



NASHUA HIGH SCHOOLS

North & South

COLLABORATIVE PRACTICES TRAINING

Session 2

June 24, 2015



The Center for Secondary School Redesign

Arnold Clayton, Ph.D.

617-947-8861

arnoldclayton@gmail.com

Collaborative Skills and Practices to Enhance Student Learning ***Nashua High Schools North & South***

Overarching Guiding Questions

- ❖ How can collaborating with colleagues improve educator practice and student learning?
- ❖ What can I learn about my own practice by looking collaboratively at student and colleagues' work?
- ❖ How do I foster adult conversation and dialogue that directly impacts student learning?
- ❖ Which facilitation skills and practices can help develop an effective teacher work group?
- ❖ What tools and structures, such as protocols can help a group use time effectively to accomplish a task?
- ❖ Why use protocols? How do I match a protocol to a task or need?
- ❖ What kind of feedback encourages and supports reflection and professional growth?

Guiding Questions: Wednesday, June 24, 2015

- ❖ *What facilitation skills and practices support effective collaboration?*
- ❖ *How can a facilitator help a group use time effectively to accomplish a task?*
- ❖ *How do protocols enhance the thinking and working of groups?*
- ❖ *What moves can a facilitator use to see that the presenter gets the desired information and feedback?*
- ❖ *How do we match issues/situations and protocols?*

Flex Agenda

Tuesday, June 24, 2015

8:00 Opening Activities

- Review
 - Reflections
 - Agenda
 - Norms
- Crossing the Boundary

8:30 Protocol Matching Activity (pp.119-121) based on Guide for Using 7... Protocols (pp. 109-111)

9:00 Work in the Room Protocol (Pre-Conference Guide, p. 115 may be a helpful resource)

9:45 Preliminary Protocol Sign-Up

10:00 CAC/Consultancy Dilemma Demonstration(s)—if possible

10:45 Break

11:00 Protocol Session (1)

12:00 Lunch

12:30 Group Juggle

12:45 Protocol Session (2)

1:45 Closing Activities

- Next Session
- Norms Review
- Journaling
- Driving & Restraining Forces

Useful Tools during Protocol Work

- [Pocket Guide to Probing Questions \(pp. 112-13\)](#)
- [Pre-Conferencing Guide \(pp. 115-116\)](#)
- [Framing Consultancy Dilemmas \(p. 31\)](#)

NORMS

(Adopted June 23, 2015)

- Be open to new ideas and understandings—note them during the session
- Speak directly, bring appropriate candor & professionalism to the table
- If you wonder about it, ask it
- Withhold judgment ... presume good intentions
- Encourage participation
- Balance speaking and listening; watch time
- Be constructive and stay positive
- Trust and believe in the process
- Vegas rules

CROSSING THE BOUNDARY

- Objective:
- *To mark clearly the transition into a working session.
 - *To create an atmosphere of concentration and readiness for class or group work.
 - *To give members tools to focus and refocus their attention throughout the period.

- Procedure:
- *Briefly explain the idea that coming into class or a collaborative session is like crossing a boundary in *time* (duration of a period or meeting) and *space* (the room or area where the class or group meets). The job of the group is to learn to leave personal worries, concerns, plans, conversations etc. outside the boundary and to carry across the boundary the commitment to bring full energy, attention and focus to the activities of the group.
 - *Explain to members that they will be learning a new way to relax and focus their attention. Encourage them to try it with openness, patience and curiosity. There is only one requirement: if participants choose *not* to participate, they should stay in their own space and not bother others.
 - *Invite members to sit in a circle and direct their attention to their posture: *Their feet should be flat on the floor; backs straight but not rigid; chest open; hands on knees or resting on lap; jaw and face muscles relaxed.*
 - *Ask them to close their eyes and remain still. Invite members to observe closely the in-and-out movement of the breath without changing how they breathe. Where do they feel it—in the nose, in the throat, in the belly? It may help to count each in- and out breath silently. If the attention moves away from the breath instruct them to notice it without judging themselves or the activity and to come back to counting the breaths. Ask members to sit as silently and still as possible for 2 to 3 *minutes* while carefully observing the breath and what is happening inside. As they sit you may encourage them with short phrases like “Breathing in, breathing out” or “As thoughts arise label them ‘thinking,’ let them go and go back to the breath.” Remind them that the practice may lead them to a place in their minds and hearts that feels quieter and more restful, at school and in their personal lives.
 - *After 2-3 minutes invite the members to join you in crossing the boundary, bringing with them their commitment to remaining focused, and leaving everything else outside. Invite them to open their eyes slowly and to bring their working energy into the group by making eye contact—slowly—with everyone in the room. Say something like, “Look around the room and say ‘good morning’ with your eyes to all your group mates and me.”
 - *Thank all the members for their effort and participation.

Discussion:

*Ask each student for a word or short phrase to express how s/he is feeling after CTB. If questions come up you may choose to discuss them for a few minutes or create a "parking lot" where questions are posted for later consideration.

Wrap-up:

*Thank members for their effort. Tell them it will become more familiar as time goes on. If they can choose to be still and focused for three minutes during crossing the boundary (rather than fidgeting or distracting themselves or others) they can also learn to choose consciously when to do homework, who to go out with, what to buy or not buy, etc. It is a tool they can use both inside and outside of school.

*After a few weeks' practice you may want to invite members to lead CTB. Once they get the hang of it members often find very original and relevant ways to give the instructions to their peers. Eventually you can post a list of dates and members will sign up in advance.

*After crossing the boundary is completed give a friendly cue like, "OK, thanks. Now we're ready to begin our work for today."

Helpful hints:

*Relax your way through CTB. Most members respond to it favorably. If some refuse or disrupt try not to take it personally. Ask them to join the process or remain quiet in their own spaces until it is finished. If you remain thoughtful, accepting and confident it will keep the atmosphere in the room calm and purposeful.

*Doing CTB on a regular basis will make the practice routine and comfortable. You may be surprised by the results.

A. Clayton, 1999

WORK IN THE ROOM PROTOCOL

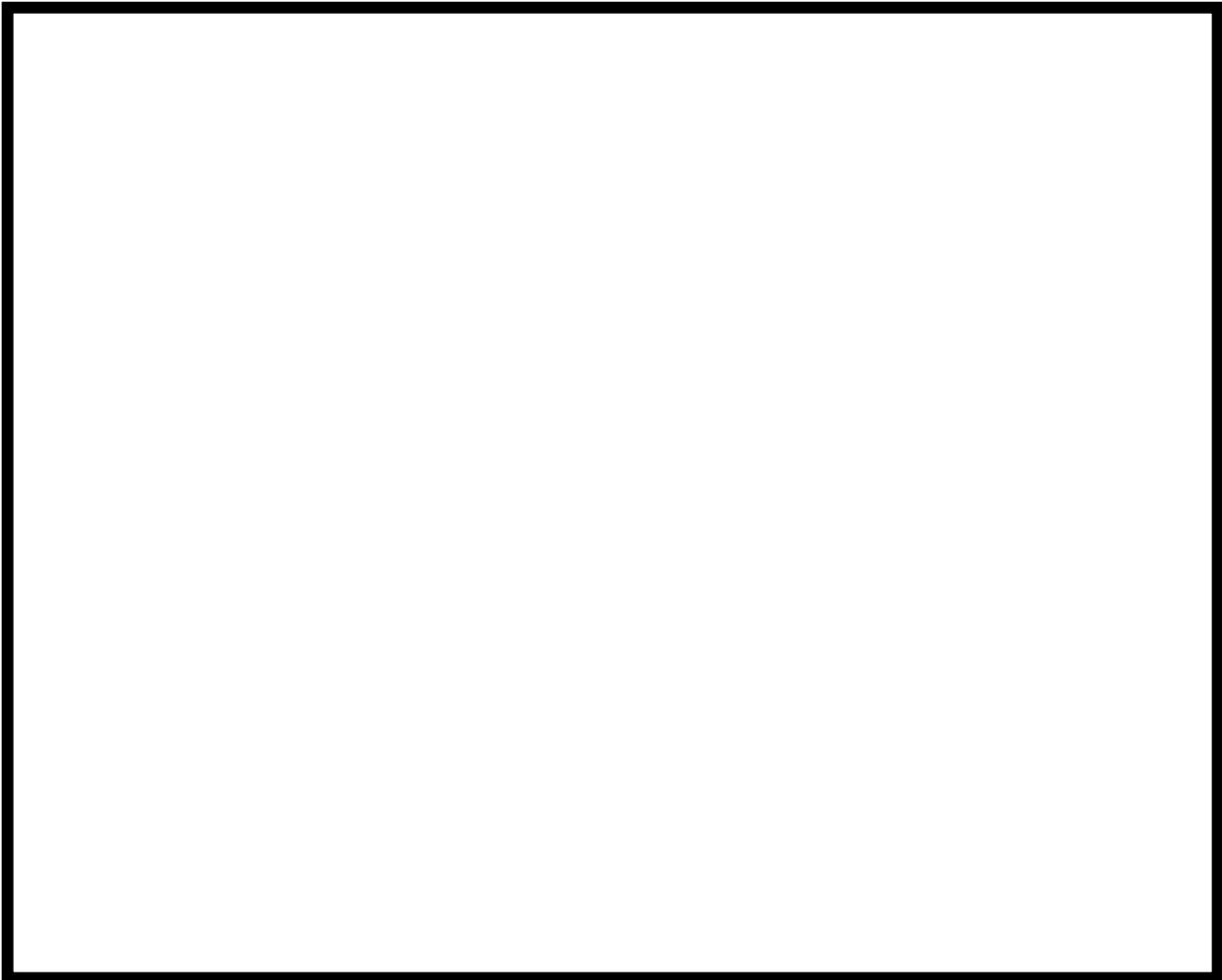
Developed by Margaret Maclean, modified by Arnold Clayton, 2014

In groups of 3 engage in a conversation about the work or dilemma members are thinking of presenting at today's (or future) sessions. Use the questions below to shape the conversation. Take about 10 minutes per round for a total of about 30 minutes. Take turns asking the questions and keeping track of time.

1. Presenter shares what s/he is thinking of bringing.
2. The partners take turns asking questions designed to help the presenter clarify and focus the material. The presenter thinks, responds and may modify how to present the material in question:
 - Q1. What do you hope to gain by sharing this work or issue?
 - Q2. What information or feedback would be most helpful to you?
 - Q2. What concerns do you have about sharing this?
 - Q3. Which protocol do you have in mind?
 - Q4. In what ways does this seem like a good match for you? Other ideas?
 - Q5. What is your focusing question? Is it likely to get you the information or data you are hoping for?
3. The group considers which protocol is best matched to the needs of the presenter.
4. Each partner decides which protocol to use and lists it on the chart.

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: **June 24, 2015**

TODAY'S AGENDA:

- 1. Opening Activities**
- 2. Protocol-Matching Activity**
- 3. Work in the Room/Protocol Sign-Up**
- 4. CAC or Consultancy**
- 5. Group Juggle**
- 6. Protocol Sessions (1 & 2)**
- 7. Closing Activities**

DRIVING FORCES (+)

RESTRAINING FORCES (Δ)