Schwartz Rounds

The Schwartz Center Rounds® program, now taking place in more than 375 healthcare facilities throughout the U.S. and approximately 100 throughout the U.K., offers healthcare providers a regularly scheduled time during their fast-paced work lives to openly and honestly discuss the social and emotional issues they face in caring for patients and families. In contrast to traditional medical rounds, the focus is on the human dimension of medicine. Caregivers have an opportunity to share their experiences, thoughts and feelings on thought-provoking topics drawn from actual patient cases. The premise is that caregivers are better able to make personal connections with patients and colleagues when they have greater insight into their own responses and feelings.

Source above: http://www.theschwartzcenter.org/supporting-caregivers/schwartz-center-rounds/

Excerpt below from: Sharing the Stresses of Being a Doctor

The problem is that when faced with a complicated case that falls outside of the relatively simplistic boundaries of the irreproachable truisms, caregivers are almost always on their own. That professional isolation — and the moral distress that goes with it — has contributed to alarming levels of professional burnout.

The discussions that ensue are often emotional. But instead of focusing on blame, discussion leaders work to transform these stressful moments into an opportunity for clinicians from all disciplines to encourage and support one another. “With problems like these, people usually just end up pointing fingers,” said Dr. Stephen Nalbach, a resident in neurosurgery at Brigham and Women’s Hospital in Boston. “Schwartz Rounds is like a conversation where we get to debrief and learn from others and try to do better, instead of just moving on and forgetting.”

While early critics might have been skeptical about the effect of these meetings, a recent study in the journal Academic Medicine has shown that clinicians who attend Schwartz Rounds feel significantly less stress and are better able to cope with the demands of their work. The more frequently they attend rounds, the more easily they discuss sensitive issues with their patients.

What’s more, they feel energized about their work and better equipped to come up with new strategies for handling difficult patient situations. Institutional culture has been shown to improve as well, with about half of all participants citing a greater focus on patient-centered and team-based care at hospitals that hold Schwartz Rounds.

Source: Sharing the Stresses of Being a Doctor, by Pauline W. Chen, M.D. September 15, 2011

How might the isolation doctors feel in solving complex problems parallel your reality as a school leader?
Introduction to High-Performance Teams

You will be creating a High-Performance Team with two or three other school leaders. Successful participation will require background information and effective communication techniques.

We assert: “A commitment to continuous growth cannot be overstated. Deliberate practice and intrinsic motivation are keys to improved performance.” You will need to be fully committed to the process and a contributing team member.

Team purposes:
- Practice and refine skills of rehearsing, coaching, calibrating, and consulting
- Engage in the First Person Goal Setting Process with colleagues
- Provide support and encouragement
- Reduce isolation
- Share resources
- Develop a collaborative culture with colleagues
- Engage in Planning, Reflecting, and Problem Solving
- Practice new skills in a non-judgmental atmosphere
- Provide and receive feedback
- Establish the use of collegial inquiry
- Develop Professional Norms and Responsibilities
- Model collective efficacy for one another
- Help translate information, resources, and ideas into action

Which team purposes noted above might assist you as a leader?
Time to form a **High-performance Team.** List your team members below.

My Name ___________________ Phone_____________ Email___________________

Team Member ________________Phone_____________Email___________________

Team Member ________________Phone_____________Email___________________

Team Member ________________Phone_____________Email___________________

Creating Working Agreements

It is better to create four to six inclusive principles that define the agreement, rather than a laundry list of 20 to 30 do’s and don’ts. Develop the positively stated principles and include the specific statements necessary for defining the desired expectations.

1) Please review *High-performance Teams, HPT Working Agreement,* and the corresponding list of possible expectations.

2) On the corresponding list of expectations, highlight or circle the topics that are important to you before developing norms and responsibilities. **Please create your team agreements by using the HPT Working Agreements.**

3) **What tactics or strategies will you use when the inevitable happens?** A group member decides to forget, ignore, or disregard the agreed-upon expectation. **Please discuss with your team.**
<table>
<thead>
<tr>
<th>“Golden Rule” – Do unto others as you would have them do unto you</th>
<th>Rotate facilitators / known facilitators</th>
<th>Ask questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No side conversations</td>
<td>Focus on critical tasks</td>
<td>Engage in discussions</td>
</tr>
<tr>
<td>Begin and end on time</td>
<td>Establish time frame for discussions</td>
<td>Ask for and offer feedback</td>
</tr>
<tr>
<td>Active participation by all</td>
<td>Don't judge ideas during brainstorm</td>
<td>Encourage others to ask questions and share ideas</td>
</tr>
<tr>
<td>Leave the past in the past</td>
<td>End on time</td>
<td>Offer different, perhaps unpopular perspectives</td>
</tr>
<tr>
<td>Silence cell phones/pagers</td>
<td>No interruptions, don't dominate</td>
<td>Listen actively</td>
</tr>
<tr>
<td>Deal with issues not personalities</td>
<td>Teams for discussion breakout</td>
<td>Seek to understand</td>
</tr>
<tr>
<td>“Time out” when needed</td>
<td>OK to walk around during meeting</td>
<td>Disagree respectfully</td>
</tr>
<tr>
<td>Be committed to the process</td>
<td>Time keeper</td>
<td>Provide options</td>
</tr>
<tr>
<td>Be open and honest</td>
<td>Raise your hand to discuss</td>
<td>Be open to changing your position</td>
</tr>
<tr>
<td>“What you see here, what you say here, when you leave here, let it stay here.”</td>
<td>Everyone has a fair chance to speak their mind (expand discussion time)</td>
<td>Promote creative ideas and approaches</td>
</tr>
<tr>
<td>No side meetings</td>
<td>Time for discussion is up to facilitator</td>
<td>Avoid aggressive language, posture and tone</td>
</tr>
<tr>
<td>Have fun and relax</td>
<td>Agreement on voting item</td>
<td>Practice candor</td>
</tr>
<tr>
<td>Be on time</td>
<td>Include discussion in minute’s comments</td>
<td>Develop and express trust</td>
</tr>
<tr>
<td>Established break times</td>
<td>Stay focused and on time</td>
<td>Refer to meeting norms</td>
</tr>
<tr>
<td>Be courteous</td>
<td>No rehashing</td>
<td>Ask for information</td>
</tr>
<tr>
<td>State all concerns at meeting</td>
<td>Table/parking lot for future discussion</td>
<td>Express concerns</td>
</tr>
<tr>
<td>Listen</td>
<td>Please turn off all cell phones and pagers for the duration of the meeting</td>
<td>Balance inquiry and advocacy</td>
</tr>
<tr>
<td>Agenda beforehand w/relevant information</td>
<td>Focus on strategic issues</td>
<td>Honor Confidentiality</td>
</tr>
<tr>
<td>Review meeting action items, include dates and times</td>
<td>Share ideas</td>
<td></td>
</tr>
</tbody>
</table>
HPT Working Agreements

Use the 1-5 scale (1= low, 5= high) that is above and below the boxes after you have been meeting as a team for 4 to 6 weeks. Directions: Circle the number on top of the box indicating where you are personally and the number at the bottom indicating where we are as a team.

Example: Be present means speaker has our full attention. (Cell phones and computers are turned off, other work is reserved for another time, and side bar conversations are inappropriate.)
Communication Techniques for High-Performing Teams:

Develops *interpersonal skills to cultivate working relationships* and to mobilize individuals and groups to action that results in improvement

It has been our experience that we live in a society where folks like to interrupt others, get the last word in, stray off topic, and not work at being an active listener. Noted below are *Three Conversation Types* to *enhance interactions* between HPT members.

1) Coaching P-P-P (pausing, paraphrasing, posing)*
2) Calibrating (3-point conversations)
3) Consulting (asking permission and not telling)

1) **Coaching** is the use of P-P-P in order to let a colleague speak without interruption and use paraphrasing to make sure we understand his or her thinking. We paraphrase **before** we pose questions. We have to be active listeners in order to paraphrase colleagues.

2) **Calibrating or 3-Point** Conversations (Michael Grinder) uses data or specific sources of information (such as a goal setting statement) because they are:
   - Not as personal
   - Less emotional
   - The “data” is the topic of conversation, not the person

3) **Consulting** is where we ask permission to offer ideas to colleagues. We discuss the resources that are available and brainstorm options. We need to be careful not to offer the ideas we like or think a colleague should use.

* P-P-P technique used in Cognitive Coaching
A Reminder about Wait Time

“The right word may be effective, but no word was ever as effective as a rightly timed pause.”
- Mark Twain

Pausing to enhance Thinking and Thoughtfulness-three types of pausing or wait time

<table>
<thead>
<tr>
<th>Wait Time I</th>
<th>Wait Time II</th>
<th>Wait Time III</th>
</tr>
</thead>
</table>
| Pause after asking a question  
• To allow thinking time  
• To signal support for thinking  
• To demonstrate your belief in group members’ capacities for thinking | Pause after group members respond  
• To allow time for retrieval of additional and related information | Pause before your own response or questions  
• To model thoughtfulness and  
• A need to think before responding |

Mary Budd Rowe (1986)

Pausing or Wait Time communicates that you are listening. Active listening is an important leadership skill.
## HIGH PERFORMANCE TEAM (HPT) WORKSHEET: Team Process

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Date</th>
<th>First Check-in</th>
<th>Second Check-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developed Working Agreements and use the Norms of Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td>Utilize Three Conversation Types and Wait Time</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Understand the Barriers and Challenges That I Face</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>Aware of My Adaptive Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Completed First Person Goal Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Review and Selected Protocols and Tools That Can Get Me Where I Want to Go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reviewed and Selected Protocols and Tools That Can Get Me Where I Want to Go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Made a Commitment to Support and Feedback</td>
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</tbody>
</table>

**Using the Check-in box, please rate yourself on each topic on a scale of 1 to 3.**

1. Not developed, utilized, understood, or completed
2. Partially developed, utilized, understood, or completed
3. Fully developed, utilized, understood, or completed
Thinking and Acting Interdependently

Pursuing Adaptive Competence

Seeking Support and Feedback for Learning

Gathering and Applying Information for Change

Influencing Through Effective Communication

Dispositions of Leadership
**Effective and Timely Individual and Group Communication**

*Develops interpersonal skills to cultivate working relationships and to mobilize individuals and groups to action that results in improvement.*

“Learning in the interpersonal domain, quite simply, will determine a leader’s long-term success and thus the power of his or her school to improve student learning” (p. 54).

*From How Leaders Learn: Cultivating Capacities for School Improvement* (2008), Gordon Donaldson

We have discovered that many principals are uncomfortable and not well-prepared for the public role of facilitating adults, especially if the discussions are tense and conflict is evident. We have rarely observed a successful implementation that yields results unless educators think differently about what they do and then really make the changes in a school’s instructional grouping and practices. The process of encountering an adaptive challenge is disorienting for many adults and can lead to unpredictable behaviors and conflict. There is no substitute for first establishing norms and responsibilities that describe how colleagues will engage one another privately and publicly. When conflict happens there are some leaders that assert power and authority in ways that stifle progress. We have observed some leaders avoid conflict, which can also stifle progress. Conflict is inevitable and it can be useful to publicly clarify the values of a group and the direction of the school. A school leader needs to model openness to ideas, calmness, confidence, and patience. It is particularly important for school leaders not to be defensive when others are passionate, confused, or angry. (A good rehearsal with a colleague would be helpful prior to stepping on the field at game time!) A process outlined through the use of well-defined protocols can structure discussions in a positive manner. We need educators who are passionate about their work while interacting with students.

We have discovered that the ability of a school leader to utilize effective interpersonal and facilitation skills will determine if a school can move forward successfully. We have observed that many school leaders are woefully underprepared to manage and orchestrate conflict or create a positive culture whereby positive and productive collegial interactions are the norm.
There are several positive entry points for a school leader to consider for expanding their interpersonal tool box. A great entry point into effective interpersonal communication is developing the ability to simply listen to others without defensiveness. We have found that learning to paraphrase the thoughts and ideas voiced by others is a necessary step of active listening. In the article, “Interpersonal Sensitivity Research and Organizational Psychology: Theoretical and Methodological Applications” (Riggio, 2001) the author notes that “research has consistently shown that leaders who demonstrate consideration behaviors [leaders who are presumably more interpersonally sensitive] lead work groups who are more cohesive, more satisfied, and more productive. …Effective leadership is determined by the quality of the interaction between a leader and an individual work group member” (p. 308). There is a lot at stake for a school leader in the day-to-day interactions with teachers. Teachers will decide to trust and engage in a process largely based on their perception of the leader’s willingness to listen and accept feedback.

Conflict is a predictable first step in the change process or when adaptive challenges are encountered. Conflict is inevitable and a vital part of beginning to move a school in a positive direction. The authors of The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World (Heifetz et al., 2009) believe that in order to move forward, conflict needs to be well-orchestrated. We believe that moving through conflict and clarifying direction and purpose and on to improving student learning require a well-rehearsed set of skills. Therefore, a second natural entry point into effective interpersonal communication is intentionally configuring groups in multiple formats while utilizing protocols to encourage positive and efficient group outcomes. In the report, “Investigating the Links to Improved Student Learning: Executive Summary of Research Findings” (Wahlstrom et al., 2010), the authors note that “teacher motivation had the strongest relationship with student achievement” (p. 8). If teacher motivation is a key to improved student achievement, then teachers need opportunities to contribute; voice concerns; obtain support from colleagues; and interact, develop, improve, and learn together. Furthermore, the authors of the report state: “Our findings emphasize principals’ sense of collective efficacy as a key to leadership influence on teaching and learning” (p. 15).
## Interpersonal dimension of influencing people and fostering adult learning

<table>
<thead>
<tr>
<th>Capability: Developing the capabilities within others to interact successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Teach, provide feedback and/or resources, practice and guide</td>
</tr>
<tr>
<td>- Working agreements and norms of collaboration</td>
</tr>
<tr>
<td>- Protocols and Processes</td>
</tr>
<tr>
<td>- Dialogue, Discussions and conversations</td>
</tr>
<tr>
<td>- Alert to negative language personally, individually and in groups (model and establish a culture of reframing) (reframe the 10 commandments for the Field Guide)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Capability: Personal Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Know what situations and contexts require deep listening</td>
</tr>
<tr>
<td>- Initial centeredness: Create conditions for yourself for being present</td>
</tr>
<tr>
<td>- Devote enough time</td>
</tr>
<tr>
<td>- Seek to understand emotionally and cognitively</td>
</tr>
<tr>
<td>- Listening with undivided attention empathy</td>
</tr>
<tr>
<td>- Balance Air time with Ear time</td>
</tr>
<tr>
<td>- Pause and Paraphrase (edification for the individual as well as the group)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capability: Knowing when and why to be integrative and knowing when to insert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Diagnose what would best help the individual or group at that moment</td>
</tr>
<tr>
<td>- Capabilities within group for success (Has it been taught? Is there expertise within this individual or group?)</td>
</tr>
<tr>
<td>- Develop criteria for success prior to engaging in the work (Are folks clear about what is expected?)</td>
</tr>
<tr>
<td>- Redirect/intervene for success for the group (Is this likely to be unsuccessful without intervention? What intervention is needed?)</td>
</tr>
<tr>
<td>- Assist groups with reflection for improvement next time</td>
</tr>
<tr>
<td>- Gather data about how the intervention worked</td>
</tr>
<tr>
<td>- Gather information about what groups might do differently based on how it went today</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capability: Use interpersonal skills to cultivate working relationships and to motivate and mobilize others (individuals and groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Establishing norms for interaction and communication</td>
</tr>
<tr>
<td>- Cultivating a school culture where norms are viewed as a productive way of doing business</td>
</tr>
<tr>
<td>- Establishing norms in such a way that facilitated group conversations can be effectively led by others (i.e., not principal led)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capability: Use interpersonal skills to cultivate working relationships and to motivate and mobilize others (individuals and groups) (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Mobilizing diverse individuals and groups</td>
</tr>
<tr>
<td>- Understanding what motivates individuals &amp; groups (teachers and other educators, parents, community members), including persons from diverse cultural perspectives and backgrounds</td>
</tr>
<tr>
<td>- Effectively using diverse protocols and practices in group communication to mobilize small and large groups to action that results in improvements</td>
</tr>
<tr>
<td>- Building shared vision and establishing common goals</td>
</tr>
<tr>
<td>- Using discussion protocols and communication strategies to ensure difficult discussions (individual and group) are productive and lead to positive reaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capability: Use interpersonal skills to cultivate working relationships and to motivate and mobilize others (individuals and groups) (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- Managing conflict &amp; dealing with difficult discussions</td>
</tr>
<tr>
<td>- Proactively and productively managing conflict for healthy outcomes</td>
</tr>
<tr>
<td>- Managing individual and group conflict in a proactive and productive manner</td>
</tr>
<tr>
<td>- Managing defensive, off-task and unproductive conversations</td>
</tr>
<tr>
<td>- Using discussion protocols and communication strategies to ensure difficult discussions (individual and group) are productive and lead to positive reaction</td>
</tr>
</tbody>
</table>
Effective and Timely Individual and Group Communication:

Develops interpersonal skills to cultivate working relationships and to mobilize individuals and groups to action that results in improvement

**Fluency**

- Facilitated group conversations are led by one person, norms for interaction are introduced; defensive, off-task and unproductive conversations are being addressed, discussion protocols are beginning to work; knowledge of adaptive challenges, collective efficacy, and collegial inquiry are concepts that are discussed, but not well-understood as essential for moving forward; conflict is often not productive, elephants often roam the room unnoticed.

**Flexibility**

- Facilitated group conversations can be led by more than one person; norms for interaction are generally followed, discussions are mostly productive and efficient, several discussion protocols are utilized by the group; understanding of adaptive challenges, collective efficacy, and collegial inquiry are being incorporated into group work; most conflict is well-managed, elephants appear and are being tamed.

**Facility**

- Facilitated group conversations are usually not led by the principal; norms are viewed as a productive way of doing business, discussions (even tough ones) are productive and lead to actions, numerous protocols are used depending upon topics and desired outcomes; adaptive challenges, collective efficacy, and collegial inquiry are viewed as necessary, helpful, and useful; conflict is proactively managed for healthy outcomes, elephants appear but sightings are rare.
Protocol: A Three-Legged Stool:

Relationship, Process, and Task

**Attention to Relationship**

Teams balance task and process dimensions with equal attention to developing the team as a whole. It is essential to establish and maintain productive professional relationships.

**Congruence with shared norms and values:** Productive teams ensure psychological safety for all group members by behaving congruently with agreed-upon norms.

**Balanced participation:** Teams become more cohesive when members encourage and elicit contributions from others and when team members seek and honor diverse perspectives.

**Attention to Process**

**Shared tools and structures:** A brilliant team applies tools and structures for focusing its tasks and follows agreed-upon protocols. Effective processes preserve healthy relationships, as well as ensure that team tasks will be accomplished.

**Verbal and nonverbal skillfulness:** Teams seek shared understanding of ideas, opinions, and perspectives, and give their full attention to all team members through an appropriate level of eye contact, listening non-judgmentally, and listening without interrupting.

**Attention to Task**

**Results:** Achieving results calls for clarifying success criteria for the team’s products, performances, and decisions. The criteria should be identified at the beginning of the team meetings.

**Actions:** The decisions that a team makes lead to a series of potential actions. These actions typically come in one or more of three forms:

1. Implementation of some new program or practice
2. Transfer of knowledge and skills
3. Discontinue some practice or habits
TEAM SELF-ASSESSMENT OR SOLICITED FEEDBACK of ANOTHER TEAM

Attention to Relationship

1. The team develops Working Agreements that ensure the psychological safety of all team members.

2. Team members behave congruently with the agreed-upon Working Agreements.

3. Team members balance participation, encourage, and elicit contributions by all team members (The use of “I pass” is valued).

4. Team members seek and honor diverse perspectives.

5. Team members anticipate, accept, and resolve productive conflict.

Attention to Process

6. The team follows agreed-upon discussion protocols (examples: problem-solving, planning, consulting, and collaborating).

7. The team refocuses if it deviates from a protocol or the Professional Norms and Responsibilities.

8. Team members invite and sustain the thinking of other team members by pausing, paraphrasing, and inquiring.

9. Team members fully attend to others by maintaining an appropriate level of eye contact, monitoring body language, listening non-judgmentally, and listening without interrupting.

10. Team members balance advocacy of their own ideas with inquiring into the ideas of other team members.

Attention to Task

11. The team establishes and maintains clear product and success criteria.

12. The team establishes and maintains clear task agendas.

13. The team maintains a clear time frame (schedules topics) and manages time wisely (assigns times to topics).

14. The team collects, selects, and prioritizes information to be discussed and decided.

15. The team develops and applies agreed-upon roles of facilitator, process observer/time keeper, recorder/information disseminator, and information organizer/agenda builder.

Adapted from the work of Wellman &
Team Meeting Format:

Optional Step (Tossing the unhelpful furniture overboard.) Spend a few minutes, if needed, venting or debriefing, so the team time will be focused and discussion purposeful.

Step One: Establish the agenda by prioritizing topics, and assign times if appropriate - Hot Topics at the end!

Step Two: Select the desired meeting outcome (identify success criteria) and then select a protocol.
Step Three: Facilitator and process observer actively run the meeting.

Step Four: The recorder takes summary notes.
Step Five: The team reviews meeting outcomes, decisions, or products and determines the tasks that need to be completed as an outcome of the meeting. Teams that reflect have the opportunity to learn and improve. Briefly discuss the effectiveness of the norms, protocols, and task agenda before concluding the meeting.

TRUST: A MAJOR INGREDIENT FOR WORKING IN TEAMS

Suggestions:

- Maintain a “Facilitator” for an extended period until your team is functioning well.
- Place “Hot Topics” at the end of an agenda.
- Adapt the format below to make it work for your team.
- Before beginning, spend a few minutes, if needed, venting or debriefing so the team time will be focused and discussion purposeful.

**Team** *(Insert name)*

**Team Roles**

**Facilitator** *(Insert name)*

Actively facilitates meeting with the agreed upon agenda, protocols and task completion topics. Alerts group to whether the team is having a dialogue or a discussion-reminds team of Norms and Protocols.

**Information Organizer and Processor** *(Insert name)*

Organizes the agenda and the materials and documents for the meeting.

**Recorder, Disseminates Information** *(Insert name)*

Collects products and takes summary notes for distribution.

**Process Observer/Timer** *(Insert name)*

The process observer looks for and documents the Smart team skills, behaviors and processes-reports out at the team the ratios or specific instances a skill was used-(examples paraphrases, inquiries into the thinking of others). If turn taking is timed-remind speakers. Briefly leads the team in REFLECTION with DATA.
Meeting Agenda

[Location]

Meeting
Type of meeting:

Facilitator:

Timekeeper:

Note taker:

Attendees:

Please read:

Please bring:

Agenda Items

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
<th>Time Allotted</th>
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<tbody>
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DISCUSSION PROTOCOLS

Professional conversations require shape and structure. Teachers spend most of their time interacting with students. When teachers interact with each other, it is often casual and informal. Team meetings are formal and professional. Discussion protocols enhance the ability of the team to function as a cohesive group and accomplish desired outcomes. A discussion protocol is a structure that enables a team to get work accomplished in an efficient and effective manner.

Three types of protocols that can be utilized by the team are problem-solving, planning/collaborating, and consulting. The success of any protocol is the use of active listening, and the verbal and non-verbal skillfulness of all team members.

I. Problem-solving (dialogue into discussion)
The team needs to find solution(s) to a situation, circumstance, or set of student behaviors.
Example: One team clearly articulates the student behavior while the other team members listen, paraphrase, or ask clarifying or meditational questions. The team members establish all of the actions or steps that have been taken. The team members generate potential productive steps or actions that can be taken. The team agrees what steps or actions need to be taken and a timeline for revisiting the topic.

II. Planning/Collaborating (discussion)
The team needs to accomplish a goal or project that requires all members participate.
Example: The team needs to create interdisciplinary, cross-curricular teaching units. The team breaks down the goal into smaller, achievable tasks. The team needs to establish success criteria and a realistic timeline since the project involves all team members. All team members need to be accountable for the outcome and meeting the timeline.

III. Consulting (dialogue or discussion)
The resourcefulness of the team will be enhanced by the involvement of a non-team member. Example: The team invites the guidance counselor to assist with problem-solving about a set of student behaviors. The team needs to inform the guidance counselor of the protocol and the roles of the team members. A team member clearly articulates the student behavior while the other team members listen, paraphrase, or ask clarifying or meditational questions while the guidance counselor observes. The team members establish all the actions or steps that have been taken. The guidance counselor generates potential productive steps or actions that can be taken. The team agrees on what steps or actions need to be taken and a timeline for revisiting the topic.
The Seven Norms of Collaborative Work

1 Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2 Paraphrasing
Using a paraphrase starter that is comfortable for you (i.e., “So…,” or “As you are…, or “You’re thinking…” and following the starter with a paraphrase assists members of the group to hear and understand one another as they formulate decisions.

3 Posing Questions
Two intentions of posing questions are to explore and specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and invite others to inquire into their own thinking. For example, “What might be some outcomes we are envisioning?” Use focusing questions such as: “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into the ideas of others’ before advocating for one’s own ideas.

4 Putting Ideas on the Table
Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea…” or “One thought I have is…” or “Here is a possible approach…”

5 Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6 Paying Attention to Self and Others
Meaningful dialogue is facilitated when each group member is conscious of self and others, and is aware of not only what he or she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

7 Presuming Positive Intentions
Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.

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Consider the Relationship Between:

1. Task
   - Briefly describe what it is you hope to accomplish with the meeting:

2. Configuration
   - Learning pairs
   - Triads, trios
   - Learning Team (4 to 6 members)
   - Grade-level teams
   - Subject area teams
   - Cross team (grade or subject)
   - Cross Team with specialists
   - Self-selected groups

3. Process/Protocol
   - Structured dialogue
   - Chalk talk
   - POMS
   - Round robin (1 minute)
   - Round robin (only speak once)
   - First turn/last turn
   - Inside/Outside Circle
   - Concept attainment
   - 2 to 4 to 8
   - Carousel
   - Whip around

4. Skillful Use of Strategies by the Facilitator
   - Seven Norms of Collaboration and Working Agreements
   - Dialogue v. Discussion
   - Hands-up/hands-down
   - Physical paragraphing
   - Pace and Lead
   - Show Don’t Say
   - Closing Window
   - Credible Voice
   - Team self-assessment
   - Team reflection
   - Plural forms
   - Paraphrasing
   - Pausing
   - Meditative questions
   - Uses a third-point
   - Exploratory language
   - Tentative language
   - Positive pre-suppositions
Fostering Smart Groups

By: Arthur L. Costa and Robert J. Garmston
(Adapted and used with permission)

Given the reality that group development is dynamic, not linear; following are some strategies for skillful leaders to employ in working toward developing smarter groups that embrace positivity, inquiry, and effective collaboration.

To develop shared understanding and be ready to take collective action, working groups need knowledge and skill in two ways of talking. One way of talking — dialogue — leads to collective meaning making and the development of shared understanding. The other way of talking — discussion — leads to decisions that stay made.

Dialogue honors the social-emotional brain, building a sense of connection, belonging and safety. As a shape for conversations, it connects us to our underlying motivations and mental models. This way of talking forms a foundation for coherent sustained effort and community building. In dialogue, we hear phrases like, “An assumption I have is . . . ,” and “I’d be curious to hear what other people are thinking about this issue.”

Discussion, in its more skillful form, requires conversation that is infused with sustained critical thinking, careful consideration of options and respect for conflicting points of view. This way of talking leads to decision making that serves the group’s and school’s vision, values and goals. In discussion, we hear phrases like, “We need to define the problem we are solving before jumping to solutions,” and “I’d like to see the data that these assumptions are based on before we go much further.”

The Path of Dialogue

Dialogue is a reflective learning process in which group members seek to understand one another’s viewpoints and deeply held assumptions. The word dialogue comes from the Greek dialogos. Dia means “through” and logos means “word.” In this meaning making through words, group members inquire into their own and others’ beliefs, values and mental models to better understand how things work in their world. In dialogue, listening is as important as speaking. For skilled group members, much of the work is done internally.

Dialogue creates an emotional and cognitive safety zone in which ideas flow for examination without judgment. Although many of the capabilities and tools of dialogue and skilled discussion are the same, their core intentions are quite different and require different personal and collective monitoring processes.
Monitoring Dialogue

Mindful group members pay attention to three essential elements during productive dialogue. They monitor:

- themselves
- the processes of the dialogue
- the new whole that is emerging within the group.

Self

Dialogue is first and foremost a listening practice. When we “listen to our listening,” we notice whether we are internally debating with the speaker, reviewing our mental catalogue of related information and personal anecdotes or composing a response. Noticing these common internal processes allows us to switch them off so that we can hear others without judging.

Dialogue requires choice making. Typical choices include how and when to talk:

- Do we paraphrase prior comments to check for understanding and/or synthesize?
- Do we inquire into the ideas and assumptions of others?
- Do we put a new idea or perspective on the table to widen the frame?

Suspension is an essential internal skill in dialogue. To suspend judgment, group members temporarily set aside their own perceptions, feelings and impulses and carefully monitor their internal experience. Points of personal conflict can easily emerge when we believe that others are not hearing us or that they are distorting our point of view. Points of conflict also surface when our own values conflict with those of a speaker. These areas of discomfort influence our listening and our responses, which in turn influence the thoughts and behaviors of other group members.

Process

Dialogue as a process requires focusing on the goal of developing shared understanding. In our action-oriented work environments, this is often countercultural. Yet, in every group with which we’ve worked, all the participants could recite examples of decisions that were poorly conceived, poorly communicated, simply ignored or, in the worst cases, violated by many organizational members without consequence. At the root of all these stories were group processes that were not thought out, but rather often hurried and inappropriately facilitated. The rush to action pushed unclear decision-making processes and timelines onto the group without sufficient attention to developing a shared understanding of both problems and solutions.
**Understanding as the Outcome**

Well-crafted dialogue leads to understanding. This is the foundation for conflict resolution, consensus and professional community. Decisions that don’t stay made are often the result of group members feeling left out and/or having their ideas discounted by the group. Dialogue gives voice to all parties and all viewpoints.

**The Path of Discussion**

Discussion, in its Latin root discutere, means “to shake apart.”

It focuses on the parts and their relationships to one another — the causes, the effects and the ripple effects of proposed actions and solutions. In its most ineffective form, discussion consists of serial sharing and serial advocacy without much group-member inquiry into the thinking and proposals of others. Participants attempt to reach decisions through a variety of voting and consensus techniques. When discussion is unskilled and dialogue is absent, decisions are often low quality, represent the opinions of the most vocal members or leader, lack group commitment and do not stay made.

Three elements shape skilled discussions:

- clarity about decision-making processes and authority
- knowledge of the boundaries surrounding the topics open to the group’s decision making authority
- standards for orderly decision-making meetings
- most meetings are, in fact, structured discussions

**Monitoring Discussion**

Mindful group members pay attention to three essential elements during productive discussion. They monitor:

- themselves
- the processes of skilled discussion
- the details of the problem-solving, planning and decision-making processes in which they are engaged

**Self**

Productive discussions require group members to have emotional and mental flexibility. When our goal is to influence the thinking of others and we give up the model of “winning and losing,” we are more able to notice our thoughts and actions, and the effects of those thoughts and actions on others.
From the balcony, we can make the most strategic choices about how and when to participate;

- Should I advocate or should I inquire?
- At what points should I press?
- When should I probe for detail or let go?
- How might I phrase an idea for greatest influence?

These are the same internal skills that teachers employ when they monitor and adjust in their classrooms.

**Process**

Skilled discussion as a process requires mindfulness about focusing on one topic and applying one process tool at a time. When topics and processes blur, group members lose focus. To maintain focus requires clear structure, purposeful facilitation, impulse control on the part of individual group members and recovery strategies if the group strays off course.

Effective group members share responsibility with the facilitator for maintaining the flow of the discussion, for encouraging other group members to share knowledge and ideas, for hearing and exposing points of confusion or murkiness.

**Decision as the Outcome**

Decision, in its Latin root decider, means “to cut off or determine. In practice this means to cut off some choices. The purpose of discussion is to eliminate some ideas from a field of possibilities and allow the stronger ideas to prevail. Groups must learn to separate people from ideas in order for this to work effectively.

If individuals “own” ideas, then to cut the idea away is the same as cutting the person away. Ideas, once stated, should belong to the group, not to individuals. In this way they can be shaped, modified and discarded to serve the groups greater purposes.

**In your own words**

Discussion is:

Dialogue is:
Protocol: Effective and Timely Individual and Group Communication

Develops *interpersonal skills to cultivate working relationships* and to mobilize individuals and groups to action that results in improvement

1. Which individuals or groups know what we are implementing?
2. Which individuals need personal conversations with me about the change?
3. Who can lead this upcoming group conversation best?
4. How can I support the lead facilitator in the upcoming conversation?
5. What will be the elephant in the room for this conversation?
6. How can I support the individual or group in discussing the tough issues?
7. What is the best mechanism for communicating this issue...
   - timelines
   - expectations
   - decision making process

1. Does this conversation need a protocol to move it forward successfully?
2. Which protocol would best serve this conversation?
3. Who would be best to facilitate the use of the protocol?
4. What actions would I anticipate the group to recommend?
5. What is the goal of this conversation?
   - consensus
   - action planning
   - problem solving
   - information distribution
   - inquiry
   - celebration

1. What are the appropriate questions to begin the inquiry?
2. What might the inquiry uncover that could be uncomfortable?
3. How will I/we handle the issues that are uncovered during inquiry?
4. How will I/we manage the inquiry conversation so that all voices are heard?
5. Is it expected that we exit the conversation with identified actions?
6. What will my/our cue be to the group that we need to move on to the action steps?
7. How will I/we create a safe environment for difficult questions/issues?
Elite performers say that their practices have to be so rigorous and true-to-life that by the time they get into true competition, game, or match, their performance is almost automatic. If you practice well, slight changes in a performance or game time activity won’t throw you off. To the contrary, if you haven’t rehearsed enough, little things can have a big negative impact on performance.
Example of a Rehearsal Cycle and Types of Challenges That Might Need Rehearing

1. Changes in assessments being used, system-wide
2. Adoption and expectation of use of common curricula, materials
3. Expectation that all struggling students will receive additional intervention support
4. Expectation for frequent collaboration with colleagues
5. Expectation of public sharing of data and student performance results
6. Expectation of delivering instruction differently than previously implemented

1. Key message to be delivered
   - Results from universal screening will be discussed and shared during collaborative meetings

2. Potential Pitfalls
   - Teachers are fearful that their students’ results will not look strong
   - Teachers do not trust and philosophically believe in the assessment measure
   - Teachers are not sure how to interpret the results and do not want to be embarrassed in front of their peers
   - Teachers didn’t give the assessments and don’t want that to be noticed in the group
   - Teachers do not know how to retrieve the data displays and are too uncomfortable to ask for help

3. Who might be bothered by this conversation and meeting
   - Second and fifth grade teachers

4. Key *vocabulary* or *phrases* that I want to use
   - Supporting all of our students
   - Celebrating what our students can do
   - New experience for all of us
   - Opportunity for us to learn together
   - No blame; team support
   - Any and all questions are safe and accepted
   - I am learning alongside each of you

5. Sequence of conversation
   - Beginning a process of collaboratively reviewing student progress
   - Results will be shared amongst our grade-level teams
   - Goal is to provide collegial support, examine what is really happening with student performance, and organize ourselves to support student learning in a stronger way
   - A few guidelines for our work (no blame, focus on students, solution-focused, face the facts)
   - Committed to the process of looking closely at what our students can do.
   - In order to have a collaborative, efficient meeting, here are the things I expect:
     - Each teacher brings ( ) data to the meeting
     - We will use protocols for our discussions
     - We will analyze the data in a similar sequence each time
     - We will start meetings right on time
     - Your attendance is expected

6. Practice the conversation with a colleague if possible
PACE and LEAD!

- Acknowledge the situation
- Acknowledge difficulty
- Acknowledge shift!

Describe desired state:
- What
- Why
- How
- When

LANGUAGE

Disequilibrium
Improve
Potential
Privilege

We
Together
Opportunity

Effort
Forward
Alongside

New
Messy
Get to

Remember:

- Open body language
- Invitational voice
- Rehearse
First Person Goal Setting Process

“If you don’t have time to do it right, when will you have time to do it over?”
- John Wooden

Everyone involved in the goal setting process must be mindful of the need for a tolerance of ambiguity because the entire process involves reflecting, planning, and feedback from colleagues and teachers. The process will result in a valuable action plan that you will rehearse to increase the odds of your success.

First Person Goal Setting will begin by reviewing the materials from the Field Guide, especially your reflections and thoughts about a specific rubric and protocol. High-performance Team conversations will be used to help create a draft of a goal statement or statements.

First Person Goal Setting Example Background: As I review the rubric Effective and Timely Individual and Group Communication, I place myself as “Fluency” because many of our group conversations are led by one person, norms for interaction were introduced (but not consistently used), and there are too many defensive, off-task, and unproductive conversations.

First Person Goal Setting Example: I will reintroduce the process for establishing professional norms and responsibilities and enlist the help of teachers who can be a positive influence with their colleagues. I want to be able to work toward “Flexibility” on the rubric, particularly that norms are generally followed and we utilize several discussion protocols. (Please rehearse “how” you plan to introduce your thinking to the staff with the High-performance Team.)

Key questions to consider when the High-performance Team meets: Why did you decide upon this goal? What are the action steps you will take to reach your goal? How will you develop formative feedback for yourself regarding your goal statement? (Example of formative feedback: Privately ask the teachers you enlisted for help, “Did this process work better today? If not, would you please give me a suggestion?) There are many ways to get feedback and it can be quite simple.

Deliberate practice suggests that as you refine and improve skills you will get better. After you have implemented your goal for several weeks, consider receiving feedback via a reflecting conversation with the High-performance Team. You may need to adjust and make refinements to your First Person Goal by having a problem-solving conversation with your High-performance Team.
Questions to start with a draft goal

“What do you want to learn about this?”

“When you reflect upon acquiring more skill in this area, what might be some of the different kinds of information you want?”

“How will you know when you are on the right track?”

“Whom would you like to get involved in helping you plan to meet your goal?”

“What might be some reasons you selected this goal for your focus?”

“Knowing where you are now, what must you remain mindful of to move forward?”

“What hunches do you have about major roadblocks you may run upon?”

“How will you demonstrate, in your daily planning and use of time, that you are focused on the goal?”

“How might you involve other people in accomplishing this goal?”

“How will you order the steps you will take to reach your goal?”

“What are some of your priorities as you approach this goal?”

“In what ways will you collect evidence that you are taking action regarding effective instruction and student achievement?”

“What risks will you incur in this process and how will you prepare to deal with them?”

“Please describe the kind of thinking you have done in choosing to focus in this area?”

“What kinds of support and feedback might you need?”

“In what ways might you mobilize others in support of this goal?”
For Further Collaboration When Setting a Goal

“What factors might you have considered while reaching those conclusions?”

“In what ways might you provide evidence that you are indeed taking regular action to meet the goal?”

“What kinds of steps might ensure that you persist over the long haul in pursue this goal?”

“What sorts of data can you collect that will enable you to measure your progress?”

“Explain how many different ways you tried to think about setting this goal.”

“How will you know when you have met your goal?”

“What have you found to be a challenge as you work to master the concepts encompassed by this goal?”

“What can you do to ensure that you remain open to further learning as you tackle this goal?”

“What could you do to help you to think more about your learning?”

“What can to take time for reflecting and thinking about your goal?”

“How can you connect this new information to something you already know?”

“In what ways might you be able to share leadership in order to achieve this goal?”

“What kinds of information will you need to collect in order to move forward?”
Goal Statement(s)

Samples
I will reintroduce the process for establishing professional norms and responsibilities and enlist the help of teachers who can be a positive influence with their colleagues.

I will plan ways to introduce the use of effective instructional strategies that we all use to enhance student learning. I need to decide which specific protocols to use for a successful initial meeting with teachers. I need to explore how to involve teachers and create a timeline and opportunities for feedback.

My Goal Statement(s)