Name: Jill Eaton

Session: (select one) 1 2 3 4

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!!! 3 things learned

* Examples of Quality Questions for Maximizing Performance model p. 42:
  + Quality questions for encouraging individuals to grow and learn, personally and professionally.
  + Quality questions for encouraging an individual to work toward organizational goals.
  + Quality questions for building collective will to meet challenges.
* Four critical elements that are related to quality questioning (not learned, but restated for importance):
  + Listening
  + Respecting
  + Suspending judgment
  + Voicing
* Compliance and commitment are the two forces that work to mobilize individuals to action in an organization. Examples of Quality Questions for Mobilizing Groups and Individuals (p. 51) help to develop a clear understanding of what is being asked. Learning is always embedded in profound change which combines people’s values, aspirations and behaviors with strategies, practices and systems.

++ 2 connections made

* Coaching at the central office level is not about having all the answers. It is about asking the right questions. We have had to model and coach this to our leadership clients.
* Michael Fullen’s work represents what many of my systems are facing with RTI; the “too-loose” problem and the “too-tight” solution. He defines the too –loose problems as one which the constituents lack focus and clarity. He then goes on to describe how their actions to determine a solution are often dysfunctionally “too-tight” leaving everyone feeling frustrated and powerless.

? 1 question

* How can we be more purposeful in maximizing our own performance and the performance of our clients through quality questioning?
* Fullen proposes that the solution to the “too-loose”, “too-tight” problem in school leadership is to create infrastructures and processes that allow individuals to discover deep meaning about new approaches to teaching and learning. What will our ARI support for them look like?