

Figure 5.7. Innovation Map Six—Group Processing

Guiding questions for increasing implementation levels:

- How do we organize ourselves for teaching and learning?
- How do we go about finding out how our colleagues prefer to share information and communication?
- How do our communications with colleagues increase our understanding about how to increase student learning?

Group Processing

Group Processing	Level 1 Implementation		Level 2 Implementation		Level 3 Implementation	
Categories	Teacher	Leader	Teacher	Leader	Teacher	Leader
<i>Group-processing skills</i> Assesses, learns, and implements group process skills into PLCs.	Develops awareness of group-processing skills needed for effective function of PLC groups.	Determines initial group-processing needs of staff. Develops awareness of the need for group-processing skills.	Selects, learns, and uses effective group-processing skills.	Facilitates assessment, selection, and learning of effective group-processing skills.	Selects and consistently uses a broad range of group-processing skills.	Assesses individual and group use of a broad range of effective group-processing skills.
<i>Group-processing use</i> Uses group reflections to discuss, draft, and implement changes in the way the group works.	Commits to learning and reflecting on group processes to improve the PLC work.	Teaches and monitors initial use of group-processing skills.	Uses group processing to discuss, draft, and implement changes in the way the group works.	Monitors, teaches, and coaches use of group processing to implement changes in group work.	Consistently reflects and refines group processes to discuss, draft, and implement improvements in the group's work.	Coaches for consistent use, reflection, and refinement of group processing to improve the group's work.