

FIGURE 6.3

COMMON CHALLENGE PROTOCOL AND LEADERSHIP MOVES

COMMON CHALLENGE PROTOCOL	LEADERSHIP MOVES
IDENTIFYING POSSIBLE COMMON CHALLENGES (UP TO 25 MINUTES)	
<p>Getting Started: Identify an activator for this protocol. Assign a timekeeper and, if desired, a recorder. Also assign a presenter. (Because the activator is assisting the team in moving the discussion forward, we advise choosing another person to serve as the presenter.)</p>	<ul style="list-style-type: none"> • Ensure that there is a trained activator who can lead the process. • Meet with the presenter(s) in advance, if needed, to help them identify evidence that they can use to suggest a common challenge.
<p>Step 1 (5 minutes): The presenter shares the common challenge and describes the following:</p> <ul style="list-style-type: none"> • Where it came from, who was involved in identifying it, and its connection to data • Context of other school or district efforts to address the problem 	<ul style="list-style-type: none"> • Allow the team to process the information. • Observe and monitor if the team is new to this process.
<p>Step 2 (5 minutes): Team members ask factual clarifying questions.</p>	<ul style="list-style-type: none"> • Provide question frames that focus on clarifying questions versus other types of questions. Examples to use include <ul style="list-style-type: none"> ○ Is this what you said . . . ? ○ Did I hear you say . . . ? ○ Did I understand you when you said . . . ? ○ What criteria did you use to . . . ? ○ What's another way you might . . . ? ○ Did I hear you correctly when you said . . . ? ○ Did I paraphrase what you said correctly?
<p>Step 3 (8 to 10 minutes): The presenter steps back (remains silent) while team members provide the following.</p> <ul style="list-style-type: none"> • Warm feedback: Aspects of the common challenge that—based on the criteria and list of potential challenges—make them think this will work well to address student needs • Cool feedback: Concerns or questions about the common challenge, including tuning suggestions • Stretches: Other things the presenter may not have thought about, but that might support the goals of the PLC+ 	<ul style="list-style-type: none"> • Provide facilitation skills, as needed, for team members to engage in warm and cool feedback as well as stretches. • Observe and monitor if the team is new to this process. • Participate in the process, especially if the common challenge being discussed is unlikely to impact student learning.

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<p>Step 4 (balance of 25 minutes' time): The presenter rejoins for general discussion, while the activator engages in a discussion, including</p> <ul style="list-style-type: none"> • Responses and factual clarifications by the presenter • Feedback from team members that is focused on supporting the common challenge and that is not to be taken personally. It is not an evaluation of an individual teacher, but rather a collective brainstorm to respond to the common challenge • Reflections by all participants about what they learned 	<ul style="list-style-type: none"> • Observe and monitor if the team is new to this process. • Ensure that there is a trained activator who can lead the process.
REACHING CONSENSUS ON THE COMMON CHALLENGE (UP TO 15 MINUTES)	
<p>Step 1: Consider the possible common challenges.</p> <ul style="list-style-type: none"> • What are the relative strengths of and barriers to each? • How does each possible challenge rate on the characteristics of common challenges quality checklist? 	<ul style="list-style-type: none"> • Observe and monitor if the team is new to this process. • Trust the process.
<p>Step 2: Propose a common challenge.</p> <ul style="list-style-type: none"> • Members formulate a proposed common challenge, amending it to reflect the discussion. • Members work together to solve problems and fine-tune the proposed common challenge. • Test for agreement among members: <ul style="list-style-type: none"> ○ I will fully support our inquiry cycle investigating this common challenge. ○ I am in support of my colleagues' decision. ○ I will not block this decision. 	<ul style="list-style-type: none"> • Contribute to the discussion, as appropriate, especially in the fine-tuning of the language in the common challenge. • Avoid critiques of the common challenge as long as it is likely to positively impact student learning. • Note the levels of agreement and which staff members do and do not agree. There may be implications for the future development of their collective efficacy (see Idea 8).
<p>Step 3: The activator asks, "Are there any further questions or concerns about the common challenge we have selected?" If there is no further discussion, then agreement has been reached. If there is a call of concern, the person raising the concern reexamines by repeating Steps 1 and 2.</p>	<ul style="list-style-type: none"> • Observe and monitor if the team is new to this process. • Trust the process.
<p>Step 3: Debrief the protocol.</p> <ul style="list-style-type: none"> • Plus/delta on the protocol itself: What did the group do well? What could have been improved? 	<ul style="list-style-type: none"> • Observe and monitor if the team is new to this process. • Trust the process. • Make notes about refinements for future processes for the common challenge protocol.

Source: Adapted from Fisher et al. (2019b).

Retrieved from the companion website for *PLC+: A Playbook for Instructional Leaders* by Nancy Frey, Dave Nagel, Douglas Fisher, Toni Faddis, and Aida Allen-Rotell. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2024 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.