

Protocols and Coaching: Setting up Formal Groups for Collaborative Inquiry

Curriculum Mapping Institute

2013

16 Habits of Mind

- * Persisting
- * Managing Impulsivity
- * Listening with understanding & empathy
- * Thinking flexibly
- * Thinking about thinking
- * Striving for accuracy
- * Questioning & posing problems
- * Applying past knowledge to new situations
- * Thinking & communicating with clarity and precision
- * Gathering data through all senses
- * Creating, imagining, innovating
- * Responding with wonderment and awe
- * Taking responsible risks
- * Finding humor
- * Thinking interdependently
- * Remaining open to continuous learning

Use your phone, tablet or laptop to participate!



go to www.vot.rs and then enter 64 77 22
to vote

Coaching for Self-Direction

- Reflective Questioning for Teachers to consider:
 - How did you know whether the class was interested in what you were presenting?
 - What do you look for that suggests that your students are engaged and learning?
 - What did you learn that you might apply to other projects?
 - Where might you record your thoughts in your maps so that you have documented your learning for next time?

Feedback Provided During Protocols
<http://www.nsrharmony.org>

Warm	Cool	Hard
<p>Recognizing, Highlighting, Specific</p>	<p>Analyzing, Discerning, Probing</p>	<p>Challenging Extending So what?</p>
<p>Example: "I see excellent use of..." "On p. 2 I see a good example of..." "I like the way you..."</p>	<p>Example: "I wonder if this fits that." "It looks like you wanted to do this but I am not sure that it does."</p>	<p>Example: "Does this focus on what we value?" "Who is favored by this and who might not be?"</p>
<p>This type of feedback highlights the specific areas in which the work is strong. <i>(least amount of trust)</i></p>	<p>This type of feedback uses critical distance. <i>(trust must be present)</i></p>	<p>This type of feedback challenges and extends what is presented. It will test the meaning of the work and provide direction for development <i>(highest level of trust)</i></p>

“What is missing from the knowledge base for teaching, therefore, are the voices of teachers themselves, the questions teachers ask, the ways teachers are writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own classroom practices.”



Consider this statement

- In what ways do you think that mapping might help to further develop the profession of teaching?

Teaching and Learning Study Teams

- The group exists to gain understanding about important issues regarding student learning.
- Each group member argues and debates not to win a point but to consider what is best for the student and the school as an organization.



Example of Criteria

- Use data to make decisions
- All teachers must have the skills to work with data successfully individually and with the group
- The work of the group is in support of the school goals and is in alignment with the district goals

Consider what criteria would work best for you



Who Should Be There?

Group members come from a range of perspectives and each has knowledge of the organization—its goals, processes, and what will happen as a result of the meetings.

Cumulative—longitudinal

Mixed disciplines

Across schools

Rules for Group Work

- We respect each other and listen with an open mind.
- We reach and acknowledge closure on decisions and we remain loyal to the decisions that are made.
- We address conflict directly, constructively, and confidentially.
- We call each other when we are not following these rules.

Using Data as the Basis for Collaborative Inquiry

- What is the perceived data? (*have people predict before they see results*)
- What is the actual data?
- How closely did your perceptions match the actual? What inferences can you make based on this information?
- Where you see an assessment pattern, look at your maps to see if there is anything you can learn from the analytic reports that will inform your thinking about this issue (*consider this question longitudinally*).
- What else do you need to know and how might you find it out? (*this might lead to action research*)

Outcomes

As result of this day, educators will:

- Identify questions or concerns about the coherence of the curriculum across the disciplines
- Identify questions or concerns about the coherence of curriculum within the domain
- Identify next steps for curriculum work

Structure for Mixed Review

- Group size no larger than 6
- Groups should be mixed across disciplines
- A facilitator, recorder, and time keeper should be designated
- *Session should last for approximately one and one-half hours*
- *Maps should be printed and reproduced for each group of 6*
- *If possible, one computer should be available so that teachers can use the search feature, if necessary*

Facilitating Questions for Mixed Review

- What commonalities do you see across these maps in terms of:
 - Content
 - Skills
 - Assessment types
- What gaps or unnecessary repetitions have you discovered?
- What questions arise as a result of your study of the maps?

Structure for Domain Review

- Groups organized according to department—
across all grades
- If group size is too large, break into smaller
groups
- Identify a facilitator, recorder, time keeper
- *Each group should have a report printed from
the software that shows the content, skills
from the department.*

Questions to Facilitate Discussion

- How does our sequence match with the standards and the state tests?
- Does our content build sequentially in terms of complexity and understanding for students?
- Do our skills spiral appropriately in relation to the content?
- Is there any content or skills that we should be teaching differently?
- What questions do we have?

Notes from group meetings

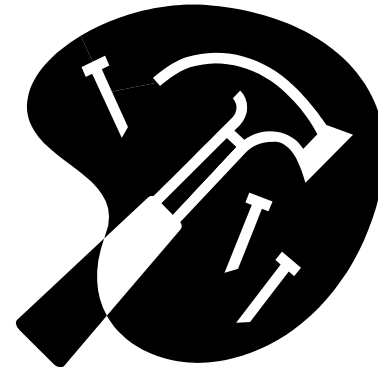
- What did we learn from our mixed group review?
- What new insights? What questions?
- What did we learn from our study in the domain groups?
- What new insights? What questions?

If the only tool you have is a hammer...

Instead of giving the right answers...ask the right questions

Instead of working to orient to current roles, disorient so that new roles develop.

Instead of maintaining norms ...challenge them.



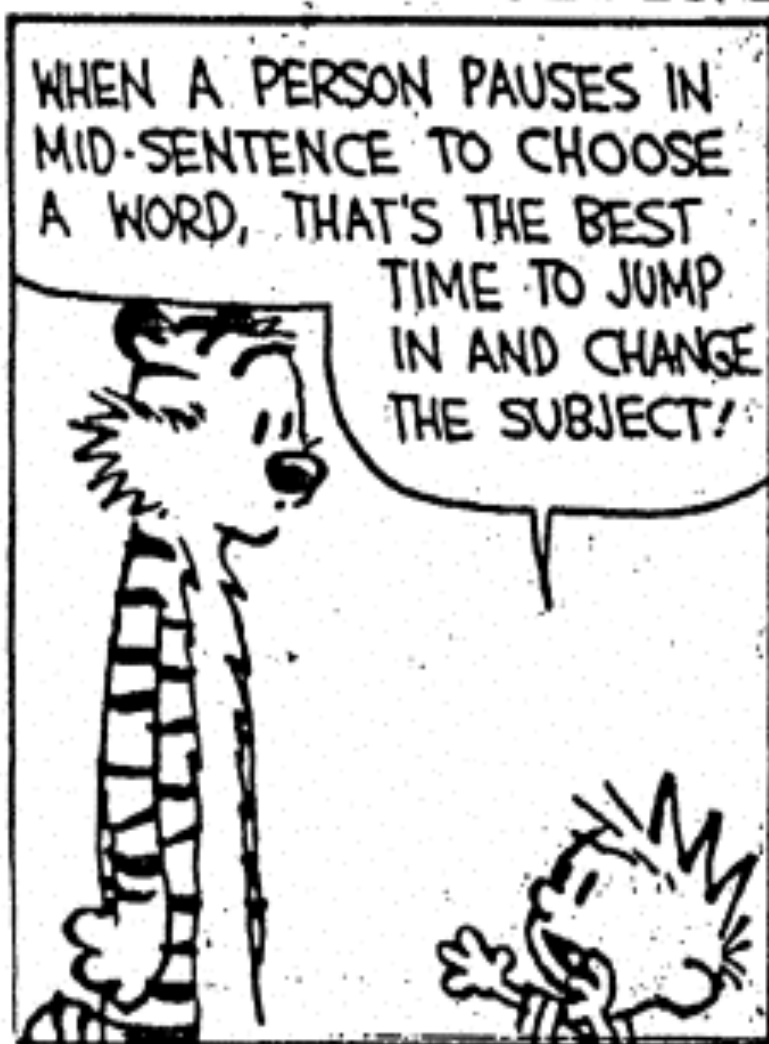
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Devoting mental energies to understanding others' thoughts and feelings.

LISTENING WITH UNDERSTANDING
AND EMPATHY

•Understand others!

CALVIN AND HOBBS *B*



IT'S LIKE AN INTERCEPTION
IN FOOTBALL! YOU GRAB
THE OTHER GUY'S IDEA AND
RUN THE OPPOSITE WAY
WITH IT!



© 1997 by [unreadable] of [unreadable]

THE MORE SENTENCES YOU
COMPLETE, THE HIGHER
YOUR SCORE! THE IDEA IS
TO BLOCK THE OTHER GUY'S
THOUGHTS AND EXPRESS YOUR
OWN! THAT'S HOW YOU WIN!



CONVERSATIONS
AREN'T CONTESTS!



OK, A
POINT FOR
YOU, BUT
I'M STILL
AHEAD.



LISTENING SEQUENCE:

- Pause
- Paraphrase
- Probe
- Inquire
- Clarify

Pausing:

- Using wait-time before responding
- to or asking a question allows time
- for more complex thinking, enhances dialogue and improves decision making.

Paraphrasing:

- Lets others know that you are
- listening, that you understand
- or are trying to understand
- them and that you care.

Probing:

- Increases the clarity and precision of the group's thinking by refining understandings, terminology
- and interpretations.

**Listener: Use the
Pause, Paraphrase Probe
sequence**

Speaker: Finish this sentence:

**“AS I CONSIDER MY ROLE AS A
COACH, I AM THINKING...”**

**WHAT METACOGNITIVE
STRATEGIES DID YOU EMPLOY
TO MONITOR AND MANAGE
YOUR LISTENING SKILLS?**

**Listener: Use the
Pause, Paraphrase Probe
sequence**

Speaker: Finish this sentence:

**“AS I ANTICIPATE WORKING WITH
THESE STRATEGIES, I’M
CONCERNED ABOUT...”**

WHAT VALUES ARE YOU
EXPRESSING WHEN YOU
LISTEN TO OTHERS SO
INTENTLY?

Your choice: Learner or Judger?



Change Your Questions, Change Your Life
Marilee Adams, PhD

What's wrong with me?
Whose fault is it?
Why are they so stupid?
How can I prove that I am right?
Haven't we been there, done that?

What do I want?
What works?
What are the facts and What can I learn?
What are my choices?
What action steps make sense?

A mood of pessimism, stress and limitation
A mindset that's judgmental, reactive, inflexible
Relating with "attack or defensive" behaviors

A mood of optimism, hope, and possibilities
A mindset that's thoughtful, understanding, flexible
Relating that is connected and collaborative