NASHUA HIGH SCHOOLS

North & South

COLLABORATIVE PRACTICES TRAINING

Session 1

June 23, 2014

Arnold Clayton, Ph.D.
617-947-8861
arnoldclayton@gmail.com
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
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?

Compass Points

Text Based Discussion “Getting to NO” [4 A’s Protocol]

LUNCH

Lecture Burst & Discussion: Fundamental Protocols

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)

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

June 23, 2015
**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

<table>
<thead>
<tr>
<th>Driving Forces (+)</th>
<th>Restraining Forces (∆)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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