Productive Partnerships:
Collaboration Strategies to Improve Literacy Outcomes
Facilitator's Guide

This presentation has six sections. Use the materials in their entirety or select sections that best meet your professional learning needs.

The goals of this professional learning are to:

- build and maintain a healthy team that works collaboratively to achieve literacy outcomes for all students;

- identify and practice tools to apply when collaboration may break down.

These goals will be accomplished through

- exploring trust;

- identifying what works for teams;

- understanding the continuum of beliefs and knowledge;

- identifying common beliefs about literacy;

- and practicing tools for collaboration in challenging situations.

Materials are organized as outlined above and include supplementary resources, such as handouts and video clips.

These professional learning materials are designed to improve collaboration that is focused on student outcomes in the area of literacy. The materials can be used in professional learning communities; school, district, or CESA-level professional development; pre-service and graduate teacher education; and/or personalized learning. No portions may be altered, but they may be reproduced and disseminated for non-profit, educational purposes without prior permission.

See below for a sample facilitator's agenda.

Overview of Section	Supporting Materials
Section 1. Introduction *Approximately 30 minutes* • 5 minutes: Goals and Agenda • 5 minutes: Rationale • 10 minutes: Connection/Introduction • 10 minutes: Implementation Science	**Information to Build Background** • [Implementation Science](#) • [Results Driven Accountability](#) • Aguilar, E. (2016). *The Art of Coaching Teams: Building Resilient Communities That Transform Schools.* Jossey-Bass. **Handouts** • [Indicators of an Effective Team](#) **Needed Resources/Supplies for Facilitation** • Agenda specific to your presentation of all/part of these materials • Consider chart paper for "parking lot" comments/questions and post-its, markers at participant tables • Consider a processing tool to allow participants to reflect and make notes about applications after each section **Supplemental Videos** • Introduction Video • Rationale Video • Implementation Science Video
Section 2. Proactive Communication *Approximately 50 minutes* • 20 minutes: Trust ✪ • 30 minutes: Norms ✪	**Information to Build Background** • [Wisconsin's Vision for Response to Intervention](#) • [Collaboration in A Multi-Level System of Support](#) **Handouts** • [Trust Survey](#) • [Norms of Collaboration Self-Assessment](#) • [Annotated Norms of Collaboration](#)
Section 3. Strengths and Beliefs *Approximately 90 minutes* • 20 minutes: PDSA - Who Am I? ✪ • 10 minutes: Ways of Knowing • 30 minutes: Lenses on Reading ✪ • 30 minutes: Belief Statements ✪	**Information to Build Background** • [Daniel Tammet's TEDtalk](#) on Different Ways of Knowing • Tracey, D.H. & Morrow, L.M. (2012). *Lenses on Reading* (2nd ed.). New York: Guilford. **Handouts** • [Plan Do Study Act Self-Assessment](#) • [Lenses on Reading](#) • [Statements About Reading Beliefs](#) **Supplemental Videos** • Ways of Knowing Video • Lenses on Reading Video

Section 4. Initiative Inventory *Approximately 30 minutes* • 30 minutes: Initiative Inventory ✪	**Information to Build Background** • [State Superintendent's Agenda 2017](#) (also see State Superintendent Programs on the lower left of the same page) **Handouts** • [Initiative Inventory](#)
Section 5. Tools for Working Through Challenges *Approximately 125 minutes* • 30 minutes: Assume Positive Intent ✪ • 15 minutes: Listening • 40 minutes: Diagramming Conflict ✪ • 40 minutes: Having Hard Conversations ✪	**Information to Build Background** • Abrams, J. (2009). *Having Hard Conversations*. California: Corwin. **Handouts** • [Head, Heart, Hands: Identifying Assets](#) • [Diagramming Conflict](#) • [Having Hard Conversations](#) **Needed Resources** • Speakers/Sound and video capability to show embedded TEDtalk on listening https://youtu.be/cSohjlYQI2A **Supplemental Videos** • Diagramming Conflict Video • Having Hard Conversations Video
Section 6. Conclusion	**Needed Resources** • Tool to guide participants in summarizing learning and planning for application; here is a [sample](#) to adapt • Feedback survey

✪   Indicates interactive component