

TENNESSEE PRINCIPAL PROFESSIONAL LEARNING SERIES

Module #7: School Culture & Collaboration

Welcome!

- Please turn off your video for now.
- Please mute your microphone.
- Please have your screen name reflect your first and last name.
(Click on participants icon at the bottom, hover over your name in the participants box, click more, click rename.)
(If this doesn't work, please just tell us your first and last name in the chat!)
- You can access additional resources for this session at:
<https://cel.utk.edu/ppls/>
- Please take the Zoom Poll. We will begin shortly.



School Culture & Collaboration

Research and Strategies for Tennessee Principals



<https://cel.utk.edu/ppls/>

TENNESSEE PRINCIPAL PROFESSIONAL LEARNING SERIES

- Partnership Between the Tennessee Department of Education and the University of Tennessee's Center for Educational Leadership
- Virtual professional learning for school leaders relevant to our current crisis
- Supported by Tennessee SCORE
- Seven (7) Professional Learning Modules:
 - Module 1 (Week of May 4)- Transition to Remote Learning
 - Module 2 (Week of May 11)- Student Social Emotional Support & Wellness
 - Module 3 (Week of May 18)- Leading Remotely: Leveraging Strengths & Meeting the Needs of Followers
 - Module 4 (Week of June 8)- Future Planning I: How Do We Know What Our Students Have Learned?
 - Module 5 (Week of June 15)- Future Planning II: Personalized Learning for Students
 - Module 6 (Week of June 22)- Future Planning III: Strategic Resource Planning
 - **Module 7 (Week of June 29) – Beyond Quarantine: Resetting School Culture & Collaboration**

<https://cel.utk.edu/ppls/>

Small Groups - You will have about 10 minutes to discuss this information with your colleagues.

1. What has helped you to maintain a positive school culture during school closures? What has made it challenging?
2. Which of the features of effective school culture will be particularly important as we return to school in the fall?
3. How will you foster positive and productive relationships between students, teachers, staff, and families that are so critical to a positive school culture that supports learning?
4. What functional teams do you currently have in place, or which are you considering to support school re-opening?
5. How will the teams' work be coordinated to support problem-solving? How will their work help restart school culture?

Features of Effective School Culture:

- Trust in colleagues & school administrators
- Physical and emotional safety
- Staff engagement together in solving problems
- Mutual accountability and support
- Autonomy to innovate
- A common sense of school mission
- Time to teach and to learn

Potential School Functional Teams:

- School Leadership
- Health & Safety
- Teaching & Learning (ILT)
- Social & Emotional Health
- Family & Community
- Others?

Individual Reflection

The Collaboration Continuum (3 minutes)



COMPETE

Individuals, teams and/or departments are competing to secure limited resources. Individuals, teams and/or departments may view their goals/mandates/strategies/initiatives as distinct and/or conflicting. The organization has substantial structural disincentives to collaboration (such as decision-making processes and distribution of resources that are unclear or designed to privilege specific individuals, teams or department, or access to external opportunities or professional learning that is determined without transparent explanation).



CO-EXIST

Teams and departments operate as well-meaning but independent silos. Competition or turf issues are infrequent and accidental, rather than the norm, but employees are expected to "stay in their lanes" and may face difficulties if they try to coordinate or collaborate with other employees.



COMMUNICATE

Teams and departments consistently and regularly exchange information for mutual benefit. Teams and departments are motivated to raise awareness of programs and initiatives.



COORDINATE

Organization and department leaders create a shared vision and strategic plan that are well understood by the majority of the staff. Teams and departments still tend to operate in silos, but there are standing or ad hoc cross-functional work groups or cross-departmental efforts to work together. These groups/efforts may be due to a shared interest/goal/mandate or as a result of the leadership of particular individuals leading those departments. Efforts to coordinate are intentionally designed to lead to greater outcomes, however these may depend on individual leadership styles/preferences or the requirements of certain initiatives, and are not systematically implemented across the organization.



COLLABORATE

Organization and department leaders create a shared vision and craft a strategic plan that drives alignment of the organization's priorities and work across the organization. The vision and strategic plan are focused, with measurable goals; they are well understood by the majority of the staff, and the majority of the staff also understands how their work contributes to and aligns with the plan. Cross-departmental and cross-functional planning maximizes the opportunity for impact. Department and team leaders identify critical interdependencies between the organization's priorities and the initiatives they lead, and they help their team members execute against shared priorities as well as individual priorities. Leaders in turn have shared ownership of the risks, responsibilities and rewards for collaboration. Organization and department leaders model collaboration as a leadership team and are frequently heard highlighting exemplars of collaboration from within the organization at all levels.



1. Which stage of the Collaboration Continuum best reflects the current state of how teams operate in your school?
2. What strengths do you see around collaboration in your school? Where do you feel like your school could get better?

The full Collaboration Continuum document is available on the PPLS Module #7 section of our website:

<https://cel.utk.edu/ppls/>

Small Groups II - You will have about 8 minutes to discuss this information with your colleagues.

1. Based upon what you heard about the Collaboration Continuum, which characteristics of collaborative teams are most relevant to the work you do in your school?
2. What strengths do you see around collaboration in your school? Where do you feel like your school could get better?
3. As you consider how to offer high quality instruction and effective personalized learning for your students this fall, what changes would you have to make in your building in order to more effectively collaborate?
4. What capabilities, routines, and structures might enhance collaboration in your school?
5. Who in your school will be critical to helping you maximize collaboration?

Small Groups III - You will have about 10 minutes to discuss this information with your colleagues.

1. What characteristics of a collaborating team did you see in the video of Capital City Public Charter School? What routines, processes, and structures supported the collaboration?
2. How do you think Capital City developed the capacities required to collaborate at a high level?
3. As you reflect on this example, what would have to shift, and what could stay the same if this team found themselves in a remote or hybrid learning situation?
4. Does your school have an Instructional Leadership Team? How can you create the capacity, routines and structures to maximize the effectiveness of an ILT?
5. What is your goal for the coming academic year around professional collaboration in your school? What impact will the school closures last spring have on meeting that goal?

CLOSING OUT

The session is over, but the work is not!

1. Surface things we heard in small groups to share with the whole group
2. Please join us for the remaining module of the Tennessee Principal Professional Learning Series! #PPLS
3. Fill out survey (so we know you were here!)
4. Access slides, videos, and additional resources at:
<https://cel.utk.edu/ppls/>

School Culture & Collaboration

Module #7 Survey for Tennessee Principals

Mid-Cumberland and South Central CORE Regions- Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_mc_sc



School Culture & Collaboration

Module #7 Survey for Tennessee Principals

Northwest and Southwest-Memphis CORE Regions-Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_nw_sw



School Culture & Collaboration

Module #7 Survey for Tennessee Principals

Intensive Transformation Cohort - Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_itc



School Culture & Collaboration

Module #7 Survey for Tennessee Principals

First TN and EAST TN CORE Regions - Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_first_east



School Culture & Collaboration

Module #7 Survey for Tennessee Principals

Southeast and Upper Cumberland CORE Regions—Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_se_uc



School Culture & Collaboration

Module #7 Survey for Tennessee Principals

Tennessee Rural Principals Network - Module 7 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod7_rpn

