Name: Jennifer Roberts

Session: (select one) 1 2 3 4

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!!! 3 things learned

* The research from Goddard, Hoy and Hoy which stated that the collective efficacy of the teachers in a school is a better predictor of student success than is the socioeconomic status of the students.
* Peter Block’s comparison of “how” questions to a trap was very insightful. He stated that the premature asking of “how” questions sometimes express our doubts about our ability to pursue a certain pathway, not our curiosity. “How” questions can be roadblocks to action if posed too early in the problem-solving process.
* The Dialogue Tool (Figure 4.1) was very helpful. For each critical element and questions for reflection there were examples for positive indicators and negative indicators. I liked the specificity of these examples.

++ 2 connections made

* At the bottom of page 38, a discussion of effective leaders was discussed. It stated that exemplary leaders understood how important it was that their constituents feel strong, capable and efficacious. This reminded me of a principal who came into the school in which I was working. He allowed me to tell him my ideas for my classroom and helped to equip me with materials and resources needed. He empowered me to be a better teacher.
* On page 50, Peter Senge and colleagues distinguish between compliance and commitment. I’ve thought about this so many times in my present position. I’ve worked in schools where there is strong leadership and have wondered, “If this leadership were to leave tomorrow, would the teachers continue these practices?” In other words, are they *committed* to these “best practices”? or are they simply *complying* under the current leadership?

? 1 question

* How do you maximize the potential of someone who does not want to be maximized? How do you mobilize someone who does not want to be mobilized? In other words, what do you do with people who are satisfied with the status quo?