

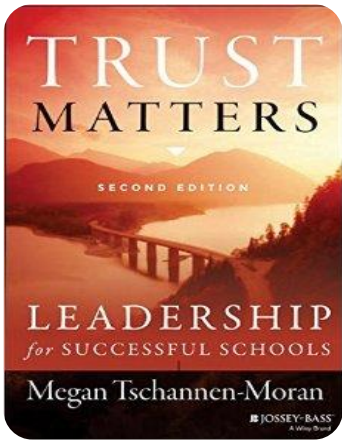
Title of Class: Building and Maintaining a Culture of Trust

Learning Design: Collegial Circle

Members: Carmine Peluso (Facilitator) Dianne Agostinelli, Mary Andrecolich-Diaz, Mary Aronson, Sharon Leigh, Tom Pappas, Christine Sickles, Connie Wehner, Tanya Wilson

Identified Need

Feedback from the DTSDE and Principal Evaluation, demonstrates a gap in Domain 2 - nurturing and sustaining a culture of collaboration, trust, learning, and high expectation by providing structured opportunities for cross role groups to design and implement innovative approaches to improve learning, work, and practice



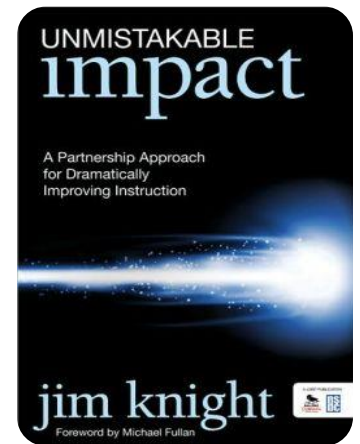
Aligning Levels of Use with Stages of Concerns			
Levels of Use		Stages of Concern	
Non-Use	No involvement	Refocusing	Management issues are about time, schedule etc.
Orientation	Acquiring information		
Preparation	Preparing for use	Collaboration	After management they move to caring about others learning
Mechanical	Short term use		
Routine	Stable use	Consequences	Concerns before starting the work
Refinement	Variation of use for greater impact		
Integration	Combining own efforts with use	Management	
		Personal	
		Informational	
		Awareness	

Class Description

Participants will read, learn, and assess their practice using a variety of texts and resources. At the end of the course, they will be able to: improve trust in their school or department, utilize a collegial circle as a viable learning method, have a foundational understanding of the professional learning standards, and know the learning methods and protocols used in the district.

The Five Facets of Trust (Trust Matters; Orchestrating School Change – Transforming your leadership)

- **Benevolence** – Caring, extending goodwill, supporting teachers, being fair, appreciation
- **Honesty** – Showing integrity, keeping promises, honoring agreements, being authentic, accepting responsibility
- **Openness** – Maintaining open communication, sharing information, sharing power, sharing decision making
- **Reliability** – Being consistent, dependable, showing commitment, expressing dedication, exercising diligence
- **Competence** – buffering teachers from outside disruptions, handling difficult situations, setting an example, being flexible



“When teachers stop learning, so do students.”
~ Jim Knight

“Trust is...a human virtue, cultivated through speech, conversation, commitments and action.”
~Solomon & Flores

Partnership Communication Strategies (Unmistakable Impact)

- **Listen** – Commit to listen, make sure your partner is the speaker, pause and ask “Will my comment open/close this conversation?”
- **Ask Good Questions** – Be curious, ask open-ended opinion questions, be nonjudgmental.
- **Find Common Ground** – Commit to common ground, find common denominators, use words that unite.
- **Control Difficult Emotions** – Name it, reframe it, tame it.
- **Love your Partners** – Pay attention, make lots of bids, turn towards lots of bids, let it go.

Reflections

- Google Classroom can be a viable learning tool to facilitate professional learning.
- Adult Learning Theory is as important as the learning methods, design and content if you want to move staff to the next level.

Implications for future Professional Learning Opportunities for administrators, educators, staff, etc. (Next Steps)

- Recognize that learning from each other is the most powerful professional learning, it cannot happen haphazardly. Creating a culture where learning from each other is the norm and it is embedded into our professional development is necessary.
- Build the ability for staff to work collaboratively to try and find solutions and ideas while building our own peer support.
- Ensure that the learning designs and methods are embedded into School Comprehensive Education Plans.