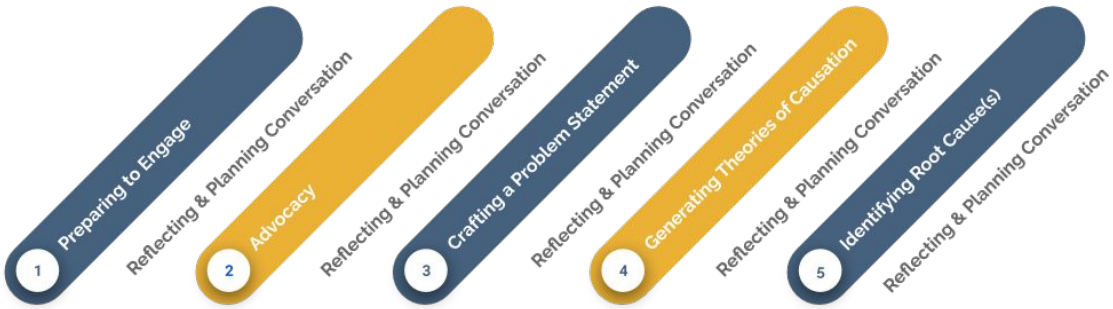
Module 1:

Preparing to Engage



Participants will be able to describe the purpose of ***"collaborative"*** and ***"on demand"*** portions of each module. Participants will also learn how to use the ***Norms of Collaboration***.

Participants will be able to describe the ***Collaborative Cycle*** and how it relates to the Root Cause Analysis process. Participants will also ***identify communities*** represented in their student population for ***advocacy.***

Participants will ***analyze data*** from their system. Based on that data the team will be able to ***craft a problem statement*** that is worth pursuing.

Participants will ***generate multiple theories*** for why the problem is persisting. Participants will then ***test their theories*** with ***additional data.***

Participants will search for ***underlying factors*** for their theories of causation. These deeper factors will then connect to ***evidence-based action planning.***

All sessions include an on-demand task, team collaboration (with or without KLN facilitation) and a reflecting and planning conversation with the building leader and a KLN coach.

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Video Links:

https://www.ksdetasn.org/resources/2865

Root Cause Analysis

Why:

More times than not, we quickly jump straight in to treating the symptoms of an issue in schools-forgetting to consider there is actually a deeper problem needing our attention. If we only fix the symptoms (what we see on the surface) the problem will almost certainly return; needing fixing over and over. Thus, the importance of engaging in a root cause analysis means digging deep to find the underlying causes of a problem and identifying resources and supports needed to reduce the likelihood the problem will occur again. Root cause analysis is a collaborative process all educators can use to solve adaptive challenges in their school. The process of root cause analysis is rooted in equitable practice. By deeply studying a problem and the factors contributing to it, a team mitigates its chances of making assumptions and jumping into practices that perpetuate inequality. A root cause analysis prepares teams to engage in the cycle of school improvement.

What:

Root causes are the reasons problems exist in the first place. Symptoms are the visible manifestations of the problem. Reducing or eliminating the problem requires identifying and eliminating its causes. Based on Laura Lipton and Bruce Wellman's work "*The Collaborative Learning Cycle,*" participants will discover root causes of a problem, as well as apply what is learned to repeat successes and systematically prevent future issues.

How:

The Building Leadership Team is the driver of this work. Because the BLT is composed of representatives from the school as a whole, the varied perspectives and insights from these members will help in the process of uncovering deep root causes. Data is used as the center of the process in order to ensure that decisions made are grounded in fact, not opinions. This process begins with using data to craft a problem statement. The work then moves to identifying possible causal factors and root causes. Once root causes have been identified a team is ready to move into the cycle of school improvement.

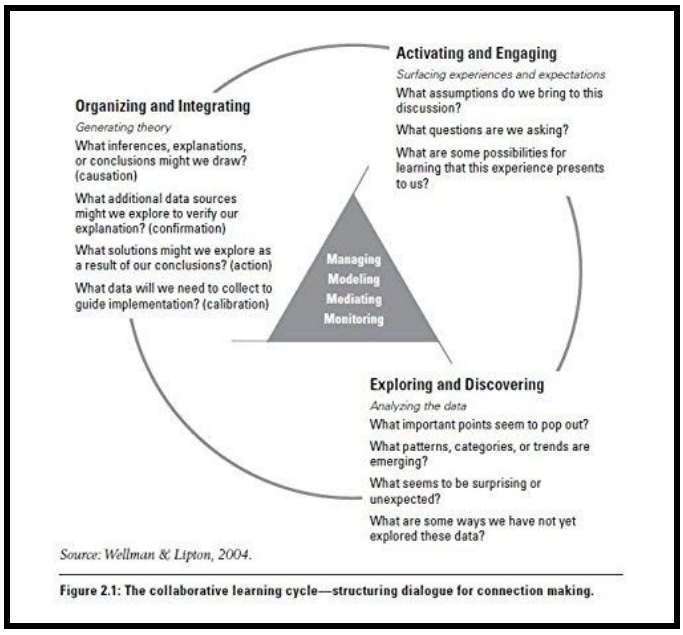

Figure 2.1: The collaborative learning cycle—structuring dialogue for connection making.

The Seven Norms of Collaborative Work

Pausing

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

Paraphrasing

Using a paraphrase starter that is comfortable for you "So . . . " or "You're feeling . . . " or "You're thinking . . . " and following the starter with a paraphrase assists members of the group to hear and understand one another.

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.

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 . . . "

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.

Paying attention to self and others

Meaningful dialogue is facilitated when each group member is conscious of self and of 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 human uniqueness when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

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.