

# MANCHESTER WEST HIGH SCHOOL



## PROFESSIONAL LEARNING WORKING GROUP Session 6

June 2, 2015



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

## **SESSION 6 AGENDA**

**June 2, 2015**

**3:00-5:00**

### **ESSENTIAL QUESTIONS**

- ◆ *How has our work together this winter and spring changed our teaching practices?*
- ◆ *In what ways did QFT shift practice toward a model centered on student work?*
- ◆ *How can we continue collaboration after the end of these workshops?*

#### **3:00 Opening Activities**

- ▶ *Name that practice!*
- ▶ *Review*
  - *Agenda*
  - *Norms*

#### **3:15 Work in the Room**

- ▶ *Teaching Demonstrations... or*
- ▶ *Looking at Student Work...or*
- ▶ *Tuning or Validating a Lesson*

#### **4:30 Reflections**

#### **4:45 Paseo de Adiós**

## **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

# REFLECTIONS

## A "Dear Arnie..." Note

Please take a few minutes to reflect on your time in this working group over the last few months. Send me an honest note that evaluates your experience in terms of what worked well and what could have been improved. If you have some learnings or ideas for further developing your teaching practice I would love to hear about them. For me, at least, it has been terrific working with you and getting to know you and Man-West a bit. I hope to see some of you this summer...and I wish you and your students continued growth and learning together.\

Thanks,

*Arnie*

*Dear Arnie,*



## Modified Paseo: *Paseo de adiós* Leave-Taking Exercise

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*Result of collaborative work by Debbi Laidley of the UCLA School Management Program, with Debbie Bambino, Debbie McIntyre, Stevi Quate, and Juli Quinn. Created at the Winter Meeting, 2001. Modified by Arnold Clayton, 2014*

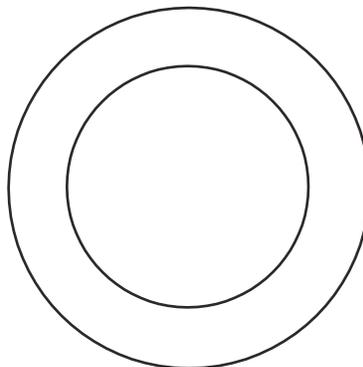
### **Purpose**

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

*Note: We have been told that The Paseo is a process that has been used in Mexico and the Southwest United States as a way of getting acquainted quickly. Traditionally, males and females of the community would line up in concentric circles, facing one another, and would make "un paseo," or pass by one another, holding eye contact and having brief opportunities to make connections.*

### 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:



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.

### **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.*

### **Facilitation 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.