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Please enjoy this complimentary excerpt from *The PLC+ Activator's Guide* by Dave Nagel, John Almarode, Douglas Fisher, Nancy Frey, and Karen Flories. This excerpt outlines the five qualities of a good activator.

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FIVE QUALITIES OF A GOOD ACTIVATOR



Garmston and Wellman (2009) identify specific qualities necessary for effective collaboration that they refer to as **the five C's**: clarity, consciousness, competence, confidence, and credibility. These qualities are necessary for a strong activator as well. Table 2.1 describes each in detail and provides some examples of what this can look like when activated. Please read through the overview of each, listing any ideas you have for yourself as an *activator* in your PLC+, and then complete the “Five C’s Reflection” on page ##.

TABLE 2.1

WAYS TO USE THE FIVE C'S IN YOUR PLC+

QUALITY	ELEMENT	EXAMPLES	WAYS TO USE THIS IN YOUR PLC+
Clarity	Uses precise language to minimize ambiguity and limit unnecessary frustration	<p>“Our focus today is on supporting our common challenge, which is making sure our students have a strong grasp of stoichiometry. Bill, can you share two strategies you have used in the past that have worked for you?”</p> <p>“From analyzing our standard, we know that our students need to know . . . and be able to do . . .”</p>	
Consciousness	Aware of human elements being conveyed such as body language, voice inflection, disengagement	<p>“Joan, I notice you disagree with what we just shared. Can you share some of your thoughts?”</p> <p>“Okay, I can see we are getting a bit tired. Let’s set the timer and take a five-minute stretch break to reenergize for the second half of our meeting.”</p>	

(Continued)

TABLE 2.1 (Continued)

QUALITY	ELEMENT	EXAMPLES	WAYS TO USE THIS IN YOUR PLC+
Competence	Works at the craft of activation. Understands how to use types of conversation at the right time. Knows when to push and when to pull.	<p>"I see we are all sharing ideas at the same time. Let's divide and conquer. Bill, Steve, Karen, and Marc, would you go to that side of the room and come up with two or three strategies you think would move learning forward for our students? Sam, Bill, and I will do the same. Let's plan for 10 minutes and then come back together."</p>	
Confidence	Has a strong sense of self-efficacy and believes in ability to help the team accomplish goals and overcome obstacles together.	<p>"I know we have some great strategies we all have used before, and if we work together, we can help our students grow. Can I share something I read about and tried last week to get some of your feedback?"</p>	
Credibility	Earns this over time through being honest, neutral, trustworthy, fair, and willing to acknowledge personal mistakes.	<p>"So, I wanted to share three of my biggest learning opportunities from last week and what I learned from them." "Would everyone be willing to share at least one instance of learning from a challenge last week to see how we've collectively grown from our work?"</p>	

Source: Adapted from Garmston R., & Wellman B. (2009). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Lanham, MD: Rowman & Littlefield.