NASHUA HIGH SCHOOLS

North & South

COLLABORATIVE PRACTICES TRAINING

Session 1

June 23, 2014

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Collaborative Skills and Practices to Enhance Student Learning
Plymouth South Regional High School

WORKING FLEX AGENDA

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?

Tuesday, June 23, 2015

FLEX AGENDA

8:30   **Welcome and Introductions**
- Gingerbread People
- Review of goals and agenda: the nature of collaborative practices
- Transparent facilitation
- Intro to reflection sheets
- **Norms:**

Working Norms for today

▸ 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
▸ Trust the process
▸ Vegas rules

9:30   Microlab

1. *Describe a time when you were part of a learning community. What made it work? What made it a place/situation you could learn from?*

2. *How have teacher teams functioned in Nashua? Strengths & Weaknesses?*

3. *What needs to be done to develop more effective professional collaboration at Nashua North and South? How might you support this?*

10:15   Compass Points

11:00   BREAK

11:10   Text Based Discussion "Getting to NO" [4 A's Protocol]

12:00   LUNCH

12:30   Lecture Burst & Discussion: Fundamental Protocols

12:45   Choosing Protocols
- Individual work: read, study Continuum of Discussion-Based Protocols (p. 106)
- Individual work: read, study Protocol Families (pp. 117-118)
- Team work: Choosing Protocols and Strategies (p.105) introduced by teams in rounds (groups of 3)

1:45   Closing Activities
- Journaling
- Norms Review
- Driving & Restraining Forces

Home Learning
- Read, study Guide for Using 7... Protocols (pp.109-111)
- Read, study Pocket Guide to Probing Questions (pp.112-113)
- Review specific protocols you may be interested in trying
- Bring either student or adult work to use with a protocol or a dilemma

Reflections

TODAY'S DATE: **June 23, 2014**

TODAY'S AGENDA:

1. **Opening Activities**
2. **Microlab**
3. **Compass Points**
4. **Text-Based Discussion [The 4 A's]:** *Getting to No*
5. **Knowing & Choosing Protocols**
6. **Closing Activities**

DRIVING FORCES (+)	RESTRAINING FORCES (Δ)

APPENDIX

Rethinking Collaboration

(Based on work created by Margaret Maclean)

☆ Collaboration is….

A systematic process in which we work together INTERDEPENDENTLY to analyze and impact professional practice to improve student learning

☆ A Collaborative Team is….

A group of teachers/students working together to generate ideas and share and integrate knowledge in a conscious effort to adapt their practice to the learning needs of students today

☆ The focus of a Collaborative Team is…

to make a positive impact on STUDENT Learning by using a variety of protocols that focus on adult work, student work, textual material, data and peer observation

Collaborative Team Work:
Underlying Beliefs

☆ School people, working together, can make real and lasting improvements in their own schools.

☆ Educators must help each other turn theories into practice and standards into actual student learning.

☆ For classrooms to become cultures of thinking for students, schools have to create cultures of thinking for teachers.

☆ A key to this effort is the development of a learning community based on public, collaborative, reflective examination of adult and student work.

☆ Changing schools happens by changing school culture and not by simply implementing new programs.

☆ We can learn and teach collaborative skills which make efficient use of time, enable every voice to be heard and produces results through structured conversations

A History of Critical Friends Groups

☆ Began at the Annenberg Institute at Brown University in 1996

☆ Based on research into practice with schools and teachers in the field

☆ Collaboration by researchers and practitioners on the development of the work, research section now on the website

☆ Now a membership organization—the School Reform Initiative (SRI) with an annual meeting and systems for sharing the work.

☆ Online at www.schoolreforminitiative.org

Kinds of Protocols

☆ Looking at Student Work

☆ Looking at Adult Work

☆ Dealing with Dilemmas of Teaching and Learning

☆ Text-Based Discussion

☆ Peer Observation

☆ Data Analysis

Reflections