

MANCHESTER WEST HIGH SCHOOL



PROFESSIONAL LEARNING WORKING GROUP Session 5

April 21, 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 7,

SESSION 5 AGENDA

April 21, 2015

3:00-5:00

ESSENTIAL QUESTIONS

- ◆ *What happens when students learn to ask questions that shape their learning?*
- ◆ *How can QFT shift practice toward a model centered on student work?*
- ◆ *How do student-generated questions provide an entry point to inquiry-based learning?*

3:00 Opening Activities

- ▶ Fortune Cookies
- ▶ Review
 - Agenda
 - Norms

3:20 Text-based discussion: *Make Just One Change* (3 levels of text protocol)

4:00 Break

4:10 Work Period: Create a prompt for a lesson

4:30 Tuning a QFT-based lesson

4:50 Closing Activities

- ▶ Journaling
- ▶ Norms Review
- ▶ Driving & Restraining Forces

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



Three Levels of Text Protocol

Adapted by the Southern Maine Partnership from Camilla Greene's Rule of 3 Protocol, 11/20/03.

Purpose

To deepen understanding of a text and explore implications for participants' work.

Facilitation

Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief "group response" segment. Do 1 – 3 rounds. Can be used as a prelude to a Text-based Discussion or by itself.

Roles

Facilitator/timekeeper (who also participates); participants

Protocol

1. Sit in a circle and identify a facilitator/timekeeper
2. If participants have not done so ahead of time, have them read the text and identify passages that they feel may have important implications for their work.
3. A Round consists of:
 - One person using up to 3 minutes to:
 - LEVEL 1: Read aloud the passage she/he has selected
 - LEVEL 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)
 - LEVEL 3: Say what she/he sees as the implications for his/her work.
 - The group responding (for a **TOTAL** of up to 2 minutes) to what has been said.
4. After all rounds have been completed, debrief the process.

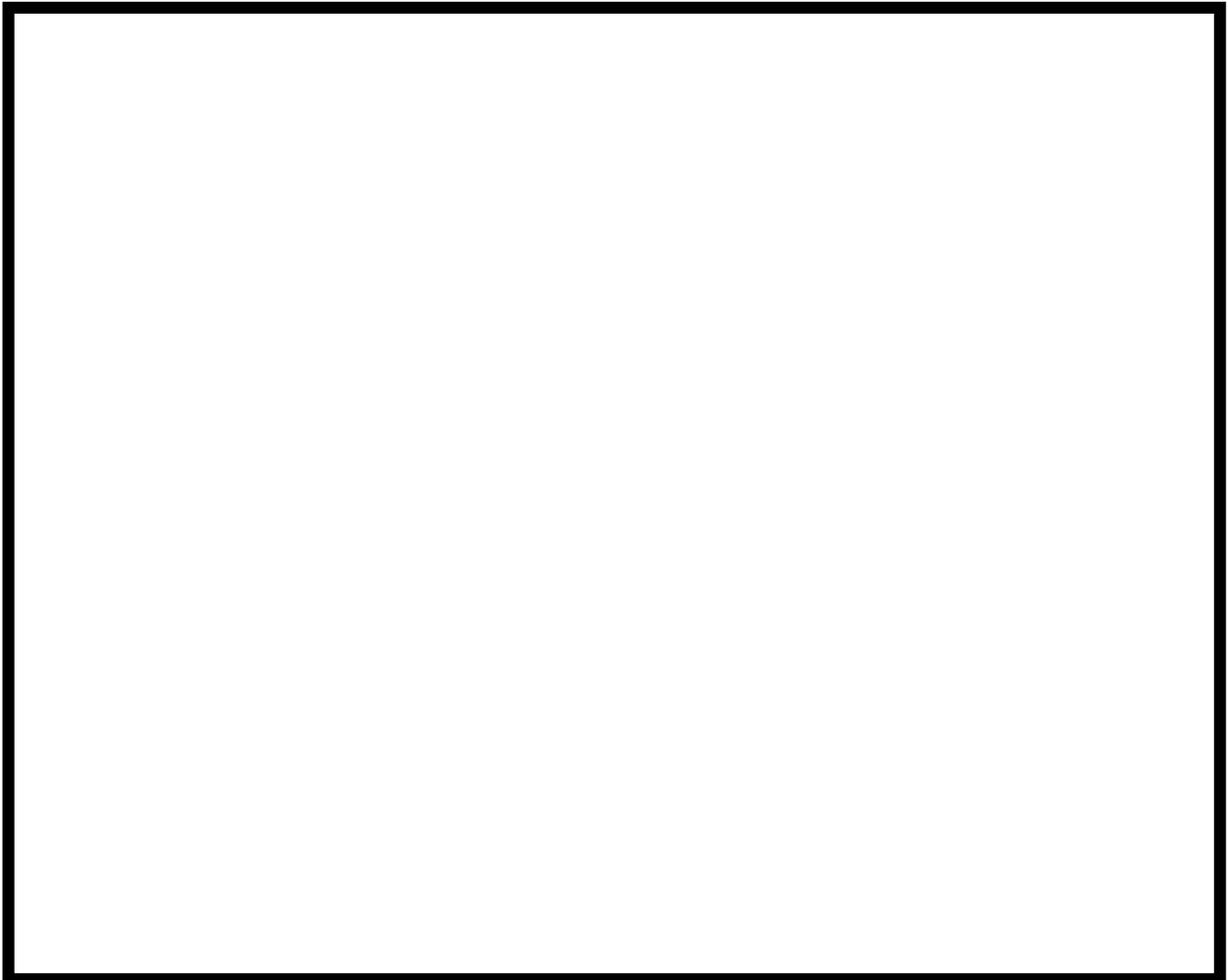
Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

QUICK MODIFIED TUNING PROTOCOL

1. **Introduction** (no more than 3 minutes)
 - Facilitator briefly explains the main points of the process
 - Participants introduce themselves briefly if necessary
2. **Presentation** (no more than 4 minutes)
 - The presenting team or individual explains the essence of the work. They may show any artifacts they have created (charts, summations on flip chart paper etc).
 - The presenting team may choose to ask a “focus question” to receive desired feedback about a particular point or concern that has arisen in their work.
 - The participants take notes and remain silent throughout the presentation.
3. **Clarifying Questions** (no more than 4 minutes)
 - Participants may ask clarifying questions to get information they need to understand the issue better and provide richer feedback.
 - Clarifying questions ask about simple facts. Answers are very brief, often yes or no or a number. (*e.g. How many people worked on your data team? Four.*)
4. **Participants’ Discussion** (no more than 8 minutes)
 - The presenting team/individual sits back from the table and is not addressed directly. Members take careful notes and do not respond to questions or participate in the discussion.
 - The participants first offer a round of *warm feedback* about points of the plan or presentation they agree with, support or commend.
 - The next round offers *cool feedback* that may point out areas that could benefit from further work or a different approach. The participants may make suggestions or bring in examples from their own work or experience.
5. **Presenters’ Reflection** (no more than 4 minutes)
 - The presenter(s) reflect on what they have heard and learned from the participants’ discussion and explain whether they found it helpful for their work.
 - They may choose to discuss how the participants’ comments and suggestions might change or improve their thinking about the problem or change the direction of their work.
 - There is no back and forth conversation.
6. **Debrief** (no more than 3 minutes)
 - The facilitator leads a brief discussion of the quick tuning experience for the whole group.

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: **April 21, 2015**

TODAY'S AGENDA:

1. **Opening Activities**
2. **Text-Based Discussion**
3. **Develop a QFT-based Lesson**
4. **Tuning a Lesson Plan**
5. **Closing Activities**

DRIVING FORCES (+)

RESTRAINING FORCES (Δ)