MANCHESTER WEST HIGH SCHOOL

PROFESSIONAL LEARNING WORKING GROUP

Session 5

April 21, 2015

Arnold Clayton, Ph.D.
617-947-8861
arnoldclayton@gmail.com
MANCHESTER WEST HIGH SCHOOL
PROFESSIONAL LEARNING WORKING GROUP

We need professional development on student-centered learning techniques for the classroom that engage students..." Man-West Shadowing Report Debrief, May 7,

SESSION 5 AGENDA
April 21, 2015
3:00-5:00

ESSENTIAL QUESTIONS

♦ What happens when students learn to ask questions that shape their learning?
♦ How can QFT shift practice toward a model centered on student work?
♦ How do student-generated questions provide an entry point to inquiry-based learning?

3:00 Opening Activities
♦ Fortune Cookies
♦ Review
  ♦ Agenda
  ♦ Norms

3:20 Text-based discussion: Make Just One Change (3 levels of text protocol)

4:00 Break

4:10 Work Period: Create a prompt for a lesson

4:30 Tuning a QFT-based lesson

4:50 Closing Activities
♦ Journaling
♦ Norms Review
♦ Driving & Restraining Forces
NORMS
[Adopted November 19, 2014]
[Modified December 17, 2014]

☆ Honor time boundaries

☆ Stay on task

☆ Create an atmosphere of safety for all

☆ Honor confidentiality

☆ Explore new ideas

☆ If you wonder about it, ask it and note it

☆ Stay for the whole session
Three Levels of Text Protocol

Adapted by the Southern Maine Partnership from Camilla Greene’s Rule of 3 Protocol, 11/20/03.

**Purpose**
To deepen understanding of a text and explore implications for participants’ work.

**Facilitation**
Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief “group response” segment. Do 1 – 3 rounds. Can be used as a prelude to a Text-based Discussion or by itself.

**Roles**
Facilitator/timekeeper (who also participates); participants

**Protocol**
1. Sit in a circle and identify a facilitator/timekeeper

2. If participants have not done so ahead of time, have them read the text and identify passages that they feel may have important implications for their work.

3. A Round consists of:
   - One person using up to 3 minutes to:
     - LEVEL 1: Read aloud the passage she/he has selected
     - LEVEL 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)
     - LEVEL 3: Say what she/he sees as the implications for his/her work.
   - The group responding (for a TOTAL of up to 2 minutes) to what has been said.

4. After all rounds have been completed, debrief the process.
QUICK MODIFIED TUNING PROTOCOL

1. **Introduction** (no more than 3 minutes)
   - Facilitator briefly explains the main points of the process
   - Participants introduce themselves briefly if necessary

2. **Presentation** (no more than 4 minutes)
   - The presenting team or individual explains the essence of the work. They may show any artifacts they have created (charts, summations on flip chart paper etc).
   - The presenting team may choose to ask a “focus question” to receive desired feedback about a particular point or concern that has arisen in their work.
   - The participants take notes and remain silent throughout the presentation.

3. **Clarifying Questions** (no more than 4 minutes)
   - Participants may ask clarifying questions to get information they need to understand the issue better and provide richer feedback.
   - Clarifying questions ask about simple facts. Answers are very brief, often yes or no or a number. *(e.g. How many people worked on your data team? Four.)*

4. **Participants’ Discussion** (no more than 8 minutes)
   - The presenting team/individual sits back from the table and is not addressed directly. Members take careful notes and do not respond to questions or participate in the discussion.
   - The participants first offer a round of *warm feedback* about points of the plan or presentation they agree with, support or commend.
   - The next round offers *cool feedback* that may point out areas that could benefit from further work or a different approach. The participants may make suggestions or bring in examples from their own work or experience.

5. **Presenters’ Reflection** (no more than 4 minutes)
   - The presenter(s) reflect on what they have heard and learned from the participants’ discussion and explain whether they found it helpful for their work.
   - They may choose to discuss how the participants’ comments and suggestions might change or improve their thinking about the problem or change the direction of their work.
   - There is no back and forth conversation.

6. **Debrief** (no more than 3 minutes)
   - The facilitator leads a brief discussion of the quick tuning experience for the whole group.
REFLECTIONS

- Take a few minutes to think about your own work in today’s session.
- Choose one of the categories below. Reflect on it and write your thoughts….
  - **Learnings** … Did you learn something that is now “yours,” that will take away from this meeting?
  - **Markers for future work** … Did you discover something you want to investigate or work on further?
  - **Surprises** … What surprised you about your own work?
  - **Satisfactions** … Were you pleased by something you did or learned today?
  - **Disappointments** … Were you disappointed by anything you did or learned today?

- Please share your thought with the group.
TODAY’S DATE: April 21, 2015

TODAY’S AGENDA:
1. Opening Activities
2. Text-Based Discussion
3. Develop a QFT-based Lesson
4. Tuning a Lesson Plan
5. Closing Activities

DRIVING FORCES (+) | RESTRAINING FORCES (∆)