NASHUA HIGH SCHOOLS
North & South
COLLABORATIVE PRACTICES TRAINING
Session 3
June 25, 2015

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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: Thursday, June 25, 2015

- How do I continue to develop my facilitation and participation skills?
- What can we do to encourage the use of collaborative practices at in Nashua?

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
Flex Agenda Day 3
Thursday, June 25, 2015

Opening Activities
• Connections
• Review
  • Reflections
  • Agenda
  • Norms
  • Protocol Sign-Up Sheet

8:30 Protocol Session 1
9:30 Text Rendering Experience (p.69): The Courage to Teach by Parker Palmer, pp. 158-159
10:00 Break
10:15 Protocol Session 2
11:15 What a Group Leader Does & Zones of Comfort, Risk and Danger (pp. 143-145)
12:00 LUNCH
12:30 Crumpled Confessions
12:45 Protocol Session 3
1:45 Closing Activities: Modified Paseo

A FEW USEFUL DEFINITIONS

MODERATION is a process in which a group of teachers discusses and engages in the collective scoring of student work to check the reliability of a rubric.

VALIDATION is a process in which a group of teachers checks that learning assignments are clearly aligned to standards and that they will accurately measure student performance on the intended standards.

CALIBRATION is a process in which a group of teachers, who work together, reaches consensus on the values in a rubric. As a result all scorers interpret and apply the rubric in the same way and scoring becomes reliable and consistent.
## Protocol Selection Chart: Day 3

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<tr>
<th>Presenter</th>
<th>Protocol</th>
<th>Facilitator</th>
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<td>Cyndie</td>
<td>Charrette</td>
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<td>Kelly</td>
<td>Consultancy Dilemma</td>
<td>Arnie</td>
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<td>Michelle</td>
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<td>Mark</td>
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Othrt Facilitation Experiences

- 3 Levels of Text
- 3 Levels of Text
- 3 Levels of Text

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.
MODERATION PROTOCOL
(Adapted from the QPA model)

• Purpose
To score the student work and discuss the instructional implications of this exemplar of student work and rubric.

• Materials & Time Frame
Each participant receives a packet containing an assigned task or prompt, exemplars of student work and the scoring rubric used by the instructor. In this activity we will focus on the student work and the scoring rubric.

• Process
1. The facilitator walks the group through the moderation process as outlined in the protocol. [3 mins]
2. In silence the participants examine the student work and the rubric or score sheet. [4-5 mins]
3. The group asks clarifying questions about the materials and process. [3 mins]
4. Working in silence the participants independently read and score the student work. They record their scores on the score sheet, making notes to justify their scores. [10 minutes]
5. The facilitator invites the members to share their scores for each of the rubric categories and records them on the group score sheet. Members do not offer explanations for their scores at this time. [6-8 minutes]
6. The facilitator invites the group to consider where the differences in the scores occurred and why people scored differently for each rubric area. Give special attention to the highest and lowest scores. [10-12 mins]
7. Debrief the activity by discussing each of the questions below:
   • What did we notice about scoring the student work and rubric?
   • What might be the next steps for supporting the work of these students?
   • How might the teacher improve the quality of the student work?
   • How might we modify the rubric?
   • What are the implications for our practice as teachers?
8. Thank the participants for their work.
Crumpled Confessions

**Purpose:** Team builder/energizer

*Time* About 30–45 minutes depending on number of participants

**Materials:**
Give each member must an *identical* piece of paper on which to write his or her confession.

**Steps**

1. The facilitator explains that each group member will share a confession with the group. Make sure all understand that what they write is something they should be willing to share and “own” at the end of the process.
2. Each group member writes down a “true” response to a query you generate.
3. Ask group members to form a circle, then give time for each member to write his or her response to the selected query.
4. After they complete their responses, have them crumple, **not** fold (it adds a nice effect), their papers and throw them on the floor in the middle of the circle. The facilitator should mix the pile before beginning.
5. One at a time, a member of the circle selects a “crumpled confession” and reads it aloud to the group. **If** you select your own confession, put it back, mix the pile, and choose again. Then the person hands the confession to the member they believe it belongs to. The person who is selected **does not**, at this point, share with the group if it is or is not their confession.
6. This process continues until each confession is read and handed to the person whom they believe wrote the confession. It’s okay to give a person more than one confession if you believe it belongs to them.
7. Then it’s time to share! One at a time, group members read the confession(s) they were given and either “fess up” or share that it doesn’t belong to them. Then give time for the true “confessor” to own his or her response. If time allows, a more detailed description of the confession can be shared.

**Debrief**

• Debrief the process and have group members share how they believe this process builds connections with old or newly established groups.
• You may also want to discuss how our first impressions and/or assumptions we make about one another do readily influence us.
Modified Paseo: Paseo de adiós

Leave-Taking Exercise


Purpose
At the end of a training it is important for the group to acknowledge and appreciate the work they have done together and to say goodbye for now. This adaptation of the Paseo is flexible. It works well with small or large groups and times can be adjusted to fit the circumstances by limiting the number of questions. Facilitators can devise their own questions according to the experience of the group during the training.

Process
1. The entire group moves to stand in a large open area, forming 2 concentric circles, in preparation for the dialogue. Some group members will prefer to take their notepads with them. Since the dialogue takes place in pairs, an even number of people works best. If there is an odd number of participants the facilitator can ask 3 people to work as a team and adjust response time accordingly. The outer circle faces inward while the inner circle faces outward. The circles should look something like this:

![Diagram of concentric circles]

The facilitator will now begin to ask the group to think about and respond to a series of questions.
Important instructions to provide before the questioning starts are:

- Once the question has been stated, everyone will be allowed 1 minute to think about her/his own response to the question. This is intended to ensure that each person is fully listening to her/his partner during the dialogue process, without being distracted by a desire to plan a response when her/his turn to speak begins.

- At the end of the 1-minute thinking time, the facilitator will announce the beginning of the round of dialogue. Each person will take turns responding, without interruption, to the question or prompt, with 2 minutes allotted for each. If the speaker does not take 2 minutes, the full time should be allowed, being comfortable with the silence. The facilitator will call time at the 2-minute point, when the pairs should make sure the second partner gets a chance to speak for a full 2 minutes, without interruption.

- At the end of the second partner’s time, the facilitator will ask the group members to thank their current partner, and say goodbye. Either the inner or the outer circle will be asked to shift to the left or right. (Groups may want to shift 1-3 persons to the right or left, to mix the partners more quickly). Participants should take a moment to greet their new partners.

- The next round of dialogue will begin, with a new question, and with the 1 minute thinking time. The process continues through each round of questions or prompts.

**Some Suggested Questions or Prompts for Step 3**

Order of questions should be carefully considered. Since the prompts focus on personal experiences, the emotions initially tied to those experiences are likely to resurface. It’s generally a good idea to vary the depth of the questioning, and to never start with the deepest possible questions.

1. Share one way your partner contributed to the work and development of the group.
2. Tell your partner one element of the CFG work you will take back to your school.
3. Talk about a protocol you found particularly meaningful.
4. Talk about something we did this week that contributed to making our group into an authentic professional collaborative community.
5. Share something you learned about yourself from how you worked as a member of the group.
6. Think of your partner as a representative of the whole group and find a way to wish him/her well and say goodbye.

**Some Ideas to Consider:**

- Be very aware of the emotional and physical energy level of the group. Because each round takes about 6 minutes, most groups cannot sustain this activity for more than 6-7 questions. Some people may need a chair stationed within the circle that doesn’t move.

- Decide the amount of rotation you will use. For some purposes, you may want to have people stay with the same partner for a pair of questions. Sometimes it may make sense to move more than one person to the right, or to move both the inner and outer circle at the same time, in different directions.