Productive Partnerships: Collaboration Strategies to Improve Literacy Outcomes
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
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

<table>
<thead>
<tr>
<th>1. Purpose</th>
<th>9. Respect</th>
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</thead>
<tbody>
<tr>
<td>2. Results</td>
<td>10. Interpersonal Communication</td>
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<tr>
<td>5. Commitment</td>
<td>13. Procedures</td>
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<tr>
<td>7. Creativity</td>
<td>15. Evaluation</td>
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<td>8. Collaboration</td>
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List and handout retrieved from Internet, Fall 2016
What Works for Teams

Developing & Sustaining Productive Group Interaction
"You must trust and believe in people, or life becomes impossible."

--Anton Chekhov

Thank you to our partners at the Wisconsin RtI 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

<table>
<thead>
<tr>
<th>The following statements describe my behavior...</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I talk straight.</strong> Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity.**</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>I demonstrate respect.</strong> 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.**</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td><strong>I create transparency.</strong> 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, &quot;What you see is what you get.&quot;**</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>I right wrongs.</strong> Make things right when you’re wrong. Apologize quickly. Make restitution where possible. Practice “service recoveries.” Demonstrate personal humility.**</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>I show loyalty.</strong> Speak about people as if they were present. Represent others who aren’t there to speak for themselves.**</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

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
“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 _______________________

- What I Know
- What I Don't Know That I Don't Know
- What I Don't Know BUT Think I Know
- What I Don't Know
Ways of Knowing

Intuition

Authority

Logic/Reasoning

Empiricism/Science

Ehrmann, J. (2005)
“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 think about them, talk about them with others, and compare their own theories with alternate ones” (p. 3).

### Lenses on Reading

<table>
<thead>
<tr>
<th>Behaviorism</th>
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<tbody>
<tr>
<td>Constructivism</td>
</tr>
<tr>
<td>Social Learning Perspectives</td>
</tr>
<tr>
<td>Developmentalism</td>
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<tr>
<td>Cognitive Science</td>
</tr>
</tbody>
</table>

- 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.
"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
“... 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)
“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

Adapted from Elena Aguilar  
[www.elenaaguilar.com](http://www.elenaaguilar.com)

<table>
<thead>
<tr>
<th>Head-based Strengths:</th>
<th>Heart-Based Strengths:</th>
<th>Hand-Based Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Values</td>
<td>Skills</td>
</tr>
<tr>
<td>Content</td>
<td>Vision or mission</td>
<td>Abilities</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Commitments</td>
<td>Experiences</td>
</tr>
<tr>
<td>Instruction</td>
<td>Passion</td>
<td>Capacities</td>
</tr>
<tr>
<td>Students</td>
<td>Will</td>
<td></td>
</tr>
<tr>
<td>Intellectual curiosity</td>
<td>Beliefs</td>
<td></td>
</tr>
<tr>
<td>Verbal skills</td>
<td>Emotional Intelligence</td>
<td></td>
</tr>
<tr>
<td>Analytic ability</td>
<td>Self-awareness</td>
<td></td>
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<tr>
<td></td>
<td>Ability to form</td>
<td></td>
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<tr>
<td></td>
<td>relationships</td>
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</tbody>
</table>
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
“Children are the priority. Change is the reality. Collaboration is the strategy.”

-Judith Billings
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