**Humanities Team, 2008**

“I don’t like the way you said that,” Margaret said. “I feel like you’re bossing us around, and I don’t think that’s your job.”

We were 5 minutes into our department meeting, and I’d shared only the objectives. I took a deep breath and said, “I am not sure I understand. Can you clarify?”

“You don’t appreciate how hard our jobs are,” Margaret said. “I get here at 7:00 am and leave a t 6:00 pm. Then I go home and grade papers. And now you’re telling us we need to make learning targets for every lesson?”

“That wasn’t my decision, “ I said. “That was our principal’s. Today we are going to talk about what makes a good learning target, and the objective is that everyone creates three learning targets for their lessons next week.”

Margaret didn’t respond. I thought we could proceed with the meeting, but then she spoke up. “So you’ve assumed that we don’t know how to write learning targets. Why would you think that? And how can we be expected to write learning targets when we’re already working 15 hours a day?”

I sighed. Every meeting seemed to go like this – around and around in circles, distrust percolating up and obstructing our learning. And it didn’t emanate only from Margaret. “I think we need to talk about how we’re going to behave in team meetings,” I said, my tone heavy with frustration.

“Oh, so now you’re telling me I’m not behaving well? Are you going to give me an office referral?” Margaret stood and picked up her stack of papers. “I’m sorry,” she said. “All of a sudden I’m not feeling well, and I need to leave. I’ll submit an absence form. Have a good meeting.” She said as she walked out of the room.