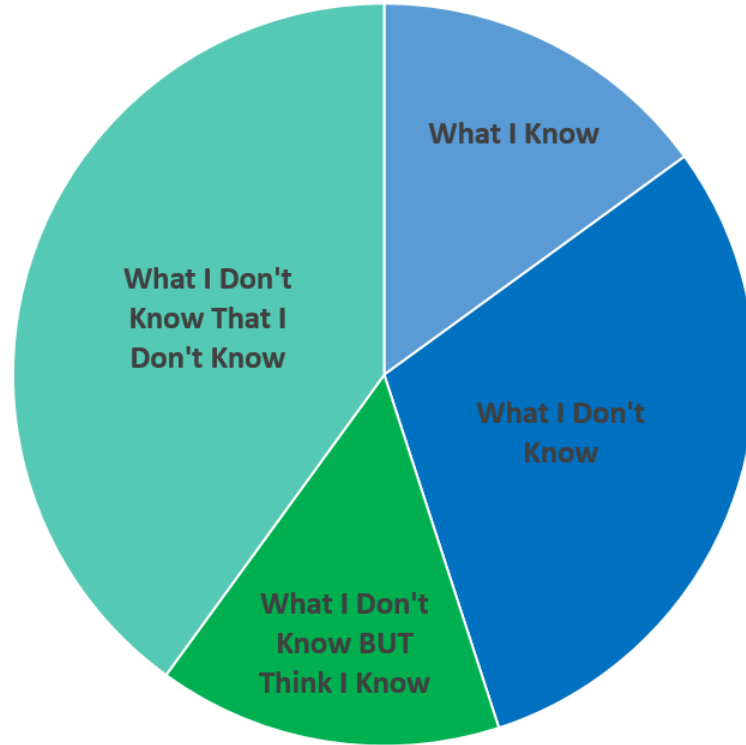


Ways of Knowing

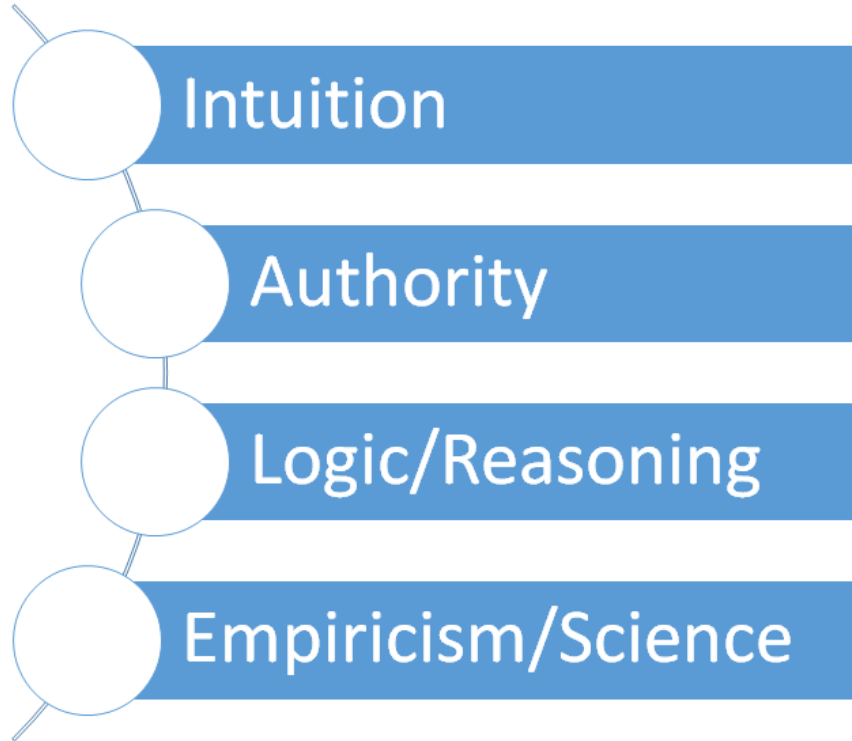
“A group becomes a team when each member is sure enough of himself and his contribution to praise the skill of the others.”

-Norman Shidle

Knowledge of _____

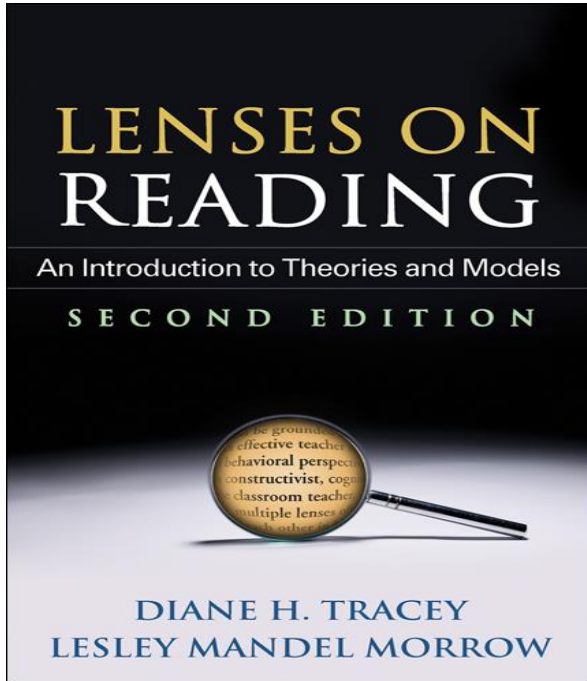


Ways of Knowing



Lenses on Reading

[Handout](#)



“People may be conscious or unconscious of the theories that they use in daily living. When individuals are conscious of their theories, or belief systems, they are able to able them, think about them, talk about them with others, and compare their own theories with alternate ones” (p. 3).

Tracey, D.H. & Morrow, L.M. (2012). *Lenses on reading* (2nd ed.). New York: Guilford.

Lenses on Reading

Behaviorism

Constructivism

Social Learning
Perspectives

Developmentalism

Cognitive Science

- Select a specific literacy practice that you use often.
- Review the “Lenses on Reading” handout.
- What theory (theories) does the practice align with? Why do you think so?
- Share your selection and your thinking with someone near you.

Focused Direction

"Coming together is a beginning, staying together is progress, and working together is success."

- Henry Ford

Beliefs about Literacy

Same beliefs, different practices

Different beliefs, different practices

Same beliefs, same practices

- Implications for student learning
- Implications for professional development
- Implications for collaboration
- Implications for families

More Tools for Building & Maintaining Teams

1. Creating Belief Statements About Literacy
2. Plan, Do, Study Act
3. Initiative Inventory

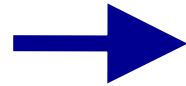


Goal and Overview

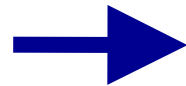
Goal: Improve literacy outcomes for all students



Progress on this complex problem depends upon collaboration between adults with varying expertise and values .

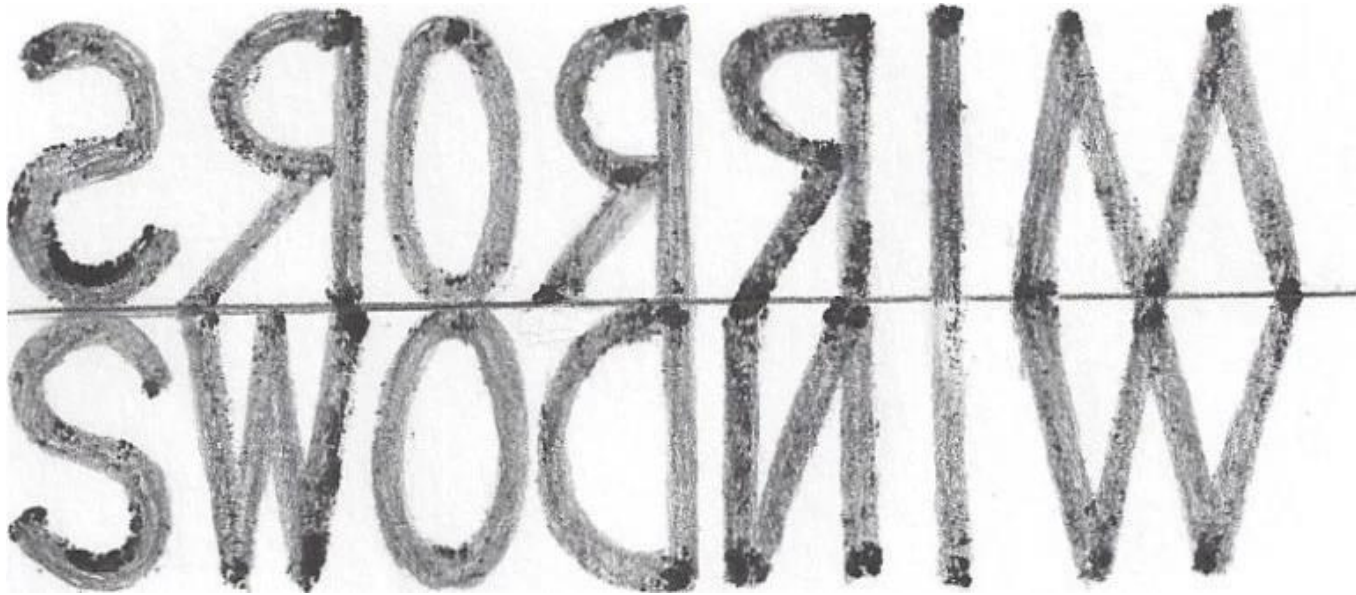


Preventative: Build
and Maintain
Teams



Tools for
Collaboration

Tools for Collaboration: Assuming Positive Intent



[Image source](#)

Tools for Collaboration: Assuming Positive Intent

“... assuming positive intent in the workplace means consciously choosing to assume that our co-workers are operating to the best of their ability, and are acting with the best interest of the company and their colleagues in mind.”

[Quickbase Blog \(May 3, 2011\)](#)

See/Hear

Tell a
Story

Feel




Act

Patterson, Grenny, McMillan, Switzler, 2002, p. 98 - 99

“Just *after* we observe what others do and just *before* we feel some emotion about it, we tell ourselves a story. That is, we add meaning to the action we observed. To the simple behavior, we add motive. Why were they doing that? We also add motive. Why were they doing that? We also add judgment - is that good or bad? And then, based on these thoughts or stories, our body responds with an emotion.”

Head, Heart, Hands: A Search for Assets

[Handout](#)

Head-based Strengths:	Heart-Based Strengths:	Hand-Based Strengths:
<ul style="list-style-type: none">● Knowledge● Content● Curriculum● Instruction● Students● Intellectual curiosity● Verbal skills● Analytic ability 	<ul style="list-style-type: none">● Values● Vision or mission● Commitments● Passion● Will● Beliefs● Emotional Intelligence● Self-awareness● Ability to form relationships 	<ul style="list-style-type: none">● Skills● Abilities● Experiences● Capacities 

Adapted from Elena Aguilar www.elenaaguilar.com

Activity: Assume Positive Intent

1. Think of a time when it was difficult for you to assume positive intent about a colleague
1. Use the “Head, Heart, Hands” tool to identify your colleague’s strengths
1. Acknowledge what it took to see the positive. Consider how this will influence your relationship moving forward

More Tools for Collaboration

1. Listening
2. Diagramming
Conflict
3. Having Hard
Conversations



Conclusion

“Children are the priority.
Change is the reality.
Collaboration is the strategy.”

-Judith Billings

Contact Information

Laura Adams, Literacy

laura.adams@dpi.wi.gov | 608-267-9268

Kay Guberud, Special Education - Literacy

kay.guberud@dpi.wi.gov | 608-267-9160

Deb Heiss, Special Education - Specific Learning Disability

debra.heiss@dpi.wi.gov | 608-267-9271

Barb Novak, Literacy

barb.novak@dpi.wi.gov | 608-266-5181

Heidi Walter, Title I - Implementation & Strategic Planning

heidi.walter@dpi.wi.gov | 608-267-9146