FIGURE 8   STL Personal Norming Tool

Directions: Use the left-hand column to identify any behaviors you exhibit when collaborating on other teams. Then look to the right-hand column for ideas you might consider adopting as your personal norm for your work with this team.

BEHAVIORS THAT HINDER FUNCTION AND IMPACT:	NORMS THAT IMPROVE FUNCTION AND IMPACT:
I voice my thinking more than others on the team. I process externally, speaking up often. I express my ideas more than others.	Invite others to speak. Pause and listen. Participate intentionally—know when to step up and step down.
I voice my thinking less than others on the team. I process internally, taking time to speak up. I rely more on others for ideas.	Participate intentionally—know when to step up and step down. Privately jot down my thinking and then share out one idea.
I lean toward my own perspective and ideas. I have trouble listening to perspectives different from my own. I tend to advocate for my ideas before hearing others.	Solicit alternative viewpoints. Encourage pushback on my ideas. Seek first to understand and then to be understood. Hear what's hard. Listen to learn.
I take things personally.	Respond more than react. Pause and ask, "What is another way to interpret this?"
I voice objections and struggle to move past them. I question people's motives.	Strike positive. Find the good and praise it. Assume positive intentions.
I rarely voice objections. I hold back to steer away from conflict.	Solicit alternative viewpoints. Encourage pushback on my ideas.
I get distracted or tune out.	Be present and focused. Only use technology to support my learning and participation.
I inconsistently follow through.	Anticipate obstacles and plan with others how to overcome them. Commit to action.
I do not consistently come prepared to meetings.	Be reliable.
I offer observations based on opinion more often than on evidence.	Annotate data documents with observations before participating.
I permit my bias to influence my inferences about data and/or view of what is possible.	Make evidence-based observations. Use the words *not yet* when speaking about students' deficits.
I frequently get the team off-track from the agenda.	Contribute in ways that move the team toward intended outcomes.