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!!! 3 things learned

* *‘How’*‘questions can often be roadblocks to action if posed too early in the problem-solving process. ‘*How’* questions must be asked at the appropriate juncture- after questions pertaining to purpose, intent, rational and alternatives have been discussed and answered.
* The four critical elements of dialogue are listening, respecting, suspending judgment, and voicing.
* Learning is always embedded in profound change, which combines *inner shifts* in people’s values, aspirations, and behaviors with *outer shifts* in processes, strategies and systems. All these changes are necessary to move from compliance to commitment, which results in mobilization.

++ 2 connections made

* In chapter 3 the authors wrote about how fostering collaboration is a necessary companion to strengthening others/maximizing. In our work over the past few years we have focused a great deal on the importance of collaboration among teachers, coaches and administrators. Another positive step in this area has been the ARI Leadership Teams for LJA training and the Content Literacy stages where we train leadership teams who in turn train their own faculties. Through these vehicles I have seen increased collaboration in many of the schools in our region. However, true/meaningful collaboration is still not the norm in most schools in our region
* In chapter 4, the authors wrote that because people are unable to see connections between the problem and the solution, they become frustrated and feel powerless. Don’t we see this everyday in our work? This is why so many of our ideas, plans and initiatives look great on paper but never actually transfer to practice. This is also why we end up with limited ‘teacher buy-in’, which results in little or no improvement in student achievement.

? 1 question

* The authors wrote that organizations often overlook purpose in favor of immediate action and that often ‘How’ questions are roadblocks to action when posed too early in the problem-solving process. So here are my wonders: Do we do this in our current role due to limited time in our schools and the internal pressure we place on ourselves to make a difference? If so, how can we give adequate attention to purpose, intent and rationale in the limited time we have to support our K-12 schools?