

14 Barriers and How to Overcome Them

Additional Ideas brainstormed at Admin Learning 2.20.24

WHAT IF WE ARE GROUPED TOGETHER BUT WORK INDEPENDENTLY ON TEACHING AND LEARNING?

- Celebrate the small wins that come from collaboration.
- Examine the value of interdependence. Expand this in conversations.
- Modeling, modeling, modeling
- Clarifying the why with the team as a whole and individually

WHAT IF NO ONE STEPS UP TO ACTIVATE THE WORK OF THE PLC+?

- Have a rotation, job offer to all.
- Help with the pre-work.
- Focus on learning and feedback - develop ownership as the team improves.
- Focus on "What did we learn today?"

WHAT IF THE PLC+ IS SO FOCUSED ON "GETTING IT DONE" THAT PROFESSIONAL LEARNING IS NOT VALUED?

- Reconnect with the why.
- Slow down - pacing of decisions.
- Need a strong activator - tie learning to a relevant, timely issue

WHAT IF THE PLC+ MEMBERS BELIEVE THEY HAVE NO AUTHORITY TO MAKE "NEEDED" DECISIONS?

- Investigate to determine if the barrier is perceived or real
- Think flexibly about a variety of solutions.
- Consult outside of the PLC
- Review the purpose of what may seem like a barrier holding us back
- Think about the "locus of control" How can teams be empowered?

WHAT IF THE PLC+ FOCUSES ON TEACHING AND LEARNING APPROACHES THAT WILL RESULT IN A MINIMAL IMPACT ON LEARNING?

- Hattie effect size
- Asking why?
- Root cause analysis
- Implementation of PL Expectations

WHAT IF THE PLC+ HAS MEMBERS THAT DO NOT WANT TO CHANGE?

- Balance experience with desire for new opportunities
- New normal - students are changing - can we keep up?
- All good practice and experiences come from small changes
- Change can be good.

WHAT IF THE PLC+ IS SKEPTICAL OF ASSESSMENTS AND THEIR DATA?

- Unpack the standards and learning progressions and match with assessment items - align teaching and lessons and assessment
- If student performance is lower than expected (as measured by the assessment being scrutinized), focus on mastery learning experiences.
- Be explicit about the barriers - can inspire group reflection
- Offer coaching and external observations
- Develop formative assessments we collectively believe to be more reliable
- Analyze how instructional time is spent.

WHAT IF THE PLC+ ENGAGES IN DIALOGUE THAT IS SUPERFICIAL OR FOCUSES ON BLAME AND EXCUSES?

- Provide activators with coaching & conversation stems
- Intentional about protocols

WHAT IF THE PLC+ HAS A MISALIGNMENT BETWEEN INTENTIONS AND ACTION?

- Norms - what are our collective commitments - follow through
- Specific plan - goal without a plan is a wish
- Honest feedback about action and work alignment