



# Teaching & Learning Initiative

## Update Number 8 – Final Session

2.11.13

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⇒ In the words of Peter Senge, “The way organizations are now is a product of how we think and interact. They cannot change in any fundamental way unless we can change our basic patterns of thinking and interacting so learning can be a way of life.”

The intention of the TLI and other initiatives supporting *Quality Learning for Every Student Every Day* is just that – to establish collaborative inquiry as the heart of how staff think and interact.

We are guided by the thinking of international consultant Dennis Meadows, “Collaboration is a relationship among people committed to supporting each other in achieving a shared goal. We speak about it lightly, but collaboration is an intense discipline that doesn’t happen accidentally; it requires intention, attention, and integrity.”

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⇒ Area of Performance 6, Developing as a Professional Educator, guided this final session of the fall round of TLI. Participants engaged one another in Calibrating Conversations about Elements of Performance 6a, 6b, and 6c. The protocol for these conversations is here ([Calibrating Conversation protocol](#)). The intentions of these collegial conversations are to: (a) define and provide evidence for present levels of proficiency, and (b) explore and specify subsequent learning and growth.

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⇒ Participants also explored the meanings of *change* and *transition*, according to the thinking of William Bridges, to support them as they navigate the shifts associated with the initiatives that are supporting the journey to Quality Learning for Every Student Every Day. *Changes* are situational events, such as the decision to use a teaching framework. *Transitions*, on the other hand, are the process of letting go of the way things used to be, living in a time of uncertainty, then taking hold of the way things become.

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⇒ The Superintendent announced the decision to pursue **Supervision for Learning** (Aseltine, Faryniarz, & Rigazio-DiGilio; ASCD, 2005) supported by **The Framework** and collegial conversation and coaching, as the long run organizing approach to the SBCS Growth and Proficiency System.

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⇒ Also looking to the future, participants focused on a strategy for supporting their sustained focus on TLI throughout the 2012-13 school year. Their building administrators will be asked to offer each of them a *Reflecting and Planning Conversation* about their learnings in TLI and their thoughts about ways that they want to continue to learn and grow. The outcome-in-mind is that participants each author their own plans for continuing their TLI learning. The protocol for this conversation is here, for both administrator and teacher access ([Reflecting and Planning Conversation protocol](#)).

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⇒ Participants are invited to complete a survey of their participation in the core learning series of the Teaching and Learning Initiative. The survey has been uploaded to Survey Monkey for the convenience and confidentiality of all. The survey can be found here: [www.surveymonkey.com/s/TLIphase2](http://www.surveymonkey.com/s/TLIphase2).

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