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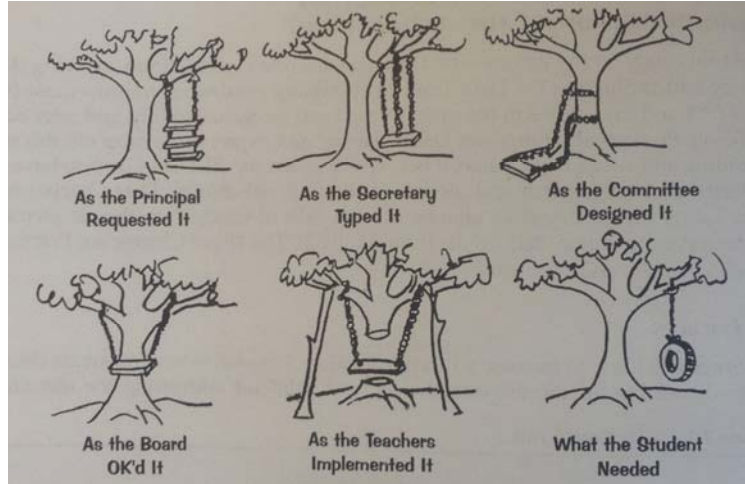
COLLABORATION, PERFORMANCE, & COOKIES

CISBO
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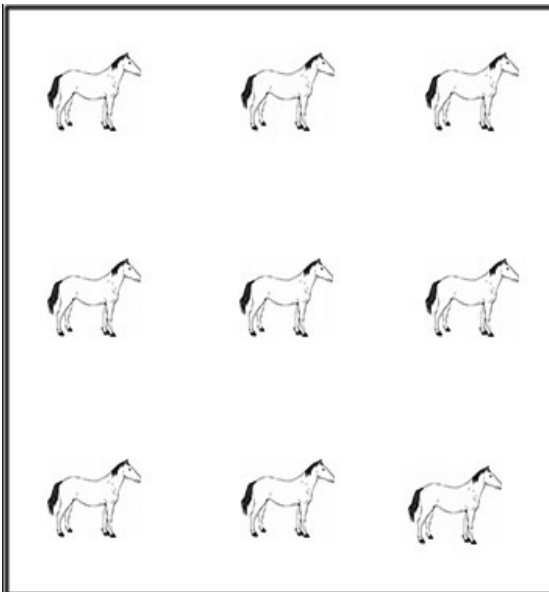




SOURCE: Adapted from Alexander, C. Silverstein, M., Angel, S., Ishikawa, S. & Abrams, D. (1975). *The Oregon Experiment*, p.44. New York: Oxford University Press.



Nine Horses

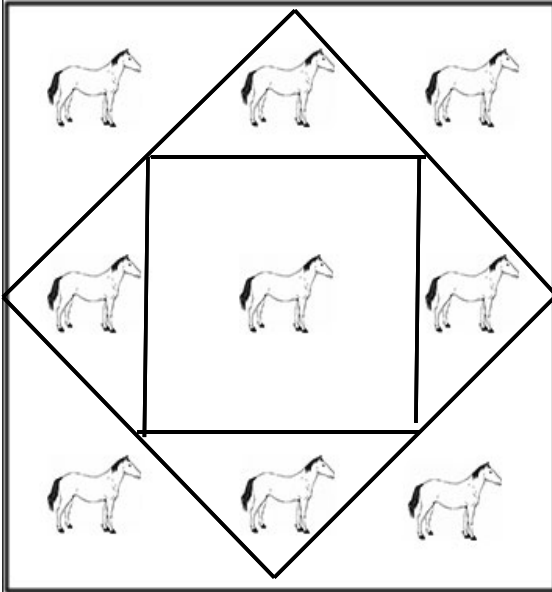


Nine Horses

Nine horses located in a squared fenced meadow. Can you construct two more square fences so that each horse will be in a fenced area by itself?



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What are
schools / careers / relationships
of the future?

Brain Storm: Critical Characteristics

What are the critical characteristics required for successful employment in your school?



- When we debrief, you must agree on five characteristics.
- Key concepts: only five + must agree



Brain Storm: Two Lists

CHARACTERISTICS OF PEOPLE YOU LIKE TO WORK WITH

CHARACTERISTICS OF PEOPLE YOU STRUGGLE TO LIKE TO WORK WITH

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DEVELOPING A CULTURE OF PERFORMANCE



What makes a great chocolate chip cookie?

Brainstorm Characteristics that answer the following:

- Chocolate chip cookies are **best** when...
- Chocolate chip cookies are **not good** when...



RUBRIC: WHAT MAKES A GREAT CHOCOLATE CHIP COOKIE

	Delicious	Good	So-So	No-No
Number of Chips	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Is it legal to call it chocolate chip if there are no chips?
Texture	Chewy in middle, slightly crisp on edges	Chewy throughout	Texture either crispy/crunchy or 50% uncooked	Were you trying to make a dog biscuit?
Color	Golden brown	Either light from overcooking or from being 25% raw	Either dark brown from overcooking or light from undercooking	Did you have errands to run while you left them in the oven?
Taste	Home-baked taste; baked with love	Quality store-bought taste	Tasteless	Who were you mad at when you baked these?
Richness	Creamy, high-fat flavor	Medium fat content	Low-fat	Seriously – no fat is no good



WHAT MAKES A GREAT MUSIC VIDEO?

In your group, create a rubric:

- Four levels that range from amazing to bad (but you can name them what you want or leave them as numbers)
- Three categories that make sense when considering a video
- Description for each category and level that accurately reflects what you expect to see

	Level 4	Level 3	Level 2	Level 1
Category 1	<i>description</i>	<i>description</i>	<i>description</i>	<i>description</i>
Category 2	<i>description</i>	<i>description</i>	<i>description</i>	<i>description</i>
Category 3	<i>description</i>	<i>description</i>	<i>description</i>	<i>description</i>
Category 4	<i>description</i>	<i>description</i>	<i>description</i>	<i>description</i>





Portrait of an employee

An employee at my school loves what he or she does and:

- 1
- 2
- 3
- 4
- 5
- 6

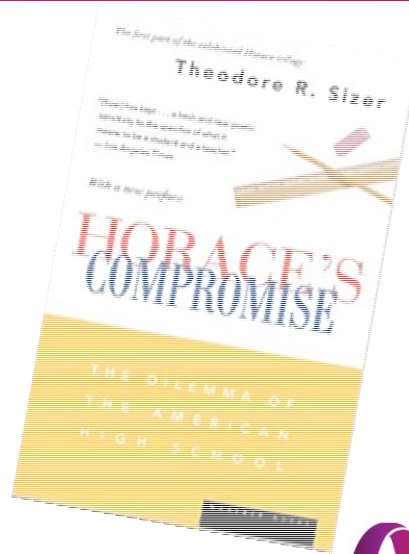


Reviews and Horace's Compromise

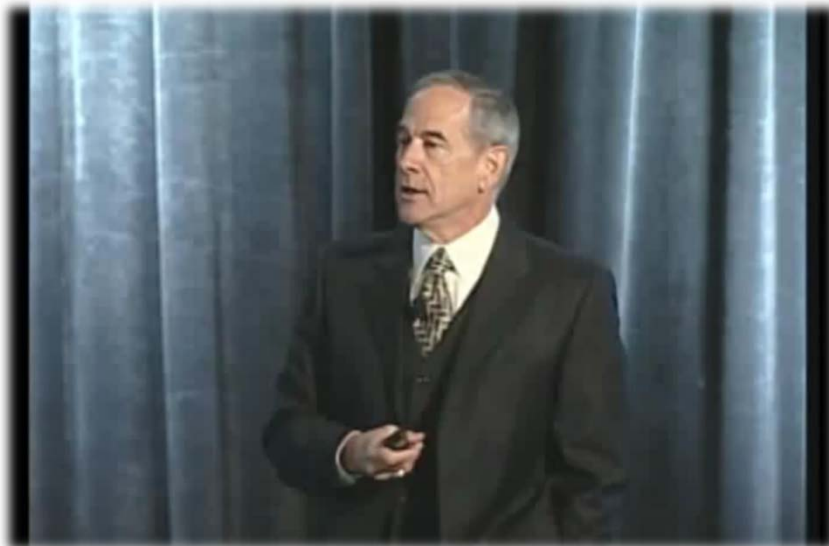
One take-away:

There is a difference between the test you want to give and the test you want to grade.

Is there an application of this concept to the Saint Andrew's performance management system?



in his own voice: Richard DuFour



“Wide ranging research...shows it is impossible for even the most talented people to do competent, let alone brilliant work in a flawed system. Yet a well-designed system filled with ordinary-but well trained-people can consistently achieve stunning performance levels”

Pfeffer and Sutton(2006)

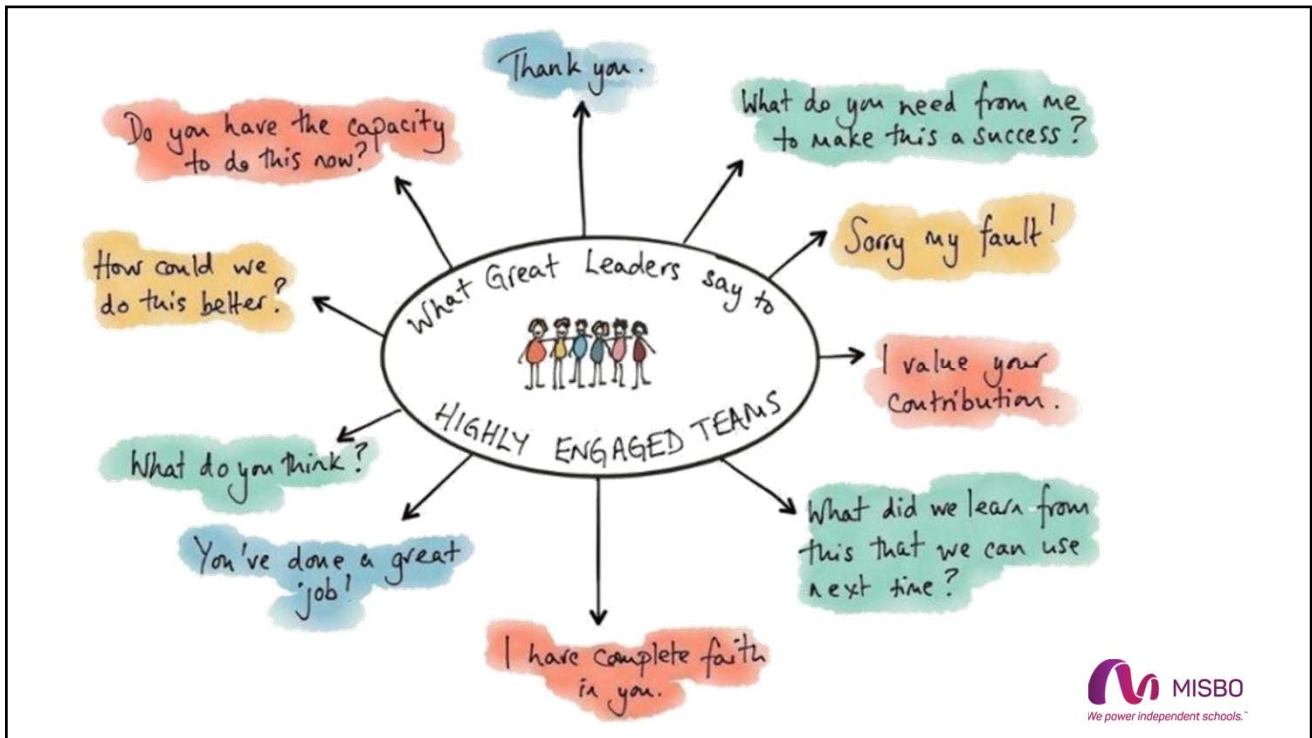


Characteristics of a collaborative team

A TEAM AT MY SCHOOL . . .

Create 5 sentences that start with the words above.
The next word must be a verb!





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