

Precarious PLC

Discuss this scenario through the lens of **Belonging:**

At Automated Middle School, a 7th grade math PLC meets weekly. Two teachers often dominate the conversation while others remain quiet. There's a growing frustration that the team is just "going through the motions" and not truly collaborating.

Discussion Prompts:

- What barriers are present within this team?
- How would you address the power dynamics?
- What protocol or structure might lead to more balanced participation?
- Consider the Condition of **Belonging**. What could this PLC do differently to intentionally develop a sense of Belonging for all team members?

Co-Tension

Discuss this scenario through the lens of **Heroes:**

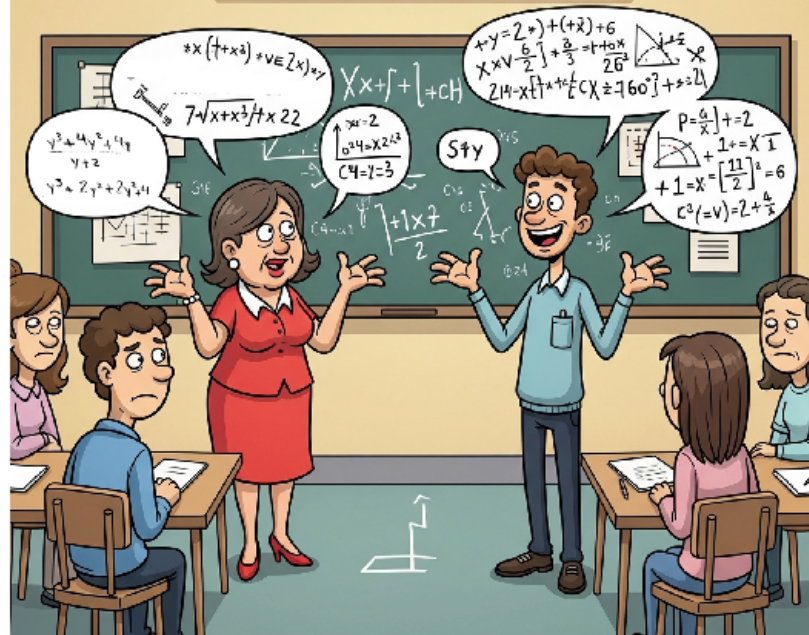
Ms. Plethora and Mr. Spearhead co-teach a 5th grade inclusive classroom. Ms. Plethora is a new teacher who has many ideas she would like to implement. Mr. Spearhead, a veteran teacher, consistently takes the lead during whole-group lessons. Communication is strained and Ms. Plethora often feels left on the sidelines. Students are noticing the disconnect.

Discussion Prompts:

- What is at the root of this challenge?
- How could the co-teachers reset expectations and roles?
- What would a truly collaborative partnership look like, both in regard to planning and implementing sessions?
- Consider the Condition of **Heroes**. How could this situation be turned into an example of Heroes?

7th-GRADE MATH PLC MEETING WEEKLY

AUTOMATED MIDDLE SCHOOL



CO-TEACHING



Cross-Grade Conundrum

Discuss this scenario through the lens of **Sense of Accomplishment:**

A group of 3rd and 4th grade teachers at Partner Elementary School want to collaborate on a project-based learning unit. They are excited about the opportunity but their pacing guides do not align and they struggle to find the time to work together. Some of the teachers are worried that the extra work is not effective or sustainable.

Discussion Prompts:

- How could time be restructured and protected for this team?
- What small steps could the team take right away to improve the situation?
- How might school leadership support sustainable innovation across grades?
- Consider the Condition of **Sense of Accomplishment**. What conversations and decisions might arise if the group was viewing this scenario through a Sense of Accomplishment lens?

Isolated Innovator

Discuss this scenario through the lens of **Fun & Excitement:**

Dr. Goodall, a passionate AP Biology teacher, has developed a new inquiry-based unit that is producing strong results and has students excited about learning. Her experience during team meetings is that there is very little meaningful discussion and virtually no curriculum collaboration. Dr. Goodall has not shared her new unit with the department, thinking they wouldn't use it anyway. Others on the team heard students talking about this great unit and now feel that Dr. Goodall is not being a team player.

Discussion Prompts:

- Is Dr. Goodall's reluctance to share reasonable – why or why not? Are her colleagues' responses justifiable – why or why not?
- How could the department leader create a more collaborative and trusting culture?
- What strategies could be used to re-engage isolated educators?
- Consider the Condition of **Fun & Excitement**. How does the Student Voice Team collaborate with colleagues to learn what they feel is fun and exciting?



PARTNER ELEMENTARY SCHOOL



Failure to Ignite

Discuss this scenario through the lens of **Curiosity & Creativity**:

At Fizzle Middle School, a school improvement committee has been working on a new student engagement initiative. Midway through the year, key members are unclear of the actual progress and path forward. Collaboration has slowed and team members' ideas are smoldering. With the lack of any kind of creative spark, teachers are increasingly opting out of meetings.

Discussion Prompts:

- What can leaders do to re-engage team members when momentum fades? How can this committee re-energize collaborative efforts and maintain long-term commitment?
- How can your school address issues of teacher burn out?
- Consider the Condition of **Curiosity & Creativity**. How does the Student Voice Team collaborate with colleagues to nurture Curiosity & Creativity?

Old Guard vs. New Voice

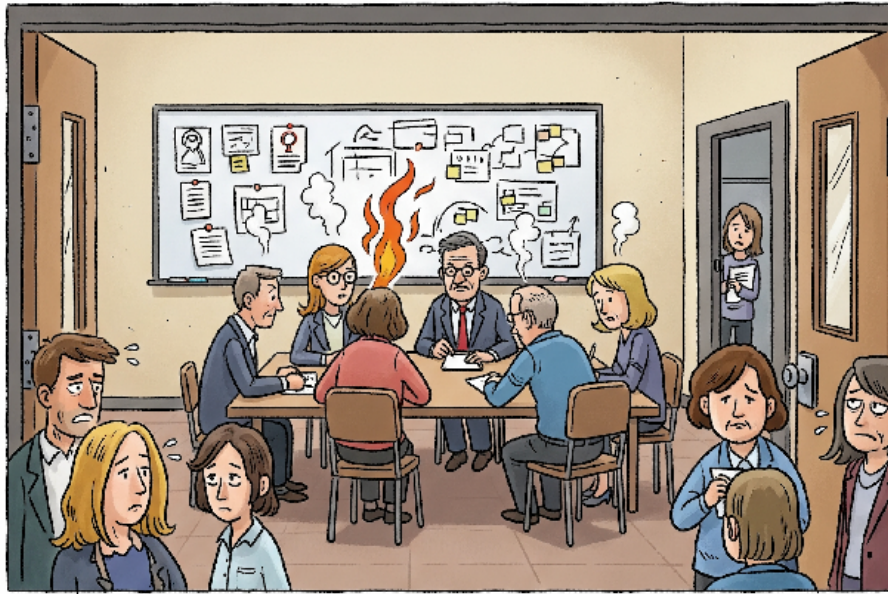
Discuss this scenario through the lens of **Spirit of Adventure**:

During an English Department meeting, a new teacher, Ms. Bookly, suggests updating the summer reading list to include a broader range of diverse voices. A veteran teacher immediately shuts down the idea, saying, "We've been doing it this way for 15 years and it works!" Ms. Bookly feels deflated and hesitant to contribute again. Others feel caught in the middle, unsure of whether to speak up or carry on with the status quo.

Discussion Prompts:

- What is happening within this department in terms of collaboration and culture?
- How can department leaders create psychologically safe spaces for all voices?
- How would you coach both the veteran teacher and Ms. Bookley to rebuild trust and communication?
- Consider the Condition of **Spirit of Adventure**. How could this situation be more collaborative? What communication style would you use with the veteran teacher?

SCHOOL IMPROVEMENT COMMITTEE



ENGLISH DEPARTMENT MEETING



Climate Chaos

Discuss this scenario through the lens of Leadership & Responsibility:

Wary High School is launching a cross-curricular initiative focused on climate change. The English, science, and social studies departments are asked to develop connected lessons. While teachers are enthusiastic about the opportunity and impact of these lessons, roles are unclear, meetings are chaotic, and no one wants to “step on anyone’s toes.” The deadline for launching the unit is looming.

Discussion Prompts:

- What collaborative structures are missing here?
- How could clear communication and planning protocols help?
- What tools or systems could streamline this cross-curricular collaboration?
- Consider the Condition of **Leadership & Responsibility**. How could teachers demonstrate Leadership & Responsibility through collaboration?

Undervalued Voices

Discuss this scenario through the lens of Confidence to Take Action:

A student with learning differences at Outskirts Middle School is part of a class debate team. The student adeptly consider pros and cons of all issues, but rarely gets the opportunity to share their viewpoint. The team values speed and verbal confidence, unintentionally marginalizing this student and others.

Discussion Prompts:

- How can educators ensure that all students feel seen, heard, and valued in collaborative tasks? What inclusive practices support diverse learners?
- How are teachers’ learning differences considered and accommodated in staff meetings?
- Consider the Condition of **Confidence to Take Action**. What could the staff do differently to support Confidence to Take Action and ensure that the voices of all students and staff members are heard and included?

