

# Adaptive Schools - Foundations - Carol

# Day 1 - Morning

**OUTCOMES**

**Participants will have:**

* Analysis of the research findings regarding professional community in schools
* An understanding the What, Why, and How of becoming adaptive
* Structures and processes for collaborative conversations

**PUBLIC AGENDA**

* Welcome
* Elements of Professional Community
* Becoming Adaptive
* Two Ways of Talking
* Organizing and Integrating

**TRAINING OUTLINE**

Welcome and Audience Connect

Triple Track Agenda

Inclusion Activities: Like Me, Grounding

Outcomes and Agenda

Three Themes

Personal Learning Goal

Elements of Professional Community

Learning Partners

Adaptivity

Driving Forces

Focusing Questions

Two Ways of Talking

Extending Learning

Organizing and Integrating

Banners

* 2 Ways of Talking
* Norms of Collaboration

Charts

* Agenda
* Goal (hanging all 4 days)
* Strategies
* Three Themes in corners
* Web Sites
* [www.thinkingcollaborative.com](http://www.thinkingcollaborative.com)
* [www.instituteforhabitsofmind.com](http://www.instituteforhabitsofmind.com)

Optional Charts

* Adaptive definition (optional)
* Focusing Questions (optional)

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| Time | Assigned To |  | Title and description |
| 08:00  0m |  |  | **Introduction** |
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| **Welcome - 1-14** | | | |
| 08:00  1m |  |  | **Audience Connect**  **WHAT?** Audience Connect allows the presenter to develop rapport and relationship, as well as establishing credibility.  **WHY?**  The trainer needs to make a connection to the world of the audience and share a purpose for the work.  **HOW?**  ***Suggested Language:***  *The purpose of this seminar is to support you in your work in developing collaborative groups. To this end, you will experience concepts, tools, and tips aimed at supporting student learning through your work. As a group, we will draw from the emerging research base. We will also draw upon the experiences of the authors, colleagues, and training community in schools, districts, and agencies across North America as well as globally.* |
| 08:01  1m |  |  | **Our Purpose**  **Introductory Statement**: “Let’s begin by talking about the ‘why’ behind this workshop. Our purpose is simple yet profound: to support you in developing and facilitating collaborative groups that make a real impact.”  **Key Points**:   * “We’re not just aiming to create any kind of collaboration—our focus is on **efficacious**, **thoughtful**, and **purpose-driven** teamwork. This means groups that aren’t just getting along, but are working with intention to improve student outcomes.” * “The key to effective collaboration is ensuring that it has a **direct impact on student learning**. Everything we discuss here will tie back to this core goal.”   **Expand on Each Point**:   * “We’ll be diving into **research** that shows how collaboration, when done right, leads to better student achievement.” * “We’ll **consider new structures**—whether it’s how we run meetings or how we organize our time—that support this kind of impactful work.” * “Most importantly, you’ll leave with **practical tools and concepts** that you can immediately use in your schools to improve how your teams function and, ultimately, how your students succeed.”   **Draw on Shared Experiences**:   * “This workshop is not just about theory. We’ll be drawing on **real experiences from schools** where collaboration has transformed learning environments. You’ll hear stories and examples that resonate with your own challenges and triumphs.” * “Together, we’ll **share learnings** and explore how these ideas can be adapted to fit the unique context of your school.”   **Action/Next Step**: “By the end of this session, you will not only understand the importance of building collaborative groups, but you’ll also have the confidence and tools to **lead them effectively**. And remember, everything we do today comes back to one core purpose: improving student learning.” |
| 08:02  1m |  |  | **SELF-DIRECTEDNESS AS A 3-LEGGED STOOL**  **Facilitator Notes: The Three-Legged Stool Metaphor**  **Introductory Statement**: "Let's explore a powerful metaphor that helps us understand the foundation of our work together - the three-legged stool. Metaphors do more than just create visual images; they help us make meaningful connections and understand complex relationships."  **Key Points**:   * "This metaphor is particularly valuable because it not only clarifies how different bodies of work support each other, but it also honors the rich history and interconnectedness of these approaches." * "Each leg of this stool is essential - remove any one leg, and the stool cannot stand properly. Similarly, each component of this work supports the ultimate goal of developing self-directedness."   **Expand on Each Leg of the Stool**:   * "The first leg represents **Habits of Mind**, developed by Art Costa and Bena Kallick. This work focuses on creating thoughtful learning communities in classroom settings, helping students develop dispositions that lead to productive thinking and learning." * "The second leg is **Cognitive Coaching℠**, created by Art Costa and Bob Garmston. This approach centers on thoughtful conversations between individuals - the kind that mediate thinking and lead to increased cognitive capacity and self-directedness." * "The third leg - our focus during this seminar - is **Adaptive Schools**, developed by Bob Garmston and Bruce Wellman. This work addresses how we develop collaborative groups and provides the systems thinking that completes and stabilizes our stool."   **Facilitate Connection-Making**:   * "To help connect these concepts to your own experience, I'd like you to turn to a partner at your table and share what you know or have heard about any of these three legs. Perhaps you've encountered Habits of Mind in your classroom work, experienced Cognitive Coaching in professional development, or seen elements of Adaptive Schools in your team structures." * "This conversation will help us understand your starting points and will begin to build connections between your prior knowledge and what we'll explore together."   **Action/Next Step**: "As we move through these four days together, we'll be focusing primarily on the Adaptive Schools leg of the stool, but you'll notice how the principles interconnect with the other legs. Keep this metaphor in mind as we explore how to develop collaborative groups that can adapt and thrive in changing environments." |
| 08:03  1m |  |  | **Entering New Territory Mouse Cartoon**  **Script for Slide 1**:  **Introductory Statement**: “Imagine entering a new environment—whether you’re a new administrator, teacher, or in a new building. It feels like walking into a maze.”  **Key Point**: “We’re often confronted with new, complex tasks and feel like we need to solve them alone. This image represents that sense of entering the unknown by yourself.”  **Example**: “Think about teachers starting in a new school or students entering a new community. The isolation can breed mediocrity if we don’t break through it.”  **Action/Next Step**: “Instead of working harder on our own, we need to work smarter by collaborating. Moving from isolation to teamwork is the key.”  **Slide 2: Mice Huddling Together**  **Introductory Statement**: “Once we recognize the challenge, the natural next step is to connect with others. We huddle together, and the situation starts to feel better.”  **Key Point**: “However, even just being cordial and friendly isn’t enough—we’re not yet at true collaboration.”  **Example**: “In schools, we often mistake surface-level interaction for teamwork. Conviviality feels good, but it’s not where we need to be.”  **Action/Next Step**: “We need to take that next step towards deeper, more meaningful collaboration.”  **Slide 3: Mice Standing on Each Other’s Shoulders**  **Introductory Statement**: “True collaboration leads to greater, more positive effects. It’s about lifting each other up—standing on the shoulders of others to see further.”  **Key Point**: “Within an organization, resourcefulness and success come from leveraging each other’s strengths and experiences.”  **Example**: “Margaret Wheatley once said, ‘The quality of adult relationships provides the energy that gets all organizational work done.’ In this image, the mice represent collaboration, trust, and boosting one another to achieve more than they could alone.”  **Action/Next Step**: “Let’s foster an environment where we trust one another enough to say, ‘I don’t know,’ and ask for help when we need it. That’s how we grow as a community.”  **Wrap-up for this Section:**  **Transition Statement**: “Now that we’ve explored how isolation can turn into collaboration, let’s think about how these principles apply in your schools or teams. What steps can we take to create a collaborative culture that propels everyone forward?” |
| 08:04  1m |  |  | **Announcements** |
| 08:05  1m |  |  | **MATERIALS WALK**  **Introductory Statement**: “Before we dive into the content, let’s take a moment to get familiar with the materials you’ll be using throughout the seminar.”  **Suggested Language for the Materials Walk**:   * “Please start by putting your name in your **Learning Guide**. This will be your primary resource throughout our time together.” * “You’ll notice that the **side columns** on each page offer space for your **note-taking**. Feel free to jot down ideas, thoughts, or questions as we go along.”   **Key Points**:   * “The Learning Guide is divided into the four days of the Foundation Seminar. Each day has dedicated sections that align with our workshop sessions.” * “At the **back of the guide**, you’ll find **additional exercises and instruments** that we’ll reference during the seminar.”   **Highlight the “Memory Mat”**:   * “Also, inside the **back cover**, you’ll find a card stock **‘Memory Mat’**. This handy tool summarizes key Adaptive Schools concepts and strategies that you can easily bring to meetings. It’s designed to be a quick reference guide for important ideas.”   **Problem-Based User’s Guide (p. xv)**:   * “If you’re ever looking for something specific, turn to **page xv** of the sourcebook where you’ll find a **Problem-Based Users Guide**. It’s a great tool to help you quickly locate strategies for common challenges.”   **150 Strategies in Appendix**:   * “Lastly, the **appendices** provide a comprehensive **list of 150 strategies** in alphabetical order. These include tools and inventories that we’ll explore, formatted so they can be printed onto **4x6 cards** for easy reference and use.”   **Action/Next Step**: “Now that you’re familiar with the layout of the materials, keep your Learning Guide handy, and let’s move forward into today’s session.” |
| 08:06  1m |  |  | **Thinking Collaborative Overview** |
| 08:07  1m |  |  | **Patterns of Adult Interaction Quote**  **Introductory Statement**: “One of the core ideas from Garmston and Wellman is that the way adults interact in a school shapes everything—from the school’s climate to how well students perform. This idea parallels the work of leadership expert Margaret Wheatley.”  **Key Points**:   * “According to the authors, Bob Garmston and Bruce Wellman, the **quality of adult relationships** is a key mediator of student success.” * When teachers, administrators, and staff members engage in **collaborative, respectful, and intentional interactions**, it sets the tone for the entire school. It creates an environment where students thrive.”   **Example**:   * “In fact, you can **walk into any school** and almost immediately feel the energy of the adult relationships. If the staff is working together, sharing ideas, and supporting one another, you can often predict **positive outcomes for students**.”   **True Collaboration**:   * “It’s important to note that **true collaboration**—not just surface-level teamwork—has an even **greater impact**. When adults go beyond simply getting along and actively work together to tackle challenges and share solutions, the benefits for students multiply.”   **Action/Next Step**: “As we move through the workshop, we’ll focus on how to foster this kind of **deep collaboration** among adults, so we can create the best possible outcomes for students.” |
| 08:08  1m |  |  | **GOAL OF ADAPTIVE SCHOOLS, p. 16**  **GOAL: Critical**  *What does this goal mean to you?*  *Partner listen with truly caring ear / paraphrase*  **Introductory Statement**:   * “Let’s take a moment to reflect on the **goal** of Adaptive Schools. This goal is **critical** not just because it sets direction, but because it speaks to something deeper—our **identity** as educators and collaborators.”   **Invite Participants to Read**:   * “Please take a few moments to **read the goal** from page 16 of the sourcebook, and as you do, think about what it’s saying about **identity**.”   **Interactive Exercise**:   * “Now, turn to an elbow partner and **share what you’re noticing** about the goal.” * **Partner Instructions**: “As you listen to each other, consider listening with a **truly caring ear**, and when your partner is finished, take a moment to **paraphrase** what they’ve shared, to ensure you’ve captured their thoughts.”   **Key Points After Sharing**:   * “When we talk about collaboration, it’s not just about working together—it’s about **inquiring deeply** and asking the **right questions**. Getting to those questions requires **trust** and a willingness to have deeper conversations.” * “It also calls for **leadership**—the kind that builds trust and collaboration. Leadership in this sense is about **creating environments** where people feel safe and encouraged to engage in these types of discussions.”   **Emphasize Strategies**:   * “Throughout this seminar, we’ll be exploring **50-60 strategies and moves**. It’s easy to view these as a **treasure chest** of great ideas, but remember that Adaptive Schools is more than just strategies.” * “This work invites your **organization to examine its identity**. These strategies are designed to **actuate the goal**—to help us be more **intentional** about how we collaborate and lead.”   **Closing Statement**:   * “The **goal** of Adaptive Schools, as described on **page 16**, encourages us to reflect not just on what we do, but on **who we are** as a group. Who we believe we are in relation to others and our work shapes everything—our focus, dynamics, and decisions.” * “This seminar is about building **capacity**—helping you become more effective collaborators, inquirers, and leaders. We’ll return to this idea throughout the seminar, and tomorrow we’ll explore the goal in even greater depth.” |
| 08:09  1m |  |  | **GOAL OF ADAPTIVE SCHOOLS, p. 16**  OPTIONAL:  **WHAT?**  Suggested Language:  *You are going to view a video excerpt of noted author and entrepreneur, Derek Sivers’ Ted Talk: How to Start a Movement in Under Three Minutes—The First Follower.*  **WHY?**   * To offer rationale for why participants are in this seminar * To visually demonstrate the influence of the first follower and how participants can be leaders by being skillful group members   **HOW?**  After the introduction (above), show the video.  **Suggested Language:**  *Please turn to an elbow partner and share what connections you are making to the goal of this seminar.*  *As a leader and as a skillful group member, your focus is on:*   * *Developing persistence in finding 1st follower who will commit to following. What you see as the first follower is actually the sixth person to join the dance.* * *Developing resilience. The people who were taping were initially laughing and calling the dancer the lone nut are wanting to join in at the end of the video.*   *Willingness to take risks and encourage people to move outside their comfort zone* |
| 08:10  1m |  |  | **TRIPLE TRACK AGENDA**  **Introductory Statement**: “Today, we’re working with what we call a **Triple Track Agenda**. This agenda is designed to help you apply the strategies we’ll be exploring in multiple settings.”  **Explain the What**:   * “So, **what** is the Triple Track Agenda? It’s about using strategies in **three different settings**.” * “Track 1 focuses on strategies to support **your learning here in this room**—the experience you’ll have throughout this seminar.” * “Track 2 is about applying these strategies with **adult groups**, like colleagues or teams in your workplace. You’ll also get tips for sharing them with others.” * “Track 3 is about bringing these strategies into your **classrooms with students**, adapting them for direct student learning.”   **Explain the Why**:   * “Why use a Triple Track Agenda? It allows you to **transfer** the learning across different contexts, ensuring it’s relevant whether you’re working with adults or students.” * It also supports your brain in **organizing** the presentation, helping you see how strategies fit into various parts of your work.”   **Explain the How**:   * “Now, how do we use this Triple Track Agenda? As we go through each strategy, we’ll discuss how it applies in each of these three tracks.” * “You’ll find space to **record strategies** on page 15 of your Learning Guide, and for additional **note-taking** on page 131.” * “I encourage you to **capture** what resonates with you in each of these settings so that you can apply it directly to your work.”   **Key Points**:   * “When thinking about your learning (Track 1), remember that learning is about **breaking old patterns, making new ones, and taking those patterns forward**.” * “We’ll record some of these strategies on chart paper as we move through the session, so you’ll have a visual reminder of how they apply.” * “For Track 2, with **adult groups**, it’s all about creating and sustaining **high-functioning teams**. Think about the adult groups you work with, and how you might use these strategies to foster collaboration and growth.” * “In Track 3, we’ll think about how you can transfer these strategies into **classrooms with students**. Remember, transfer isn’t automatic, so we’ll explore some **practical tips** to help make that transition smoother.”   **Closing Statement**:  “As we move through the seminar, we’ll be **pulling aside the curtain** on strategies. We’ll not only **harvest** them, but we’ll also spend time **planning applications**—so you leave with a concrete understanding of how to bring these strategies into your daily work.” |
| 08:11  1m |  |  | **Agenda**  **FOUR DAY OVERVIEW**  **20 - Day 1 – Entering the Territory**  **Suggested Language**:   * “On Day One, we’ll be **grounding ourselves** in the foundational ideas of **effective professional learning communities**. This will be about building connections—both with one another and to the research base that supports our work. Today is all about understanding how to **build trust** and **establish norms** that foster collaboration.” * “We’ll also focus on the **theory behind the practice**, exploring how to support adults in having those difficult but necessary conversations in safe and supportive ways.”   **Day 2 – Developing Identity and Capacity**  **Suggested Language**:   * “On Day Two, we’ll dive into the **nuts and bolts** of building effective collaborative groups. This is where we explore **personal growth**, focusing on how adults can assess and develop their own skills, particularly around the **7 norms of collaboration**.” * We’ll go deeper into how to talk about **hard topics** safely, while building the capacity to lead these kinds of conversations in your own environments.”   **Day 3 – Transforming Meetings**  **Suggested Language**:   * “Day Three is all about **transforming meetings**. Have you ever heard someone say they’d rather go to the dentist than sit through another meeting? We’ve all been there. But meetings don’t have to be unproductive.” * “We’ll explore what separates **frustrating meetings** from **productive ones** and how to make sure your group’s time together is meaningful and impactful.” * “You’ll learn how to consciously develop your group’s **skills, interactions**, and **growth needs** to get more done in less time and with greater satisfaction.”   **Day 4 – Sustaining Community**  **Suggested Language**:   * “On Day Four, we’ll focus on **sustaining the community** you’ve built. How do we keep this work going? We’ll explore how to **engage cognitive conflict**—how to challenge one another’s thinking productively—and then move into **planning** how to transfer the learning from this workshop into your everyday practice.” * • “Our goal is for you to walk away from this seminar with the tools and confidence to **prioritize strategies and skills** that will benefit both your adult learning groups and your students.”   **Closing Statement**:  “Throughout these four days, we’ll be balancing **big picture ideas** with **practical strategies**. Today, we’re starting with **entering the territory**, exploring what we already know about professional learning communities and how this connects to **helping students learn**. By the end of this journey, you’ll be ready to take these strategies back to your schools to make a real impact.”40 |
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| **Inclusion Activities Part 1 -15 - 19** | | | |
| 08:12  1m |  |  | **INCLUSION ACTIVITY: LIKE ME 16**  **Scott**  **Introductory Statement**: "Let's experience one of our first practical tools - an inclusion strategy called 'Like Me.' This simple yet powerful activity demonstrates how we can quickly create connections within a group and establish a foundation for deeper collaboration."  **Key Points**:   * "Inclusion strategies serve multiple purposes simultaneously - they build community, create psychological safety, and engage participants physically and cognitively." * "'Like Me' specifically helps us learn about each other while also being brain-friendly by getting everyone moving and increasing oxygen flow to the brain."   **Instructions for Activity**:   * "The directions are straightforward: When I read a statement that applies to you, please stand up. Then, while standing, scan the room and make eye contact with others who are also standing, acknowledging your shared experience or characteristic." * "This simple act of standing and making eye contact builds connections and helps us recognize commonalities we might not have known existed in our group."   **Present the Activity**:   * [Choose your presentation method based on group needs - consider showing rather than telling, demonstrating with a small group first, or reading and demonstrating simultaneously] * "I'll start with some general statements and then move to ones more specific to our work together."   **Sample Stems to Use**:   * "Like me, you enjoy reading for pleasure..." * "Like me, you've worked with collaborative teams that were highly effective..." * "Like me, you sometimes find meetings frustrating..." * "Like me, you're passionate about improving student outcomes..." * "Like me, you've witnessed the power of effective collaboration..." * [Add stems relevant to your specific audience]   **Process the Experience**:   * "What did you notice during this activity? What surprised you about who stood for certain statements?" * "How might this simple activity change the dynamics in a group that's just forming or one that's stuck in unproductive patterns?"   **Trainer Considerations** [for your reference]:   * Assess the group's energy level and needs to determine your presentation approach * Be mindful of accessibility - ensure everyone can participate in some way * Monitor group comfort - some may need permission to remain seated if mobility is an issue * Adjust the pace based on the group's responses * Consider the literacy level, visual accessibility, and energy needs of your specific audience   **Action/Next Step**: "Throughout our time together, we'll experience many strategies like this one - simple tools that serve multiple purposes in building collaborative groups. As we continue, think about how and when you might use 'Like Me' or similar inclusion activities in your own setting." |
| 08:13  1m |  |  | **INCLUSION ACTIVITY: LIKE ME**  **Facilitator Notes: Introduction to Inclusion Strategies**  **Introductory Statement**: "Let's now take a moment to understand why activities like 'Like Me' are so powerful. These inclusion strategies are more than just icebreakers or warm-ups - they're intentional tools that serve specific purposes in developing collaborative groups."  **Key Points**:   * "Inclusion strategies are foundational elements in our toolbox for creating effective collaborative environments. They're designed with specific cognitive and social purposes in mind." * "When used thoughtfully, these strategies can transform a collection of individuals into a cohesive group with shared purpose and increased capacity for collaborative work."   **Expand on the Purpose of Inclusion Strategies**:   * "First, inclusion strategies **set norms of participation**. From the very beginning, they establish an expectation that everyone will be actively engaged, that all voices matter, and that participation is not optional but essential to the group's success." * "Second, they help **focus mental energy in the room**. Many of us come to meetings or professional learning experiences with our minds still on the last conversation we had or the next task on our list. Inclusion activities help bring everyone's attention to the present moment and the work at hand." * "Third, they help each person answer the question: **'Who am I in relationship to this group?'** This is a fundamental human need - to understand our place and our role within any collective." * "Finally, inclusion strategies facilitate the critical **psychological transition from self to group**. They help us shift from individual concerns to collective purpose, which is essential for true collaboration."   **Connect to Practice**:   * "The 'Like Me' activity we just experienced is one example of an inclusion strategy, but throughout our seminar, we'll explore many others that serve these same purposes in different ways." * "You'll notice that we'll begin each session with some form of inclusion activity - this isn't by accident, but rather a deliberate modeling of the importance of these strategies in developing collaborative groups."   **Invite Reflection**:   * "Think about meetings or collaborative work in your own context. How often do they begin with some form of inclusion? What difference might it make if they did?" * "What are some inclusion activities you've experienced that were particularly effective? What made them work well?"   **Action/Next Step**: "As we move through our time together, I encourage you to notice how each inclusion strategy we use affects the group dynamics and your own engagement. Consider which strategies might be most appropriate for the specific collaborative groups you work with in your setting." |
| 08:14  1m |  |  | **WHAT, WHY, HOW FORMAT FOR STRATEGIES PRESENTATION**  **18**  **Facilitator Notes: Introducing the What-Why-How Format**  **Introductory Statement**: "Let's take a moment to examine how we just presented the 'Like Me' strategy, as it reveals an important framework we'll use throughout our time together. This framework—What, Why, How—is a simple yet powerful approach for introducing strategies that respect adult learners and support self-directed learning."  **Key Points**:   * "The format we're using isn't arbitrary—it's deliberately designed to honor you as professional learners while providing a consistent structure that helps internalize new strategies." * "This pattern serves as both a learning tool for you during our seminar and a facilitation model you can take back to your own collaborative groups."   **Expand on Each Component**:   * "First, we presented **the What**—we named the strategy 'Like Me' and briefly described what it is. This orientation gives learners an immediate context for what's coming." * "Next, we shared **the Why**—providing the rationale behind using this strategy. Adult learners particularly appreciate understanding the purpose behind activities rather than just following directions. We used language like 'purpose' and 'brain-friendly' to explain why this strategy is effective." * "Finally, we offered **the How**—clear, visual directions that allow for self-directed participation. When steps are visibly available, participants can take ownership of their learning experience rather than remaining dependent on the facilitator."   **Connect to Practice**:   * "As we progress through our seminar, you'll notice this pattern repeatedly. Initially, we'll explicitly say 'What, Why, How' to help you recognize the pattern." * "Over time, you'll hear synonyms like 'purpose,' 'intention,' and 'rationale' for the Why, or 'directions,' 'steps,' and 'process' for the How. The language may vary, but the structure remains consistent."   **Invite Application**:   * "Please turn to an elbow partner now, and each complete this prompt: 'The What, Why, How format makes sense to me because...'" * [Allow 1-2 minutes for partner discussion] * "What insights emerged from your conversations? How might this format serve you in your own facilitation work?"   **Action/Next Step**: "As we continue, I encourage you to notice how this format enhances your learning experience. Consider how you might adapt this approach in your own context to support the development of collaborative groups. This is just one example of how intentional facilitation moves can significantly impact group effectiveness." |
| 08:15  1m |  |  | **Complete Prompt**  **Facilitator Notes: Processing "What-Why-How" Reflections**  **Introductory Statement**: "Thank you for those partner conversations. Let's hear some of your thoughts about why this What-Why-How format resonates with you as learners and potential facilitators."  **Key Points to Listen For and Highlight**:   * "I'm hearing that this format honors you as professional adult learners who need context and purpose, not just activities." * "Several of you mentioned how the format provides a clear structure that helps you process and remember new strategies."   **Potential Responses to Amplify** (if shared by participants):   * "Yes, I agree that understanding the 'why' behind strategies helps us commit to the process rather than just going through the motions." * "That's an excellent point about how this format addresses different learning preferences - some need the big picture first, others need the concrete steps, and this approach serves everyone." * "I appreciate you noting how this structure makes facilitation more transparent and builds trust within the group." * "You've highlighted something important - how this format models the very collaborative culture we're working to build."   **Connect to Deeper Principles**:   * "Your reflections touch on something fundamental to Adaptive Schools - the principle that how we present information is as important as what we present." * "This format embodies the balance between structure and flexibility that effective collaborative groups need. The structure provides safety and clarity, while the varied language allows for adaptation to different contexts."   **If Participation Is Limited**:   * "Some facilitators have shared that this format makes sense because it addresses both the cognitive and emotional needs of adult learners - we need to know not just what to do, but why it matters." * "Others have noted that this approach builds metacognitive awareness - we become more conscious of our learning process, which enhances transfer to new situations."   **Action/Next Step**: "Throughout our four days together, I encourage you to notice how this format enhances your learning experience, and to consider how you might adapt it for the specific collaborative groups you work with. This format will become one of many tools in your facilitation toolkit - one that respects learners while building capacity for self-direction." |
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| **Outcomes - Agenda - 20-22** | | | |
| 08:16  1m |  |  | **Today's Outcomes**  **Facilitator Notes: Research, Professional Community, and Structures for Collaboration**  **Introductory Statement**: "We're going to build a foundation for our work together by examining three critical components: the research that underpins effective collaboration, what it means to be adaptive, and practical structures that will help you facilitate productive collaborative conversations."  **Key Points**:   * "These three components work together to create the conditions for transformative collaborative work that directly impacts student learning." * "Understanding the research gives us confidence in our approach, understanding adaptivity gives us purpose, and mastering structures gives us practical tools for implementation."   **Expand on Research Findings**:   * "First, we'll explore research on professional communities, including Susan Rosenholtz's groundbreaking work distinguishing 'stuck' from 'moving' schools. Her research revealed something powerful yet simple: moving schools consistently talk about the right things." * "We'll examine six critical elements that, when present at high levels, correlate with high-performing schools and improved student outcomes. These evidence-based elements will serve as touchstones throughout our four days together."   **Explain What It Means to Be Adaptive**:   * "Second, we'll clarify what adaptivity means in the context of schools and collaborative groups. You'll discover how healthy and productive groups emerge when we create the right conditions—essentially building a container for learning." * "This container creates psychological safety that encourages risk-taking and innovation, while seeding a spirit of inquiry that drives continuous improvement."   **Highlight Structures for Collaboration**:   * "Finally, we'll explore practical structures that keep conversations moving forward productively. When we talk about 'fierce conversations,' we don't mean ferocious—we mean honest, purposeful dialogue that leads to meaningful action." * "You'll learn specific language tools and decision-making processes that prevent the common pitfalls that derail group work. Poor decision-making processes, not difficult content, are often what cause problems in collaborative work."   **Transition to Outcomes and Agenda**:   * "Let's take a moment to review our outcomes for today. Please scan these outcomes silently." * [Pause for reading] * "These outcomes reflect our journey: understanding research on professional community, exploring what it means to be adaptive, and learning structures for collaborative conversations." * "Please turn to an elbow partner and share what you're most looking forward to about today." * [Allow 1-2 minutes for partner discussion] * "What are you hearing from your conversations? What aspects are generating the most curiosity or excitement?"   **Action/Next Step**: "Throughout today, I encourage you to connect these three components in your thinking. Notice how research informs our understanding of adaptivity, and how that understanding guides our selection of collaborative structures. Together, these elements will help you build more effective collaborative groups that ultimately enhance student learning." |
| 08:17  1m |  |  | **Agenda**  **AGENDA**  Describe agenda and purposes of items and how they relate.  After explaining agenda,  **Suggested Language:** *Lunch will be from \_\_\_\_ to \_\_\_\_. We’ll be taking a mid-morning and mid-afternoon break. Please take breaks as you may need to do so. Take care of your comfort and learning in this session.*  **22**  **Introductory Statement**:  “Before we dive into today’s content, let’s take a moment to look at the **public agenda**. This agenda will help us stay focused, create **connections**, and give us a sense of order throughout the day.”  **Explain the Purpose of the Agenda**:   * “Having an agenda is like having a map for a road trip—without it, we can lose direction. A meeting **without an agenda** is like driving a car **without a steering wheel**.” * “Today’s agenda serves as an **anchor**—a visual reference that not only guides us but also helps **trigger your memory** as a resource for later.” * “While we haven’t included specific times, the **territories** we’ll explore together today allow for flexibility, ensuring that we cover everything we need.”   **Agenda Points:**  **Welcome**:   * “We’ll begin with a welcome to set the stage and prepare for a collaborative day.”   **Elements of Professional Community**:   * “This is the **WHAT** of our work today. We’ll explore the vision for **effective schools** and how strong relationships among adults directly impact what happens for students.”   **Becoming Adaptive**:   * “Next, we’ll move to the **HOW** of becoming and remaining adaptive as a school community. We’ll talk about what it truly means to be an adaptive school and how this impacts both adults and students.”   **Two Ways of Talking**:   * “We’ll explore two key **conversation structures**—**dialogue and discussion**. Often used interchangeably, these two have distinct purposes. Understanding when and how to use each one helps groups build **trust** and make more **effective decisions**.” * “Being resourceful with how we talk **reduces tension** and ensures clarity.”   **Organizing and Integrating**:   * “Our brains love patterns and structure, which is why we’ll finish the day by **organizing and integrating** what we’ve learned. We’ll identify key **themes and applications** you can take back to your work.”   **Housekeeping**:  “We’ll have **lunch** from \_\_\_ to \_\_\_. We’ll also take a **mid-morning** and **mid-afternoon break**, but feel free to take care of your own comfort as needed throughout the session.”  **Closing Invitation**:   * Does anyone have **comments or questions** about today’s agenda? Feel free to extend your hand if you do.” * *(Pause for responses)* * “If not, I’d like to say once again, **Good morning, I’m so glad you are here!**” |
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| **Inclusion Activities - Part 2 - 23 - 30** | | | |
| 08:18  1m |  |  | **Small Fires**  **23**  **WHAT?**   * “Today, we’re using an **inclusion strategy** called **Small Fires**.”   **WHY?**   * “Why do we use Small Fires? The purpose is to **focus participants** and **bring everyone into the room**—to create an environment where we can connect, feel safe, and truly engage with one another.” * “We’re intentionally creating a space where people feel a sense of **belonging** and **community**, which is essential for building relationships and sparking meaningful conversations.”   **HOW?**   * “Now, here’s how we’ll set up Small Fires. I’ll ask you to **move away from the tables** and form groups of four, five, or six. There shouldn’t be any extra chairs to separate you—everyone should be close together in a small circle.” * *(Pause for movement and group formation)*   **Tell the Story of Small Fires**:  **Suggested Language**:   * “When we think about building a fire, we often picture a big one—a fire so intense that we have to stand far back because of the heat. But when we want to foster **intimacy** and **deep conversation**, we build **small fires**, where people must sit **close together**.” * “It’s these **small fires** that create the conditions for **belonging** and **community**, and it’s in these settings where rich **conversations** start to spark.”   **Tie-in to Angeles Arrien’s Four Principles**:   * “Angeles Arrien, in her Four Fold Way Program, talks about **intimacy** in the sense of ‘into-me-see.’ These small fires allow us to see into each other and ourselves more deeply.”   “There are four guiding principles in her work, which are grounded in **archetypes**:”   1. **Show up and choose to be present**—this is about being a ‘Warrior’ in your communication, presence, and power. 2. **Pay attention to what has heart and meaning**—this is the work of a ‘Healer,’ focusing on love, gratitude, and validation. 3. **Tell the truth without blame or judgment**—as a ‘Visionary,’ we practice truthfulness that preserves authenticity and taps into intuition. 4. **Be open to outcome, not attached to outcome**—like a ‘Teacher,’ we cultivate openness and wisdom without being rigidly attached to results.”   **Closing Statement**:   * By sitting close, creating our **small fires**, we are choosing to be present, to connect, and to engage deeply with each other—building the kind of community that allows us to have meaningful and productive conversations.” |
| 08:19  1m |  |  | **GROUNDING What Why**  **24**  **WHAT?**   * “Grounding is an **inclusion strategy** designed to **honor the context** we’re in and the people in the room. It’s an opportunity for everyone to feel seen and heard, setting a foundation for meaningful collaboration.”   **WHY?**  “Why do we use Grounding? There are several important reasons:”   1. “First, it helps **establish norms of respectful participation**. It encourages **respectful listening** where all voices matter, and it brings everyone into the **here and now**, ready to focus on the work at hand.” 2. “Grounding is also **gracious**. It’s a gentle way to get people engaged without being confrontational, allowing each person to share their voice.” 3. “It values both **thinking and feeling**—engaging both the **head** and **heart**. Emotions are welcomed and expressed in constructive ways, which is key for building trust.” 4. “Finally, Grounding helps to **surface hidden agendas** that might otherwise go unspoken. This could be anything from concerns about the topic we’re covering to practical issues like needing to leave early.”   **Suggested Language**:   * “The purpose of Grounding is to set a norm for **respectful listening**, to get everyone’s voice in the room in a way that’s not confrontational, and to allow people to **connect** with one another. It creates space for the expression of **hopes and apprehensions**, values both **thinking and feeling**, and helps to surface any agendas that might otherwise not be heard.”   **Closing Statement**:   * “By grounding ourselves in this way, we establish the kind of **trust** and **connection** that will support our work together.” |
| 08:20  1m |  |  | **GROUNDING**  **How**  **25**  **Introductory Statement**:   * “Grounding is not just about sharing, it’s also an exercise in **listening deeply**. We often misunderstand each other when we aren’t fully present or attentive, and this activity helps us practice the discipline of **respectful listening**.”   **Setting Expectations for Listening:**   * “When someone else is talking, many of us naturally start **planning our own response**—and often, that response is a **rebuttal** rather than an open reception of what’s being said.” * “The **art of collaboration** requires that we listen without preparing to jump in, and without the usual verbal fillers like ‘uh-huh’ or ‘can you clarify?’ We are listening to **understand**, not to respond.”   **Grounding Instructions**:  “Here’s how we’ll do it:”   1. “First, everyone will introduce themselves by sharing **your name, title, and organization**. Names are **precious**, and calling out our names is a way of calling ourselves **present**.” 2. “Next, share **your relationship to this topic**. What brings you here today?” 3. “Then, share **how you feel** about being here. Whether you’re excited, nervous, or something else, it’s helpful to name those feelings.” 4. “Finally, share **your expectations for today**. What are you hoping to take away from this session?”   **“Starting the Starter”**:   * “To begin, I’ll **start the starter**—this means I’ll name the first person to speak. You can choose someone with the most visible buttons, the fanciest shoes, or who has traveled the farthest. After they share, they will then summarize the themes and patterns from the group’s conversation.”   **How the Process Works**:   * “The **starter** will speak first. There will be **no verbal responses**—we’re just here to listen deeply.” * “After the starter finishes, we’ll go around the circle. When everyone has shared, we’ll come back to the starter to **summarize themes** and observations from the group.”   **Closing Statement**:   * “Remember, this is about **listening deeply** and **honoring the time** each person needs to share. There’s no rush, as we’re following **earth time, not clock time**.” |
| 08:21  1m |  |  | **Processing the Experience**  **26**  **WHAT?**   * “One of the most important aspects of learning is **processing the experience**. Adults don’t learn simply by having experiences. Instead, they learn when they **reflect on and process** those experiences.”   **WHY?**   * “Research, like David Rock’s work on the brain, shows that without **regular reflection**, learning is quickly lost. Our brains are naturally **social**, which means that when we regularly talk about projects or processes, we **facilitate change**. Even something as simple as talking **once a week** can help keep those brain circuits alive.” * “This is why **Professional Learning Communities** are so effective—they create a structure where people are **talking regularly**, reflecting, and processing together.”   **Suggested Language**:   * “Some people think that adults learn from experience, but in truth, they learn from **processing** those experiences.” * *(Show slide)* * “Because of this, we’ll engage in a pattern of **debriefing** throughout these four days. We’ll debrief **both content and process** regularly.”   **HOW?**   * “Our debriefs will follow a simple structure. First, we will debrief **Content** with questions like: **What are we learning?**” * “Then, we’ll follow up by debriefing the **Process**, with questions like: **How has this process supported our learning?**”   **Closing Statement**:   * “Through this regular practice of **reflecting on what we’re doing** and **how we’re doing it**, we’ll reinforce our learning and make it stick. Let’s now take a few minutes to debrief our content and process so far.” |
| 08:22  1m |  |  | **Debrief Content**  **27**  **Introductory Statement**:   * “Now that we’ve engaged in the activity, it’s time to debrief and **reflect on the content** we’ve covered. This is where we gather **insights and themes** from the group.”   **Debrief Instructions**:   * “We’ll begin by having the **starter** from each group share their **draft summary** of the themes that emerged in your Small Fire group.” * “Once the starter has shared, the other members of the group can **add** or **respond** to the summary, enriching the reflection with their own perspectives.” * “After that, we’ll come back together as a **whole group**, and the starters will share their **themes and patterns** with everyone.”   **Facilitator’s Tips:**   * “For larger groups, we may not have time for everyone to report out, so we’ll take a **sample** of the summaries.” * “The goal of this debrief is to allow the group to **see its own data**—to reflect on the insights you’ve generated collectively.” * “It also provides me, as the facilitator, with **valuable data** to help guide our next steps and support the group’s **resourcefulness**.”   **Closing Statement**:   * “Let’s begin the debrief by hearing from our starters. Please feel free to **add** to the conversation after the starter has finished.” |
| 08:23  1m |  |  | **Grounding How**  **Facilitator Notes: Processing Group Introductions and Expectations**  **Introductory Statement**: "Thank you all for sharing in your groups. Let's take a moment to hear some of the themes that emerged from your conversations about your relationship to this topic, how you're feeling about being here, and your expectations for our time together."  **Key Points**:   * "This sharing process serves multiple purposes - it allows you to hear the collective voice of the room while also giving me valuable information about your needs and starting points." * "Gathering this data helps us all be more resourceful throughout our time together and ensures our work remains relevant to your contexts."   **Facilitate the Sharing Process**:   * "I'd like to hear from the starters in each group. Please stand and briefly share the key themes that emerged in your conversation, particularly around your relationship to the topic, feelings about being here, and expectations." * [For larger groups: "Given our group size, we'll hear from a representative sample of groups to get a sense of the room."]   **Anticipated Themes to Acknowledge**:   * "I'm hearing about varied levels of experience with collaboration and adaptive schools concepts - from those who are brand new to these ideas to others who have been working with them for some time." * "It sounds like there's generally a positive energy in the room, though mixed with some natural apprehension about what this might mean for your practice or how to implement these ideas." * "Your expectations seem centered around practical applications - tools and approaches you can take back to directly impact student learning in your settings."   **Offer a Group Paraphrase**:   * "So collectively, it seems you're coming to this work with diverse backgrounds but shared commitment to improving collaborative practice. There's an understandable mix of excitement and some healthy skepticism, and you're primarily looking for practical strategies that will make a difference for the students you serve." * "Did I capture the essence of what you've shared? Is there anything significant I've missed that would be important for us to acknowledge?"   **Connect to Process**:   * "What we've just done - expressing feelings and thoughts, then hearing them reflected back - is itself a powerful collaborative tool. Getting these thoughts 'in the room and up away from people' allows us to acknowledge them and then set them aside so they don't become distractions." * "This process also models how we can create psychological safety in groups by honoring all perspectives without judgment. These are just data points that help us understand where we're starting from."   **Action/Next Step**: "I'll be keeping your contexts, experiences, and expectations in mind throughout our time together. And I encourage you to notice how this simple process of gathering and reflecting data back to the group can be used in your own settings to build understanding and set the stage for productive collaboration." |
| 08:24  1m |  |  | **Debrief Process**  **29**  **Introductory Statement**:   * “Now that we’ve gone through the Grounding exercise, let’s take a moment to **reflect on the process**. We’ll respond to a few prompts as a whole group to help us debrief.”   **Prompts:**   * **What are some ways “Grounding” brought you into the room?** * “Grounding can help us get focused, clear our minds, and be fully present for the work ahead. Let’s start by reflecting on how Grounding helped you **enter the room** today.” * *(Pause for responses.)*   **What are some of the benefits of using this with a group?**   * “Grounding is especially helpful when a group is having trouble **communicating** or there’s something difficult to discuss. It’s a great tool for conflict because it helps everyone feel **heard**.” * “What are some other **benefits** of using Grounding in a group setting?” * *(Pause for responses.)*   **When might you use this strategy?**   * “Think about the settings or situations where Grounding might be helpful. Perhaps it’s in moments of **tension**, or when people need to slow down and connect. When do you think you’d use this strategy?” * *(Pause for responses.)*   **Start the Starter Examples**:   * “For future reference, here are some examples of how you can start a grounding exercise: You might choose the person **closest to the front of the room**, the person with the **fanciest shoes**, or the one wearing the **most blue**.”   **Closing Statement**:   * “Thank you for your reflections. Grounding is a powerful tool for **managing conflict** and ensuring everyone feels **acknowledged**. Keep these ideas in mind as you think about how you might use this strategy in your work.” |
| 08:25  1m |  |  | **CLOSURE FOR INCLUSION ACTIVITIES**  **30**  **Introductory Statement**:   * “Inclusion strategies are a key part of building **community** within any group, and they serve several important purposes.”   **Why Use Inclusion Strategies?:**  **Set Norms of Participation**:   * “Inclusion strategies help establish that certain behaviors, like **respectful listening** and ensuring all voices are heard, are a consistent part of the group’s work.” * “It’s not just about the leader talking—it’s about engaging everyone.”   **Focus Mental Energy in the Room**:   * “These strategies invite participants to enter with both **head and heart**, valuing cognition and emotion equally as we engage in the work.”   **Who Am I in Relationship to This Group?**:   * “They help us **connect with each other** and allow for the expression of **hopes and fears**. They answer the question, ‘Where do I stand in relation to others?’ and help align personal and group expectations.”   **From Self to Group**:   * “Inclusion strategies are about building a sense of **collaboration** in the room, moving from an individual mindset to a collective one.”   **Closure for Inclusion Strategies**:   * “Grounding and Like Me are examples of **Inclusion Strategies** that honor each person’s presence, **connect people** to one another, allow group members to learn about each other, and ultimately **build community**.”   **Optional**:   * “There are many other inclusion strategies we can use. Some of these include [Trainer can offer additional examples if desired].” |
| 08:26  1m |  |  | **Break - Scott** |
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| **Elements of Professional Community - 33-44** | | | |
| 08:27  1m | Scott Williams |  | **Penny Payout**  THREE FOCUS AREAS—ASSESSING THE GROUP: PENNY PAYOUT  **WHAT?**   * “We’re going to use a strategy called **Penny Payout**. This strategy is designed to help you make **choices** and **prioritize** based on your interest.”   **WHY?**   * “Penny Payout gives you the **big picture** of what’s coming. It also allows you to **connect** with others over the content and helps you **assess your own interest** in different areas.” * This is an efficient way to **prioritize** where you’d like to focus your energy and attention during our work together.”   **HOW?**  “Here’s how it works: we have **three charts** posted around the room—each representing different areas of focus:”  • **Facilitating Groups**  • **Developing Groups**  • **Becoming a More Skillful Group Member**   * “You each have a limited number of ‘pennies’ or ‘bucks’ to spend. You will choose **how many pennies** to spend on each chart based on your **interest**.” * “Write down how many pennies you’re allocating to each area. This helps us understand your priorities and where you’d like to focus during the session.”   **Suggested Language for Directions**:   * “Take a moment to **read the instructions** on the slide. Once you’ve done that, you can move around the room and allocate your pennies or bucks as you see fit.” * *(Pause to allow participants to read and reflect.)*   **Closing Statement**:   * “This strategy helps us see **what’s important** to each of you and will inform how we move forward in our session. Let’s begin by choosing where you want to place your focus.” |
| 08:28  1m |  |  | **Corners**  **34**  **Layering Penny Payout with Corners Strategy**  **Instructions for the Group**:  **Introductory Statement**:   * “Now, we’re going to **layer** Penny Payout with another strategy called **Corners**. This will help deepen your reflection and give you a chance to talk with others who share your interests.”   **Instructions for Corners Strategy:**  **Move to the Corner Where You Spent the Most Pennies**:   * “First, **move to the corner** of the room where you spent the **most pennies**. When you arrive, cluster with **2-3 people** who also chose this area of interest.” * “Once you’re in your groups, **talk about the reasons** you chose this particular focus area. What drew you to this topic?”   **Move to the Next Highest Corner**:   * “After you’ve had a chance to discuss, we now invite you to **move to the corner** where you spent your **next highest** amount of pennies.” * “Again, gather with a couple of people and **share** why you chose this area.”   **Content Background:**   * *(Trainer moves to each chart corner while providing this content background.)* * “In the beginnings of the **Adaptive Schools** work, we started by focusing on individuals who were designated as **facilitators**, and much of our work centered around teaching **facilitation skills**.” * “Over time, we realized that we needed to expand our focus. It wasn’t just about facilitators—it was about **developing the identity and capacity** of the entire group.” * “That’s why we added another area of focus, which is about helping **every group member** develop his or her **skills**. This seminar will offer practical suggestions for growth in each of these **three focus areas**.”   **Next Steps:**   * “Now, before you move, please listen to the next **three steps** carefully.” * “First, **say ‘Thank you’** to your partners for the conversation.” * “Second, **return to your seats** once you’ve finished.” * “Third, when you’re back in your seats, **talk about the two strategies** we’ve used today: **Penny Payout** and **Corners**. Discuss what you **noticed** about these strategies, how they helped you **prioritize**, and how you might use them in your own work.”   **Closing Statement**:   * “These strategies—Penny Payout and Corners—are practical ways to encourage **engagement**, **choice-making**, and **connection** in group settings. Let’s begin the process now.” |
| 08:29  1m |  |  | **Debrief Content**  35  **Facilitator Notes: Processing the Experience - Group Development**  **Introductory Statement**: "As we've been exploring, adults don't learn from experience alone—they learn from processing that experience. Let's take a moment to reflect on a fundamental principle that might shift your thinking about collaboration and group effectiveness."  **Key Points**:   * "There's a critical insight about group dynamics that challenges conventional wisdom but empowers every person in a collaborative setting." * "This understanding transforms how we think about our roles in groups and where the responsibility for effective collaboration truly lies."   **Expand on the Facilitative Group Member**:   * "A question I'm often asked is whether the facilitator is the most important person in the group. The research and experience tell us something surprising—the answer is no. The most important person isn't the facilitator, but rather the skillful group member." * "This is significant because it means a group is only as productive and effective as its members allow it to be. No facilitator, regardless of their skill, can overcome a room of disengaged or unskilled group members." * "It's a novel but powerful thought: Every group member has the opportunity and responsibility to become a facilitative group member. This is incredibly empowering because it means the development of the group is shared by everyone present." * "Every time you meet, you can intentionally choose something to work on—whether it's more attentive listening, strategic pausing, thoughtful paraphrasing, or another collaborative skill. Each of these actions develops not just your capacity but the group's collective capacity."   **Highlight Elements of Group Development**:   * "So how do we practically develop a group in real time? Several key elements support this process:" * "First, a public agenda helps focus the group and makes clear connections between items, giving everyone a roadmap for their collective work." * "Second, establishing norms and structures ensures the group functions in a healthy, productive way, creating the conditions for psychological safety and productive conflict." * "Third, regularly assessing the group's development allows for reflection on what's working and what needs adjustment, making continuous improvement possible."   **Connect to Deeper Purpose**:   * "Peter Block offers a powerful question that ties into group development: 'How will the world be different because of our meeting today?' This emphasizes that our collaborative work isn't just about efficiency—it's about impact and purpose." * [Walk to each chart corner while providing the following background] * "In the early days of Adaptive Schools work, we focused primarily on those designated as facilitators, teaching them facilitation skills." * "Over time, we realized that wasn't enough—we also needed to develop the identity and capacity of the entire group." * "This led to an expanded focus that emphasizes helping every individual group member develop their skills." * "Throughout our four days together, we'll offer practical suggestions for growth in each of these three areas: facilitating groups, developing groups, and becoming a more skillful group member."   **Invite Processing**:   * "Please take a few minutes at your tables to discuss what you've learned from this conversation. How do these concepts of group development and facilitative group membership resonate with your experiences? What might change in your collaborative settings if everyone embraced the role of facilitative group member?"   **Action/Next Step**: "As we continue our work together, I encourage you to notice opportunities to be a facilitative group member right here in our sessions. Each time you paraphrase someone else's idea, pause to create thinking space, or ask a question that deepens our collective understanding, you're strengthening not just your skills but our collective capacity as a learning community." |
| 08:30  1m |  |  | **Debrief Process**  **36**  **Introductory Statement**:   * “Now that we’ve gone through the **Penny Payout** and **Corners** strategies, let’s take some time to debrief and reflect on how these strategies helped you **engage with and learn the content**.”   **Debrief at Your Tables:**   * “At your tables, discuss how these **two strategies** helped you connect with the content. Think about how they may have helped you **prioritize** and **recognize** what’s important both to **you individually** and to the **group as a whole**.”   **Balancing Talkers**:   * “Remember that these strategies, especially **Penny Payout**, are also about **balancing voices** in the room—helping both **talker inners** and **talker outers** participate meaningfully.” * “It’s not just about who talks most, but about ensuring that everyone has a way to **contribute**, and the group’s collective voice emerges.”   **Groups Generating Their Own Data:**   * “Another key point is that these strategies help **groups generate their own data**. When the group creates its own insights and observations, people are less likely to **argue** with the conclusions because they are a **shared creation**.”   **Research on Communication and Learning:**   * “Research shows that how we **communicate** with one another directly impacts the learning outcomes for students. When kids see adults collaborating, they **learn collaboration** themselves.” * “We can’t teach collaboration unless we **learn it**, **use it**, and **model it** for the students who are watching.”   **Next Steps:**   * “Before you move, please listen carefully to these next three steps:” * “First, **say ‘Thank you’** to your partners for their contributions to the discussion.” * “Second, **return to your seats** once the conversation is complete.” * “Third, once back at your seats, **talk about the two strategies**—**Spend a Buck** and **Corners**. Reflect on what you **noticed** about how these strategies work and how you might use them in your own context.”   **Closing Statement**:   * “These strategies are not only tools for content engagement, but also help build **collaboration** and **community** within the group. Let’s now take some time to reflect at your tables.” |
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| **Transition - 37-40** | | | |
|  | ↓  2h 19m |  | |
| 10:50  1m |  |  | **Move and Groove**  **37**  **Instructions for the Group**:  **WHAT?**   * “We’re going to use a re-grouping strategy called **Move and Groove**. This will help us create new working groups and bring some fresh energy into the room.”   **WHY?**   * “The reason we do this is simple: when you sit in the same place and stay in the same position, you tend to think in the same way. But if you **move to a different part of the room**, you can get a **different perspective**.” * “This seminar is about **collaboration** and the power of **diversity**. As Bruce Wellman points out, the systems that are most **diverse** are also the most **adaptive**. If we’re not embracing diversity, we risk becoming stagnant.” * “By **changing groups** and moving around, we’re building a **learning community**, appreciating the **variety of perspectives**, and bringing **new energy** into our work.” * *(Optional quote: “If you always sit where you’ve always sat, you’ll always get what you’ve always got.”)*   **HOW?**   * “Here’s how it works: You’ll gather all the materials you’ll need until lunch—your **Learning Guide**, a **writing utensil**, and a **highlighter** if you have one.” * “Once you’ve gathered your things, you’ll move into **groups of six**. As you move, keep in mind that the goal is to connect with **new people** and gain **fresh perspectives**.”   **Suggested Language**:   * “Please take a moment now to **gather your belongings**, then **move to a different part of the room** and join a group of six.”   **Closing Statement**:   * “This strategy is about **shifting our perspectives** and building **social connections** within the group. The diversity we create in these new groups will help us be more **adaptive** and collaborative as we move through the rest of the seminar.” |
| 10:51  1m |  |  | **Line Up 38-39**  **Facilitator Notes: Line Up Strategy for Creating New Work Groups**  **Introductory Statement**: "We're going to use a strategy called 'Line Up' to create new work groups. This is more than just a mixing activity—it's a deliberate process that embodies several key principles of adaptive collaborative groups."  **Key Points**:   * "This regrouping process serves multiple purposes simultaneously - it creates diversity of thought, models collaborative structures, and literally gives everyone a new perspective in the room." * "The strategy itself demonstrates a core principle we'll be exploring throughout our time together - that movement and new configurations generate new thinking and possibilities."   **Expand on the Purpose**:   * "There's a natural tendency in groups to gravitate to the same physical space and the same people throughout a learning experience. While this creates comfort, it can limit our perspective and the diversity of thinking in our conversations." * "As Bruce Wellman reminds us, systems that are diverse are the ones that are most adaptive. When we remain in homogeneous groups, we risk becoming stagnant and predictable in our thinking." * "By physically moving and creating new configurations, we're not just mixing things up for variety's sake. We're building a learning community that values multiple perspectives and continuously infuses new energy into our collaborative work." * "This simple act of lining up and regrouping models how small structural changes can significantly impact group dynamics and thinking patterns."   **Provide Clear Directions**:   * "Here's how we'll do this: In a moment, I'll give you a category, and you'll line up from one side of the room to the other based on that category." * [Indicate the starting and ending points of the line in the room] * "For today, we'll line up by birthdate - month and day only, not year. Please arrange yourselves from January 1st on this side of the room to December 31st on that side." * "Once you're lined up, I'll guide you to form your new work groups of six, which will examine research findings on Elements of Professional Community."   **Facilitate the Process**:   * [As participants line up] "Take this opportunity to meet someone new as you find your place in line. You might discover unexpected connections!" * [Once lined up] "Now let's count off by sixes to form our new groups. Each group of six will work together at a table for our next activity." * [As groups move to tables] "Notice how this simple structure creates entirely new conversations and perspectives that wouldn't have happened otherwise."   **Connect to Principles**:   * "This Line Up strategy is just one of many structural approaches we'll explore that can be used in your own collaborative settings to break patterns and generate new thinking." * "Notice how such a simple move creates conditions for new relationships and ideas to emerge - a fundamental principle in adaptive organizations."   **Action/Next Step**: "As you settle into your new groups, I encourage you to take a moment to introduce yourselves briefly before we begin our next activity. This connection time is an important part of building the psychological safety that enables productive collaborative work." |
| 10:52  1m |  |  | **Agenda** |
|  | | | |
| **Elements of Professional Community - 41-44** | | | |
| 10:53  1m |  |  | **Research on Professional Learning - Instructions**  **41-43 Facilitator Notes: Research on Professional Community - Jigsaw Activity**  **Introductory Statement**: "We're now going to explore a foundational element of our work together - the research on professional community and how developing collaborative groups in schools directly impacts student achievement. This research provides both the 'why' behind our work and the evidence for specific approaches we'll be practicing."  **Key Points**:   * "This research exploration isn't just academic - it reveals concrete, actionable qualities that distinguish high-performing schools across all socioeconomic levels." * "While many of you bring valuable background knowledge about Professional Learning Communities, this synthesized research will help us develop a common language and shared understanding of what truly makes professional communities effective."   **Expand on the Research Significance**:   * "Decades of research consistently show that the quality of relationships among adults in schools has a direct and measurable influence on student achievement. This isn't just correlation - it's a powerful causal factor in school improvement." * "Schools that have made the most significant gains, regardless of their starting points or demographics, exhibit six key qualities that we'll explore today. These qualities transcend context, appearing consistently in high-performing schools across different settings." * "What's particularly valuable is that Garmston and Wellman have synthesized over a decade of research findings, distilling complex studies into accessible insights that we can apply immediately in our own settings."   **Explain the Jigsaw Process**:   * "We'll use a collaborative learning strategy called 'Jigsaw' to explore this research efficiently while modeling a powerful approach you can use in your own settings." * "In a Jigsaw, each participant becomes responsible for one piece of the content - becoming an 'expert' on that piece before sharing with others. This creates both individual accountability and positive interdependence, key elements of effective collaboration." * "The process honors each person's contribution while ensuring that, collectively, we develop a comprehensive understanding of the research that no single person could achieve alone."   **Provide Clear Directions**:   * "In your new groups, you'll each receive one section of the research findings to read and process. Take time to understand your section thoroughly, making notes about key points and connections to your own experience." * "After you've become familiar with your section, you'll share your insights with your group members, while they'll share their sections with you." * "As you listen to others, actively look for patterns and connections across the different research elements. This will help us build a comprehensive understanding of what makes professional communities effective."   **Connect to Application**:   * "As you engage with this research, consider two questions: How does this research align with your own experiences in schools? And how might these findings influence how you approach collaborative work moving forward?"   **Action/Next Step**: "Let's begin by distributing the research sections and giving you time to become familiar with your piece. Remember that your understanding of your section is crucial to the group's collective learning - we're modeling the very interdependence that characterizes effective professional communities." |
| 10:54  1m |  |  | **Timed Debrief - 42-43**  **42 - 43**  **Timed Debrief Instructions**  **Instructions for the Group**:  **Timekeeping Setup**:   * “We are going to do a **timed debrief** to make sure everyone gets a chance to share their reflections on the **Elements of Community**.” * “Each person will have **3 minutes** to speak. To keep us on track, we have a **ruthless timekeeper**—the person in position #6 in your group.”   **How the Timekeeping Works:**   * “After **2 1/2 minutes**, the timekeeper will give a **30-second warning** by saying, ‘30-second yellow light.’” * “When the **3 minutes are up**, the timekeeper will say, ‘**Time.**’ This keeps the conversation moving and ensures fairness.” * “When time is called, the next person will begin sharing.”   **Who Starts:**   * “We will start with the **1’s**. So, if you are number 1 in your group, you’ll begin the conversation.”   **Reminders**:   * “This is about **sharing reflections** on which elements of community are the most **powerful points of intervention** for your group, and discussing the **assumptions** behind your thinking.”   **Closing Instructions**:   * “Once all group members have shared, we’ll come back together to discuss the key insights as a whole group.” |
| 10:55  1m |  |  | **Huddle Up Dialogue**  **44**  **Debrief Questions:**   * “For the **Table Dialogue**, here are the key questions to reflect on:” * **Which elements** might be the most **powerful points of intervention** for the community you are part of or working with? * **What are some of the assumptions** behind your thinking? Why do you believe these elements are key?”   **OPTION 1**:   * “You can either report out in a **round robin** format in your Jigsaw group, where each person takes a turn sharing their reflections, or you can engage in a **less structured dialogue** if that feels more appropriate for your group.”   **Closing Instructions**:   * “After everyone has shared, we’ll come back together to **discuss as a group** which elements of the research resonated most and how they might be applied to strengthen your communities.”   **Closing Statement**:   * “Remember, the purpose of this debrief is to **reflect** on the **key elements** of professional communities and how they can serve as powerful tools for **intervention** and **growth** in your own settings. Let’s begin with the 1’s.” |
| 10:56  1m |  |  | **Huddle Up**  **Facilitator Notes: Debriefing the Research Jigsaw**  **Introductory Statement**: "Now that we've explored the research on professional community through our Jigsaw activity, let's deepen our understanding by reflecting on how these findings might apply to your specific contexts. This reflection moves us from knowledge acquisition to practical application."  **Key Points**:   * "The power of professional learning isn't just in understanding research findings, but in thoughtfully applying them to our unique settings." * "This reflection process helps us identify strategic points of intervention while uncovering the assumptions that drive our thinking."   **Frame the Table Dialogue**:   * "At your tables, I'd like you to engage in a focused dialogue around two essential questions that will help connect this research to your practice." * "First, considering the elements of professional community we've just explored, which might be the most powerful points of intervention for the community you are part of or working with? In other words, where would you start?" * "Second, what are some of the assumptions behind your thinking? Why do you believe these elements are key? This question invites us to examine the beliefs and values that inform our priorities."   **Explain Dialogue Process**:   * "This is a dialogue, not a problem-solving discussion. The goal is to explore thinking together, not to reach consensus or make decisions at this point." * "I encourage you to practice the norms of collaboration we've discussed - particularly pausing, paraphrasing, and posing questions that help surface assumptions and perspectives." * "Take about 10-12 minutes for this conversation, ensuring everyone has an opportunity to share their thinking."   **Monitor the Conversation**:   * [As groups talk, circulate and listen for patterns, insights, and questions that might be valuable to highlight in the whole-group debrief] * [Note particularly insightful comments or unique perspectives that could benefit the whole group]   **Facilitate Whole-Group Sharing**:   * "Let's hear some of the key insights from your table conversations. What emerged as potentially powerful points of intervention in your contexts?" * [After several responses] "What assumptions did you uncover that might be influencing how you approach professional community development?" * "Did anyone notice connections or patterns across different elements that might suggest a systemic approach to intervention?"   **Connect to Broader Themes**:   * "What I'm hearing reflects something important about professional community development - that intervention points must be contextualized to your specific setting while being informed by the research." * "Your reflections highlight the importance of being intentional and strategic, focusing energy where it will have the greatest impact rather than trying to address everything at once."   **Action/Next Step**: "As we move forward today, keep these potential intervention points in mind. We'll be exploring specific tools and approaches that can help strengthen these elements in your professional communities. Consider which tools might best address the priorities you've identified." |
|  | ↓  48m |  | |
| 11:45  45m |  |  | **Lunch** |
| *12:30* |  | | |

Total length: 4h 30m

# Day 1 - Morning - block details



# Day 1 - Afternoon

**OUTCOMES**

**Participants will have:**

* Analysis of the research findings regarding professional community in schools
* An understanding the What, Why, and How of becoming adaptive
* Structures and processes for collaborative conversations

**PUBLIC AGENDA**

* Welcome
* Elements of Professional Community
* Becoming Adaptive
* Two Ways of Talking
* Organizing and Integrating

**TRAINING OUTLINE**

Welcome and Audience Connect

Triple Track Agenda

Inclusion Activities: Like Me, Grounding

Outcomes and Agenda

Three Themes

Personal Learning Goal

Elements of Professional Community

Learning Partners

Adaptivity

Driving Forces

Focusing Questions

Two Ways of Talking

Extending Learning

Organizing and Integrating

Banners

* 2 Ways of Talking
* Norms of Collaboration

Charts

* Agenda
* Goal (hanging all 4 days)
* Strategies
* Three Themes in corners
* Web Sites
* [www.thinkingcollaborative.com](http://www.thinkingcollaborative.com)
* [www.instituteforhabitsofmind.com](http://www.instituteforhabitsofmind.com)

Optional Charts

* Adaptive definition (optional)
* Focusing Questions (optional)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 12:30  0m |  |  | **Overview** | Charmagne - Afternoon - Part 1 - Slides 47 - 86  Scott - Afternoon - Part 2 - Slides 89 - 118 |
|  | | | | |
| **Transition Back In - 47-48** | | | | |
|  | ↓  15m |  | | |
| 12:45  1m |  |  | **MOST IMPORTANT POINT (M.I.P.)**  **Facilitator Notes: M.I.P. (Most Important Point) Synthesis Strategy**  **Introductory Statement**: "As we transition to the afternoon portion of our day, let's take a moment to synthesize and consolidate our morning's learning. We'll use a simple but powerful strategy called M.I.P. or Most Important Point to help organize and prioritize what's resonating most strongly with you."  **Key Points**:   * "Synthesis is a critical cognitive process that helps move information from short-term to long-term memory and makes learning more accessible for future application." * "This brief activity will help us bridge our morning work with the new content we'll explore this afternoon, creating connections that strengthen understanding."   **Expand on the Purpose**:   * "M.I.P. is a synthesis strategy that serves multiple purposes simultaneously. It helps you identify what you personally find most valuable from our morning's work, reinforces key learning through reflection, and provides me with valuable feedback about what's resonating most strongly with you." * "This process of selecting and articulating a 'most important point' requires you to evaluate all the content we've covered and make decisions about relative importance - a higher-order thinking process that deepens learning." * "Additionally, hearing others' most important points often illuminates aspects you might have missed or considered differently, expanding your own thinking."   **Provide Clear Directions**:   * "Take a moment to reflect individually on everything we've explored this morning - from our discussions about research on professional community to our exploration of collaborative structures." * "Identify what you consider to be your single most important point or takeaway - the one idea, concept, or insight that feels most significant to you right now." * "Jot this down in 1-2 sentences, being as specific as possible about why this particular point matters to you or how you might apply it." * "After you've written your M.I.P., turn to a partner and each share your most important point, listening for similarities and differences in what you've identified as significant."   **Facilitate Sharing** (if time permits):   * "Let's hear a few of your most important points. Would some partnerships be willing to share either similarities or interesting differences in what you identified?" * [After several responses] "Notice the diversity of takeaways - this reflects both the richness of our morning's work and the unique perspectives each of you brings to this learning experience."   **Connect to Afternoon Work**:   * "These most important points create a foundation for our afternoon work, where we'll build on these insights as we explore [preview afternoon topic]." * "You might want to keep your M.I.P. handy and notice how it connects to or is enhanced by what we'll be learning this afternoon."   **Action/Next Step**: "As we move into our afternoon session, I encourage you to remain aware of how new information connects to your most important point from this morning. These connections help create the neural networks that make learning stick and become applicable in your work settings." | 47 |
| 12:46  1m |  |  | **Journal**  Write a personal goal you have for learning this work. | 48 |
|  | | | | |
| **Becoming Adaptive - Part 1 - 49 - 58** | | | | |
| 12:47  1m |  |  | **Fractals** | 49 - 56 |
| 12:48  1m |  |  | **Fractal Partners** | 57-58  MODEL with PAG/PAU with visual paragraph  Fractal theme --> similar details on many different scales --> gain new perspectives  metaphor —> collaboration looks like in systems  sit with friends. invest in condos. nest.  move --> bigger perspective / greater sense of whole group “we”ness  move + choice (why did they put me with this group?)  Brain is social!!—love to learn socially.  Nautilus, snowflake, fern, artichoke  singles bar. We will connect people here.  delightful time working w/these people this morning --> thank them  After most have their partners, visit each fractal on the screen with the large group and check to be sure each person has a partner. If anyone does not have a partner, explain the “land of the temporarily disconnected” (or “land of the lost” or “singles bar”) and choosing a pair to become a trio.  take what you will need until break  soft move  Suggested Language:  Join nautilus partner and share personal learning goal. |
| 12:49  1m |  |  | **Agenda** |  |
|  | | | | |
| **Becoming Adaptive - Part 2 - 60 - 86** | | | | |
| 12:50  1m |  |  | **Adaptive - What, Why, How**  **60**  **Facilitator Notes: Introducing the Concept of Adaptivity**  **Introductory Statement**: "We're now going to explore a concept that serves as the heart of all our work together - what it means to be adaptive. This isn't just another educational buzzword; it's a fundamental principle that will transform how you think about your school as an organization and your role within it."  **Key Points**:   * "Understanding adaptivity isn't just theoretical background - it's essential for making meaningful use of all the practical tools and strategies we'll explore over these four days." * "This concept provides the 'why' behind everything else we'll do together and creates coherence across seemingly diverse approaches to collaboration."   **Expand on the Purpose**:   * "Adaptivity is the organizing principle of all Adaptive Schools work. Without grasping what this means and why it matters, the tools and strategies we'll practice might seem disconnected or merely technical." * "Think of adaptivity as the foundation that supports everything else we'll build together. This foundation needs to be solid before we can construct the rest of the structure." * "While most of our four days together will focus on how to become adaptive through specific practices and approaches, we need this conceptual clarity first to ensure those practices are purposeful and aligned with your goals."   **Preview the Exploration**:   * "Our exploration of adaptivity will address three essential elements that form a complete picture." * "First, we'll clarify what an adaptive school actually is - moving beyond surface definitions to understand the deeper meaning and implications of adaptivity in educational settings." * "Second, we'll examine why adaptivity matters so critically for schools today - not just as an abstract ideal but as a practical necessity in our rapidly changing educational landscape." * "Finally, we'll provide a condensed overview of how schools become adaptive - both in moment-to-moment interactions and in long-term development. This 'reader's digest version' will set the stage for the more detailed exploration that follows throughout our time together."   **Connect to Participant Context**:   * "As we explore these concepts, I encourage you to constantly connect them to your specific context. What would adaptivity look like in your unique setting? What current challenges might be addressed through greater adaptivity?" * "The goal isn't just understanding adaptivity as a concept, but seeing its relevance and application to the real work you do every day with colleagues and students."   **Action/Next Step**: "Let's begin by examining what an adaptive school truly is, and then we'll build on that understanding to explore why this matters so deeply for your work and how you can foster greater adaptivity in your setting." | 60 |
| 12:51  1m |  |  | **Adaptive 61**  **Facilitator Notes: Exploring Adaptivity Through Examples**  **Introductory Statement**: "We're going to explore what it means to be adaptive through an inductive process - examining real-world examples first, then constructing our understanding from these concrete cases. This approach helps us grasp the concept more deeply than a simple definition could provide."  **Key Points**:   * "The essence of adaptivity centers on significant identity shifts - not just changing what organizations do, but fundamentally who they understand themselves to be." * "These identity transformations are what allow organizations to thrive amid changing conditions rather than simply struggling to survive."   **Frame the Inductive Approach**:   * "Rather than starting with abstract definitions, we'll examine several powerful examples of identity transformation that illustrate what adaptivity looks like in action." * "As we explore these examples, pay attention to the pattern of movement from one identity to another - this 'from/to' pattern reveals the essence of true adaptivity." * "The goal is for you to construct your own understanding of adaptivity by recognizing patterns across these diverse examples."   **Present the First Example**:   * "Let's begin with an example from education - the changing role of school librarians. Traditionally, librarians understood their identity as providers of resources - the experts who maintained collections and helped users find specific materials." * "Today, many librarians have transformed their identity to become developers of others' resource skills - teaching students and staff how to evaluate information, navigate digital resources, and become information-literate in a world of overwhelming data." * "Notice how this shift goes beyond simply offering new services - it represents a fundamental rethinking of who librarians are in the educational ecosystem."   **Continue with Additional Examples**:   * [Present each example following the same from/to pattern, highlighting the identity shift in each case] * "Amazon began with a modest identity as an online bookseller in 1995 when they sold their first book, Douglas Hofstadter's 'Fluid Concepts and Creative Analogies.' They didn't even turn a profit until the fourth quarter of 2001." * "Today, Amazon has completely reinvented its identity to become 'earth's most customer-centric company; a place where people can come to find and discover anything they might want to buy online.' This profound identity shift has made them the world's largest online retailer and made Jeff Bezos one of the world's richest individuals."   **Add Malcolm McLean Example**:   * "The Malcolm McLean example from the Sourcebook illustrates another powerful identity transformation. McLean shifted from seeing himself as merely a trucking company owner to understanding his business as part of an integrated goods movement system." * "This identity shift led to the development of standardized shipping containers that revolutionized global commerce, dramatically reducing costs and changing patterns of manufacturing worldwide."   **Facilitate Pair Processing**:   * "Now, turn to a partner and discuss the patterns you're noticing across these examples. What seems to characterize these identity transformations? What distinguishes them from more superficial changes?" * "Also consider: What might be an example of identity transformation in your own professional context? Where have you seen organizations or roles shift not just what they do, but who they understand themselves to be?"   **Connect to Local Context** (if appropriate):   * [Insert relevant local example following the from/to pattern] * "In our local context, we've seen [organization/role] transform from [original identity] to [new identity], which has enabled them to [describe positive outcome]."   **Action/Next Step**: "As we continue exploring adaptivity, keep these examples in mind. They illustrate that becoming adaptive isn't just about adopting new practices or techniques - it's about fundamentally rethinking identity in ways that allow for greater relevance, impact, and sustainability in changing environments." | 61 |
| 12:52  1m |  |  | **Examples**  **OPTIONAL LANGUAGE**:  Pack and Stack  **Suggested Language:**  *Join nautilus partner and share personal learning goal.*  **What?**  Station-Naming   * Remind participants where we are on the agenda. * Comes from tradition of conductors on trains announcing the next stops   **How?**  Use charted agenda, or slide. | 62 - 70 |
| 12:53  1m |  |  | **Pairs ProcessPairsProcess**  **Offer directions on slide.**  **OPTIONAL:**  **WHAT?**  **Read and Respond**  **WHY?**  **This content appeals to the scientist audience type and those with role responsibility.**  **HOW?**  **Have pairs read and respond to quotes on slide one at a time.** | 71 |
| 12:54  1m |  |  | **Show Adapted vs. Adaptive slide.**  **Suggested Language*:***  *he science of evolutionary biology explains adaptivity by first contrasting it with being adapted. Monarch butterflies are good examples of an adapted species. They lay their eggs only on milkweed plants. When the larvae hatch they feed on milkweed leaves, growing until it is time to spin a chrysalis that is attached to the milkweed plant. The larvae metamorphose into adult butterflies and the cycle repeats. Without milkweed, the monarchs are in danger.*  Show Adapted definition slide.    **Suggested Language***:*  *Adapted means to have evolved through specialization to fit specific conditions* *within tightly defined boundaries. The Monarch butterfly is a premiere example.*    Show slide of deer in backyard for an example.  **Suggested Language*:***  *Deer, coyote, and raccoons serve as familiar counter-examples of species thriving even with loss of habitat. In many parts of the country housing development spreads, yet animals such as* | **72**  **Adapted vs. Adaptive: Monarch Butterfly Example**  **Instructions for the Group**:  **Introduction**:   * “To understand the difference between being **adapted** and being **adaptive**, let’s start with an example from the **biological world**: the **Monarch butterfly**.”   **Monarch Butterfly: An Adapted Species:**   * “The **Monarch butterfly** is a great example of an **adapted species**. Monarchs lay their **eggs** on one specific plant—**milkweed**. When the eggs hatch, the larvae (or caterpillars) feed exclusively on the **milkweed leaves**, which allows them to grow.” * “Once the larvae are ready, they spin a **chrysalis** that’s attached to the milkweed plant. Inside the chrysalis, they metamorphose into adult butterflies, and the cycle repeats.” * “But here’s the issue: as humans have built communities and cleared out natural habitats, we’ve treated milkweed like a **weed**—removing it from many areas. Without milkweed, the monarch butterfly’s survival is at risk. They are highly **adapted** to this one environment and can’t easily adjust.”   **What Does “Adapted” Mean?:**  *(Show Adapted Definition Slide)*  **Suggested Language**:   * “**Adapted** means to have evolved through **specialization** to fit specific conditions within tightly defined boundaries.” * “The Monarch butterfly is a perfect example of an adapted species. It has evolved to thrive in a **specific environment**—but when that environment changes, it struggles to survive.”   **Transition to Adaptive Leadership:**   * *(Show Adapted vs. Adaptive Slide)* * “Now, let’s shift from **adapted** thinking to **adaptive** thinking. In **adaptive leadership**, we move beyond just solving problems with technical solutions. Adaptive leaders recognize that many challenges don’t have clear solutions and require **nonlinear thinking**.” * “As **Heifetz** describes in his work on **Adaptive Leadership**, we need to be able to adjust to **changing environments** and **unknown conditions**—something the monarch butterfly can’t do.”   **Closing**:   * Let’s explore what it means to be **adaptive** and how we can apply that thinking to leadership in our schools and organizations.” |
| 12:55  1m |  |  | **Adaptive**  Show slide with definition of Adaptive.  **Suggested Language:**  *When we use the word “form,” we mean the ways we structure our organizations and how, where, and when we do our work. Examples include schedules, processes, and sequences that have become habitual.*    *When we clarify our identity—from a hospital healing* *the sick to a hospital promoting health—we break habits and behave differently.*    Pause and have partners process understanding of adapted vs. adaptive.  Show Apple Slide.  **Suggested Language*:***  *Apple was voted one of the 5 top “Adaptive Companies” by Investopedia.com, here is Apple’s example of being adaptive...* | **73**  **WHAT?**   * “Now let’s explore what it means to be **adaptive** rather than adapted. In **adaptive thinking**, the solutions aren’t always straightforward. Unlike the linear model of **A + B = C**, in adaptive situations, **A + B** could lead to any number of outcomes, such as **R + M + O**, or **P + I + J**.”   **Examples of Adaptive Species:**  *(Show Slide with Deer in Backyard)*  **Suggested Language**:   * “Consider species like **deer, coyotes, raccoons**, and even **bobcats**. As humans have expanded and developed new housing areas, these animals have found ways to **thrive**, despite losing their natural habitats.” * “In many parts of the country, housing developments spread into formerly wild areas, yet animals like these have become **adaptive** to their environments, finding new ways to survive and even thrive in urban settings.” * “Unlike the monarch butterfly, which is highly **adapted** to a specific environment, these animals are more **adaptive**—meaning they can adjust to **new and unpredictable circumstances**.”   **Adaptive Leadership: Nonlinear Thinking:**   * “In the same way, **adaptive leadership** requires a willingness to embrace **nonlinear solutions**. Leaders who think adaptively understand that solutions are often **messy** and involve second-order, **relational approaches**—where collaboration, dialogue, and **active inquiry** are essential.” * “This kind of leadership drives **transformative change**, which goes beyond just making technical adjustments to **change the hearts and minds** of the organization.”   **Closing**:   * “Just as these animals have adapted to changing environments, we, as leaders, need to cultivate **adaptive thinking** to respond effectively to complex challenges and lead **transformative** change in our organizations.” |
| 12:56  1m |  |  | **Changing Form While Clarifying Identity** | **74**  **WHAT?**   * “Let’s take a moment to define what we mean by **adaptive**. In the context of organizations, being adaptive means being able to **change form**—how we structure our work and how we operate within that structure.”   **Form in Organizations:**  **Suggested Language**:   * “When we use the word **form**, we’re talking about the **ways we structure our organizations**. This includes how, when, and where we do our work.” * “Think of all the ways we’ve structured our routines and processes—like **bells, buses, beans, behinds, and books**. These are examples of schedules, sequences, and habits that guide how we operate.” * “For an organization to be **adaptive**, it needs to be willing to **change these forms** and **break habitual patterns** when necessary.”   **Clarifying Identity and Breaking Habits:**  *(Show Slide with Definition of Adaptive)*  **Suggested Language**:   * “To change form successfully, organizations first need to **clarify their identity**. For example, when a hospital shifts its identity from **healing the sick** to **promoting health**, it changes not only what it does but also **how** it operates.” * “When we clarify identity, we stop behaving in habitual ways and start **acting differently**. This is what makes an organization **adaptive**.”   **Quote: Adaptive Survival:**  *(Optional addition: Show slide with the quote)*   * “As Charles Darwin’s work reminds us, ‘It is not the strongest of the species that survive, nor the most intelligent, but the one most **responsive to change**.’ This principle applies to our organizations as well.” * “Being adaptive isn’t about having all the answers or following rigid plans. It’s about being able to **respond to change**, shifting form when needed, and leading through uncertainty.”   **Closing**:   * “The challenge for us as leaders is to continually **clarify our identity** so that when we need to adjust how we do our work, we do so in a way that strengthens our purpose.” |
| 12:57  1m |  |  | **Elbow Partner** | **75**  **WHAT?**   * “There’s a saying you’ve likely heard before: **‘If we keep doing what we’ve always done, we’ll keep getting what we’ve always got.’** This perfectly captures the difference between **adapted** and **adaptive** thinking.”   **Definition of Insanity:**  **Suggested Language**:   * “It’s often said that the **definition of insanity** is knowing you **don’t like the results** but continuing to do the same thing, expecting different outcomes.” * “In a world of constant change, new challenges require us to adopt **new and increasingly flexible forms**. Doing things the same old way won’t get us different results.” * **Survival in Change: Adaptive Flexibility:***(Show slide with the Darwin quote)* * “**‘It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.’** This applies to individuals, teams, and organizations.” * “Being **adaptive** means having the **flexibility** to recognize when old habits and approaches aren’t working and being willing to **try something different**.”   **Pause for Partner Discussion:**   * “Let’s take a moment to **process** the difference between being **adapted** and being **adaptive**.” * **Suggested Language for Partner Processing**: * “Turn to a partner and reflect on what you understand by these terms: **adapted vs. adaptive**. How would you define each based on what we’ve discussed?” * “Discuss how **adapted** thinking might look in your current context, versus how being **adaptive** could help your organization or team **respond to new challenges**.”   *(Pause for 2-3 minutes of partner discussion)*  **Closing**:   * “As you’ve discussed with your partners, being **adaptive** means being open to **change**, even when it requires us to let go of familiar practices and embrace new approaches. Let’s now take these reflections forward as we continue exploring how we can be more adaptive in our leadership and collaboration.” |
| 12:58  1m |  |  | **Desk Video Clip** | 78 |
| 12:59  1m |  |  | **THE WHY OF ADAPTIVITY: DRIVING FORCESWHAT?**  **Acknowledging the forces in our environment driving schools to be adaptive**  **WHY?**  **Enhanced student success**  **Support organizations in being proactive, rather than reactive**  **Maintain capacity to deal with change** | **79**  **WHAT?**   * “Let’s explore **why** it’s so important for schools to be **adaptive**. We need to **acknowledge the driving forces** in our environment that are pushing us to become more flexible and responsive.”   **WHY?**  **Enhanced Student Success**:   * “The primary reason for schools to be adaptive is to **enhance student success**. We know that student needs are constantly evolving, and if we don’t adapt, we can’t effectively support them.”   **Being Proactive, Not Reactive**:   * “Adaptivity helps schools and organizations become more **proactive**, instead of always reacting to challenges after they arise. By embracing adaptive strategies, we can anticipate changes and **respond thoughtfully**.”   **Capacity to Deal with Change**:   * “Finally, adaptivity helps maintain an organization’s **capacity to deal with change**. In an ever-changing educational landscape, schools need to be able to adjust their strategies and structures as new challenges and opportunities emerge.”   **Summary:**  **Suggested Language**:   * “The **driving forces** behind adaptivity are about ensuring that schools and organizations are equipped to handle **change** in ways that support both **student success** and **organizational resilience**. By being adaptive, we prepare ourselves not just for what’s happening now but for whatever may come in the future.”   **Closing**:   * “Let’s continue our exploration by looking at **how** schools and organizations can build adaptivity into their structures and processes to meet these driving forces head-on.” |
| 13:00  1m |  |  | **Table Groups**  **HOW?**  Have table groups generate lists of the forces around them that are spurring the need for adaptivity for them and their organizations (e.g., demographics, accountability, systems, technology, community expectations)    Groups report out and trainers have the option of recording on a master chart. | 80 |
| 13:01  1m |  |  | **THE HOW OF ADAPTIVITY: FOCUSING QUESTIONSSuggested Language:**  ***WHAT?*** *Focusing Questions offers one strategy for the “How” of becoming adaptive.*  ***WHY?***  *Schools that make these three questions part of their practice are focused and thoughtful in their approach to decision-making. These questions support clarity in identity and the breaking of patterns, leading to greater adaptivity.*  **HOW?**  Trainer gives short input on each question with examples; trainer may add other appropriate examples.  **Suggested Language:**  ***1) Who are we?***  *What is our identity? As teachers, are we a sage on the stage or a guide on the side? Who are we and who do we need and want to be?About what do we care and how much do we dare?*  ***2) Why are we doing this?***  *If the answer is, ‘Because that is the way it has always been done,’ then we know we are not being adaptive.*  **OPTIONAL:** Tell Mother’s ham story.  *We have gone through the agricultural age and the industrial age and we still use the agricultural calendar.*  ***3) Why are we doing this, this way?***  *Given the sleep cycles of adolescents and younger children, how is it that we have transportation patterns for starting schools in the reverse order from what would be a better fit with physical development patterns? Whose needs are being met?*  Dialogue – Pair Square and offer prompt on slide. | 81 |
| 13:02  1m |  |  | **Focusing Questions**  Who Are We | **82**  **WHAT?**   * “Today, we’re going to explore a strategy for becoming more adaptive called **Focusing Questions**. These questions serve as a powerful tool for guiding schools and organizations to think clearly and thoughtfully about their **identity**, **decision-making**, and the breaking of old patterns.”   **WHY?**   * “Schools that regularly ask these three focusing questions are more **focused and thoughtful** in their approach to decision-making.” * “These questions provide **clarity in identity**, help schools and organizations become more **adaptive**, and support the **breaking of patterns** that may no longer serve them.”   **HOW?**   * “Let’s go through each of the three **Focusing Questions** and discuss how they can help schools and organizations become more adaptive. As we go, I’ll give you examples to illustrate each one. * *(Trainer gives short input on each question with examples.)*   **Focusing Questions:**  **Who are we?**   * “The first question is: **Who are we?** What is our **identity**?” * “As teachers, are we the ‘**sage on the stage**’—the one delivering all the knowledge? Or are we the ‘**guide on the side**,’ supporting students in discovering knowledge for themselves?” * “This question challenges us to think about **who we are**, who we need to be, and who we **want** to be. It also asks us to reflect on **what we care about** and how **daring** we are in pursuing that vision.” |
| 13:03  1m |  |  | **Why are we doing this?** | 83  Why are We Doing This?  **Why are we doing this?**   * “The second question is: **Why are we doing this?**” * “If the answer is, ‘Because that’s the way we’ve always done it,’ then we know we’re not being adaptive.” * *(OPTIONAL: Tell Mother’s Ham Story—example of blindly following tradition without asking why.)* * “This question helps us challenge old habits and assumptions. Schools and organizations need to understand **why** they do things, and if the reason is outdated, it’s time to think adaptively.” |
| 13:04  1m |  |  | **Why are We Doing This This Way** | 84  **Why are we doing this, this way?**   * “The third question is: **Why are we doing this, this way?**” * “For example, consider the **sleep cycles of adolescents**. Research shows that teenagers do better when school starts later, but many schools still have early start times due to transportation schedules. In this case, **whose needs** are we prioritizing? The students? Or the system’s?” * “This question forces us to examine whether our current practices are truly aligned with **what’s best** for the people we serve.”   **Closing Statement:**   * “By regularly asking these **Focusing Questions**, schools can become more **adaptive**, make **clearer decisions**, and ultimately create environments that better support their students and communities. These questions encourage us to **examine our identity**, challenge old patterns, and ensure we’re making decisions for the right reasons.”   Why are We Doing This This Way?**Example: Serving Adults or Kids? Challenging Existing Structures**  **Instructions for the Group**:  **WHAT?**   * “Let’s challenge some of the ways we do things in schools by asking: **Whose needs are we serving?** Are we serving the needs of **adults**, or are we serving the needs of **kids**?”   **Circadian Rhythms and High School Start Times:**  **Suggested Language**:   * “How many of us live with adolescents—not counting spouses? If you do, you know that adolescents’ **circadian brain rhythms** are very different from adults’.” * “Research tells us that teenagers are naturally wired to stay up later and **not be fully alert** until closer to **noon**. Yet many high schools start early in the morning, when students are half-asleep.” * “What might happen if we adjusted our **school start times** to when kids were actually **awake** and ready to learn?”   **Transportation Patterns:**   * “Many schools have transportation patterns that start **high school early** and **elementary schools later**. But this is the **reverse** of what research on **sleep patterns** tells us would be best.” * “The question is, **whose needs are being met** by these schedules? The students’ or the system’s?” * “This is like the classic example of **cutting off the ends of the ham**—we do it because it’s always been done that way, but we’ve never questioned why.”   **Homework:**   * “Another example: **Homework**. Why do we give so much homework? Often, it’s because **we were given homework** when we were students.” * “But do we ever question if it’s still **the best way** to support learning in today’s environment?”   **School Structures: Athletics and Curriculum:**   * “We also have school structures like **athletic schedules**, which often drive our daily routines. Are we advancing students academically in ways that serve **their needs**, or are we fitting them into a schedule that was created for the convenience of other systems?” * “Consider how we approach **advancement through curriculum**. We expect every student to **matriculate through a curriculum** in exactly **nine months**. But who decided that was the right amount of time? This is a **structure we made up**, yet we rarely question if it works for all students.”   **All Up for Grabs:**   * “These practices—whether it’s **homework**, **start times**, or **curriculum pacing**—are examples of things we’ve done for years, but they are **all up for grabs**. These structures were **created by someone**, and that means we can reexamine and rethink them as we look for ways to be more **adaptive**.”   **Closing Statement**:   * “As we think about being **adaptive**, the key is to challenge the **assumptions** behind why we do things the way we do and to consider whether our current practices truly serve the **students’ needs** or if they’re just **habits we’ve inherited**. Let’s keep this in mind as we explore new ways of thinking and leading.” |
| 13:05  1m |  |  | **Dialogue Topic** | **85**  **Who Are We Becoming? Challenging Practices for Adaptivity**  **Instructions for the Group**:  **WHO ARE WE BECOMING?**   * “As we continue to reflect on **who we are** and **who we are becoming**, we need to ask ourselves: Are we just like the family in the story that keeps **cutting off the ends of the ham**, following traditions without questioning their purpose?” * “If we don’t start questioning our practices, we risk becoming **extinct**, just like any species that doesn’t adapt to its environment.”   **Need to Be Adaptive:**   * “The **potency** of the three focusing questions—**Who are we? Why are we doing this? Why are we doing this, this way?**—is that they force us to **talk about our practices**, to **question them**, and ultimately to **modify them**.” * “If we’re not **adaptive**, we’ll continue doing the same things, expecting different results—much like the definition of **insanity**.”   **Why Is This Important?:**   * “Why is this important? Because if we don’t question our practices, we’ll continue to see **limited success** in our reform efforts.” * “Despite decades of efforts toward **school reform**, most have **failed**. While there are **pockets of growth**, we’ve hit an **impenetrable ceiling**.” * “We’ve picked the **low-hanging fruit**—aligning instruction with tests, teaching to the test, and emphasizing basic skills—but the **achievement gap** has not significantly reduced since the onset of **No Child Left Behind** in 2001.”   **What Happens If We Don’t Adapt?:**   * “If we don’t start questioning and adapting our practices, we’ll continue to repeat the same cycle. Just as **evolutionary theory** shows us that the species that don’t adapt become extinct, the same holds true for our schools. **Adaptivity** is not optional—it’s essential for survival and growth.”   **Closing Statement**:   * “So, as we think about the **three focusing questions**, remember that their power lies in their ability to help us **re-examine** what we’re doing, **break old patterns**, and become **adaptive** rather than **stuck** in outdated practices. Let’s reflect on how these questions can be used to **transform** the way we lead and teach in our schools.” |
| 13:06  1m |  |  | **Repeat Focusing Question Slide** | 86 |
|  | | | | |
| **Transition - Journaling - 89 - 94** | | | | |
| 13:07  1m |  |  | **EXTENDING LEARNING**  **WHAT?**  An extended learning opportunity  **WHY?**  To prepare for tomorrow’s content  **HOW?**  Give reading assignment now (or earlier in day) so persons who have to leave early know about it.    Use slide to assign reading for Day 2. | **89**  **Introductory Statement:**  “As we wrap up today’s session, I’d like to offer an opportunity to extend your learning in a reflective, low-pressure way—something to help you prepare for tomorrow’s content.”  **WHAT:**  This is an **extended learning opportunity**—a simple, thoughtful assignment to deepen your engagement with today’s ideas and prime your thinking for tomorrow.  **WHY:**  We use this strategy to give you time and space for deeper reflection. It sets the stage for tomorrow’s conversations by building familiarity with the key concepts we’ll explore.  **HOW:**   * **Reading Assignment:** Turn to pages 39–41 in your Learning Guide. That’s your reading for this evening. If you know you’ll have to leave early, please take note of this now. * **Mindset:** Think of this as a reflective pause—not another task. Make it enjoyable. * **Guidelines:** Pour your favorite beverage, put your feet up, and take just 15 minutes to read and highlight any ideas that:   + Resonate with you   + Raise questions   + Feel particularly useful * **Use of Slide:** Project the slide showing the page numbers and a simple reminder of the reading approach (e.g., “Pages 39–41 – Sip, read, highlight”).   **Trainer Tip:**   * Normalize the practice as part of adult learning. * Emphasize it’s about *engagement*, not completion. * Reinforce the message: “We’re not just learning for today—we’re building capacity for the long term.”   **Action/Next Step:**  “Tomorrow, we’ll use this reading in a structure called *First Turn/Last Turn*, so keep those highlights handy. Now let’s close out for today, and thank you again for the rich engagement.” |
| 13:08  1m |  |  | **Agenda** | 90 |
| 13:09  1m |  |  | **THINK, WRITE…SHARE**  **Individual Journaling:**  When I think about my role as a leader in my system, who have I been?  Who am I now?  Who do I want to be? | 94  **Introductory Statement:**  “This next segment is an experiential strategy designed to deepen both self-awareness and connection with others in your group. It’s about reflecting on your leadership journey and discovering insights through conversation.”  **WHAT:**  You’ll **participate in an experiential learning strategy** that combines personal reflection with collaborative dialogue.  **WHY:**   * This strategy supports **discovery and construction of understanding**—both about yourself and others. * It fosters **shared understandings** and helps surface the **intact leadership skills** each of us brings into our professional communities.   **HOW:**   1. **Individual Journaling (Silent Reflection):**    * “Take a few quiet minutes to reflect and journal your responses to these prompts” (display or read):      + *When I think about my role as a leader in my system:*        - *Who have I been?*        - *Who am I now?*        - *Who do I want to be?*    * “There are no right or wrong answers—this is for you.” 2. **Collaborative Sharing:**    * “Now, turn to a partner or small group to share your reflections.”    * Encourage **deep listening**: “As you listen, do so with a *truly caring ear*. Let’s practice presence and genuine interest.”    * “The goal isn’t to fix or compare—it’s to understand and be understood.” 3. **Optional Prompts to Extend Conversation:**    * “What surprised you as you journaled?”    * “How have your roles shifted in response to your environment?”    * “What’s one strength you bring to your leadership today?”   **Trainer Tip:**   * This is an ideal moment to model or remind about paraphrasing and presuming positive intentions. * If time permits, gather a few reflections in the large group using voluntary sharing.   **Action/Next Step:**  “Keep these reflections in mind as we continue. They will help anchor your experiences and decisions throughout the seminar.”  Would you like to move on to the next section now? |
| 13:10  1m |  |  | **Small Fire Slide** | 95  return to same small fire group from Grounding in the morning  different type of conversation from this morning—authentic, without order, etc. |
| 13:11  1m |  |  | **Share** | 96  **WHAT:**  Participate in an **experiential learning strategy** focused on leadership identity.  **WHY:**   * To foster **discovery** and help construct **understanding**. * To build **shared understanding** about each other. * To recognize the **intact skills** each of us brings to the conversation.   **HOW:**   * Return to your **Small Fire group** from this morning. * First, **journal individually** using the prompts on the slide:   + *Who have I been?*   + *Who am I now?*   + *Who do I want to be?* * Then, share your reflections **without formal turn-taking**. * **Listen with the intent to understand**—with a truly caring ear. |
| 13:12  1m |  |  | **Collaborative Conversations are** | 98  **WHAT?**  Concept attainment  **WHY?**  Using a constructivist approach, which recognizes the assets and experience people bring  Participants construct meaning about collaboration  **HOW?**  Ask participants to offer what they have noticed about the interaction and chart their responses.  Leave space at top of charts for header to add at end of charting. Write “Collaborative Conversations are…” |
| 13:13  1m |  |  | **Agenda** | 113 |
|  | ↓  1h 06m |  | | |
| 14:20  10m |  |  | **Break** | 87 |
|  | | | | |
| **Closing - 116-117** | | | | |
| 14:30  1m |  |  | **Turning to One Another**  There is no power greater than a community discovering what it cares about.  Ask, “What’s possible?” not “What’s wrong?”  Keep asking.  Notice what you care about.  Assume that many others share your dreams.  Be brave enough to start a conversation that matters. | 117  Not as CLASS  way of behaving, believing, becoming  Turning to One Another  Poem by Margaret Wheatley  ends with...  Talk to people you know.  ADJOURN  CLOSURE  Share Margaret Wheatley quotation. |
| 14:31  1m |  |  | **Pluses and Wishes**  **WHAT?**  Pluses and Wishes (or Gots and Wants)  Opportunity to reflect on the day.  **WHY?**  Organizing and Integrating strategies provide reflection and closure for the day.  Feedback empowers the audience and gives valuable information to the trainer.  **HOW?**  Briefly Foreshadow Day 2.  **Suggested Language:**  *Talk as a group to determine your Pluses and Wishes* *(or Gots and Wants). Someone volunteer to write your group’s Pluses and Wishes, writing only one Plus or one Wish on each sticky note. Post your sticky notes on the appropriate chart as you leave.* | 118  Group -- post-its  Will allow get feedback in 2 ways  •Pluses--Carrying away, learnings, important things  •wishes—can’t buy new car—what might make this learning experience better for you.  Don’t have to make them up  have none, you have none.  Only 1 person at table is writing  1 item per sticky note  Someone will say, I’ll write our stuff  post on way out  FEEDBACK / ORGANIZE & INTEGRATE  WHAT?  Pluses and Wishes (or Gots and Wants)  Opportunity to reflect on the day.  WHY?  Organizing and Integrating strategies provide reflection and closure for the day.  Feedback empowers the audience and gives valuable information to the trainer.  HOW?  Briefly Foreshadow Day 2.  Suggested Language:  Talk as a group to determine your Pluses and Wishes (or Gots and Wants). Someone volunteer to write your group’s Pluses and Wishes, writing only one Plus or one Wish on each sticky note. Post your sticky notes on the appropriate chart as you leave. |
|  | ↓  58m |  | | |
| 15:30  0m |  |  | **CLOSURE** |  |
|  | | | | |
| **Ways of Talking - 99 - 112** | | | | |
| 15:30  1m |  |  | **TWO WAYS OF TALKING** | 99  What—delineate dialogue and discussion.  Why—Collaboration occurs through conversation  groups —> skillful in having different conversations for different purposes—> accomplish more with greater effectiveness and satisfaction, less time  Refine talking  How—Banners (norms / 2 ways) reminder in meeting room to have more productive talk / productive group behaviors  Choices about how to talk:  Different roots, different meanings.  Makes difference in dynamics of conversation  conversations all the time  when know 2 ways of talking—choice point—knowing different intentions for talk  TWO WAYS OF TALKING  LG, pp. 27-34  WHAT?  Understanding and differentiating dialogue and discussion.  WHY?  Suggested Language:  Collaboration occurs through conversation. As groups become more skillful in having different conversations for different purposes, they accomplish more with greater effectiveness and satisfaction. These conversation patterns are critical to promoting a spirit of inquiry. |
| 15:31  1m |  |  | **Two Ways of Talking** | 100  Dialogue—intention: shared understanding  Success = each group member has expanded perspective—larger than when went into conversation  Discussion—intention: decision that stays made—if not enough dialogue, have decisions that are weak.  Both necessary for professional community (6 elements)  30 minutes -- construct meaning for dialogue and discussion  7 norms is toolkit for both of those ways to talk  TWO WAYS OF TALKING  LG, pp. 27-34  WHAT?  Understanding and differentiating dialogue and discussion.  WHY?  Suggested Language:  Collaboration occurs through conversation. As groups become more skillful in having different conversations for different purposes, they accomplish more with greater effectiveness and satisfaction. These conversation patterns are critical to promoting a spirit of inquiry. |
| 15:32  1m |  |  | **A B Read and Cross Talk**  **HOW?**  Begin with suggested language above. Use the image on p. 27 in the Learning Guide, on the slide, and on the banner to introduce Two Ways of Talking.  **Suggested Language:**  *Conversations sometimes turn from casual to one that is more professional and substantive in nature. This leads us to a deliberation point: Is this a conversation about opening up our thinking and perspectives and clarifying our understandings? Or is it about honing our focus and becoming more specific? This leads us to two very different ways of talking. The first, dialogue, is a conversation that has understanding as its outcome. The second, discussion, is a conversation that has as its outcome, a decision.*  **WHAT?**  Read and Cross Teach  **WHY?**  Constructing meaning through paired reading  **HOW?**  Offer directions onthe screen. | 101 |
| 15:33  1m |  |  | **Behaviors - Two Ways of Talking** | 102  expert on 1 and teach to partner.  Chart visual aid to teach  Debrief: Concept simple, implementation harder  making decision?  wanting to understand perspectives?  What topics require dialogue?  If it’s going to change conditions of work, shouldn’t be rapid.  Getter done = sloppy implementation?  Sorting out beliefs, nuances, etc.  Revisiting = more time  slow—>end up more together. —> faith, wait for it…  on agenda— dialoguing, making decisions, include time frames.  More important to understand problem than make decision.  Must own problem before we can own solution.  HOW?  Begin with suggested language above. Use the image on p. 27 in the Learning Guide, on the slide, and on the banner to introduce Two Ways of Talking.  Suggested Language:  Conversations sometimes turn from casual to one that is more professional and substantive in nature. This leads us to a deliberation point: Is this a conversation about opening up our thinking and perspectives and clarifying our understandings? Or is it about honing our focus and becoming more specific? This leads us to two very different ways of talking. The first, dialogue, is a conversation that has understanding as its outcome. The second, discussion, is a conversation that has as its outcome, a decision.  WHAT?  Read and Cross Teach  WHY?  Constructing meaning through paired readin  HOW?  Offer directions on the screen  Debrief  Suggested Language:  What might be some questions or comments you might have about the Two Ways of Talking? |
| 15:34  1m |  |  | **Suspend**  **10-2 Strategy**  **Suggested Language:**  *You read about two metacognitive processes, one needed for dialogue and the other needed for discussion. Productive dialogue requires suspension. Because* *dialogue has the outcome of understanding, suspension is the disciplined and* *intentional setting aside of your own values, beliefs and mental models in* *order to understand those of others. As Covey writes, “Seek first to* *understand, then to be understood.”* | 102 |
| 15:35  1m |  |  | **Suspension QuoteOffer statement on screen.**  Suspension is a willingness to set aside what you know / believe and recognize you might be wrong.  It begins to reveal our cognitive biases. | 104 |
| 15:36  1m |  |  | **Intellectual humilityShow Daniel Pink video: Intellectual humility**      Follow video with questions from Berger. Conduct a brief Pair Share: What strikes you? | 105 |
| 15:37  1m |  |  | **Suspension**    •Do I think more like a soldier or a scout?  (How does this connect with suspension in dialogue?)      •Do I want to understand or just be right?      •Do I seek opposing views?      •Do I enjoy the pleasant surprise of discovering I am mistaken? | 106  Intellectual humility = suspension  Soldiers defend mission—>action  **Scouts explore**  How do I come into dialogue?  (homesteader / pioneer)  If this belief is true, what else must I accept is true?  What information exists that contradicts my belief, idea, etc.? |
| 15:38  1m |  |  | **Balcony - Ways of Talking** | 107  Most powerful is Balcony View  second metacognitive process —> Balcony View  perspective—> productive discussion |
| 15:39  1m |  |  | **Egocentric**  **Suggested Language:**  *The second metacognitive process that you read about is the Balcony View, a perspective that is valuable for productive discussion.*  *Balcony View refers to one of three perspectives:*  *Ego-centric, which is seeing things from your own personal perspective (ego- is from the Greek word for “I”).*  *Allo-centric, which is seeing things empathically, from the other’s perspective (allo- is the Greek root for “other”).*  *Macro-centric, which is the Balcony View, allowing you to pay attention to self and to others. The outcome of discussion is to arrive at a decision, and my purpose may be to influence others to choose the decision that I see as the best.*  *If not in the Balcony, we might engage in serial advocacy, which is not as powerful as inquiring of the person ahead of me. By inquiring from the Balcony, we learn what people want as well as why, info needed to arrive at the most powerful decision for the group.*  *Once again, turn to your partner and paraphrase your understandings of “Balcony View” and why it is vital for productive discussion* | 108  Discussion  —metacognitive processes pay attention to is balcony view  in discussion, 3 views  Ego—own perspective  Balcony View refers to one of three perspectives:  Ego-centric, which is seeing things from your own personal perspective  ego- is from the Greek word for “I” |
| 15:40  1m |  |  | **Allocentric** | 109  Allo—other perspective  Allo-centric, which is seeing things empathically, from the other’s perspective  allo- is the Greek root for “other” |
| 15:41  1m |  |  | **Macrocentric** | 110  Most powerful is balcony—macro  self and other persons / group.  outcome is NOT to persuade others to choose same decision I want  If not in balcony:  Begin serial advocacy: I think we should “initiative”  If watching from balcony, remember to inquire  not to advocate or persuade.  filter: what might be most powerful for group decision  Macro-centric, which is the Balcony View, allowing you to pay attention to self and to others.  The outcome of discussion is to arrive at a decision, and my purpose may be to influence others to choose the decision that I see as the best.  If not in the Balcony, we might engage in serial advocacy, which is not as powerful as inquiring of the person ahead of me. By inquiring from the Balcony, we learn what people want as well as why, info needed to arrive at the most powerful decision for the group. |
| 15:42  1m |  |  | **Ways of Talking Overview** | 111  bogs groups down when don’t know whether they are dialoguing or discussing  make decisions that don’t stay made / low implementation —> didn’t have dialogue  in discussion —> confusion / tension / emotion rises —> go back to dialogue  not linear, can go back to dialogue —> resourcefulness  use both in same meeting — but must label  what drives people crazy: both happen at same time  instead, “let’s move into dialogue for minute to deepen our thinking”  —> “maybe we know enough now to shift to discussion”  big ramifications —> dialogue first  to have decide —> time to develop common understandings  decision about ordering new pencils, don’t dialogue  Once again, turn to your partner and paraphrase your understandings of “Balcony View” and why it is vital for productive discussion. |
| 15:43  1m |  |  | **Partners Reflect**  The most impactful position of support I can offer the groups I work with is…  because… | 112 |
|  | | | | |
| **Organising and Integrating - 114 - 116** | | | | |
| 15:44  1m |  |  | **DIALOGUE PRACTICE (IF TIME)**  **WHAT?** Practice of new concepts represented by Two Ways of Talking  **WHY?**  The dialogue practice supports a move from comprehension to application on Bloom’s taxonomy and assists the learner in internalizing the concept and skills of dialogue.  **HOW?**  Pairs Square into dialogue groups of 4 (scaffold formal dialogue opportunities over the four days, and so, start with small numbers).  **Suggested Language:**  *Keep focused on the purpose of dialogue, speak to the center, and use the pattern of pausing, paraphrasing, and posing questions.*  Use prompt on slide. | 114 |
| 15:45  1m |  |  | **DIALOGUE REFLECTION (IF TIME)**  **WHAT?** Group will think together about the process of dialogue and make meaning of their experience  **WHY?**  Increases consciousness regarding self, others, and the dialogue process.  **HOW?**  Groups stay in a dialogue, but switch to new reflection using the prompt on the slide.  **Large group processing**    What are some of the things you are learning about dialogue? | 115 |
| 15:46  1m |  |  | **Extended Learning**    1.Read LG, pp. 39-41, ***Group Member Capabilities.***      2.Highlight items that catch your attention.      3.Be ready to share your thinking. | 116  Extended learning opportunity  home play, home fun  prepare for deep reflection on content --> First Turn/Last Turn  Guidelines: favorite beverage, feet up, 15 minutes  While reading and sipping favorite beverage, highlight...  READING ASSIGNMENT  Remind participants of the reading assignment for tomorrow. |
| *15:47* |  | | | |

Total length: 3h 17m

# Day 1 - Afternoon - block details



# Day 2 - Morning

**OUTCOMES**

**Participants will have:**

* An understanding of the goal of the Adaptive Schools Seminar
* An extended repertoire of facilitation strategies
* An understanding of four group member capabilities
* An understanding of the Seven Norms of Collaboration
* Increased skills with authentic paraphrasing

**AGENDA**

* Welcome and Inclusion
* The Goal
* Principles of Complex Systems
* Group Member Capabilities
* Working Agreements
* Norms of Collaboration
* Organize & Integrate

**BANNERS AND CHARTS TO DEVELOP AND POST**

Banners

* Ways of Talking
* Four Group Member Capabilities
* Norms of Collaboration

Charts

* Agenda
* Strategies
* Pluses and wishes/gots and wants

Optional charts to post for teaching and cross-stitching to other content

* Set-Asides
* Paraphrase Scaffold
* Connecting Phrases

**TRAINING OUTLINE**

Welcome

Inclusion: Strategy Harvest

Feedback on Feedback

Cartoons or Opening Story

Outcomes and Agenda

Principles of Complex System

Group Member Capabilities

Promoting a Spirit of Inquiry

Working Agreements

Norms of Collaboration

The Neglected Norm: Paraphrasing

Pausing

Extending Learning

Organizing and Integrating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 08:00  0m |  |  | **Overview** | Charmagne - Morning - Part 1 - Slides 1 - 28  Scott - Morning - Part 2 - Slides 31 - 55 |
|  | | | | |
| **Norms of Collaboration** | | | | |
| 08:00  10m |  |  | **7 Norms of CollaborationWHAT?**  *7 Norms of Collaboration*  **WHY?**  **Suggested language:**  · *Norms of are the “glue” that hold together the Two Ways of Talking. They provide a toolkit for promoting a spirit of inquiry in dialogue and discussion and assist groups in becoming skillful in both ways of talking.*   * *When used consistently and appropriately, they reduce affective conflict.* * *The norms provide a structure for assessing individual and group development.*   **HOW?** Show the Norms on the Ways of Talking graphic from Day 1 in LG and on the banner**,** and share the WHY.  **OPTIONAL**  **WHAT?**  New research on team norms  **WHY?**  · Supports the importance of group norms in creating productive teams  · Is current, provocative research  **HOW?**  Read the slides aloud, do a Show, Don’t Say, or a combination. |  |
| 08:10  10m |  |  | **Intro to the NormsWHAT?**  Introduction to the Norms of Collaboration  **WHY?**  **Suggested language:**   * *Norms comes from the word “normal.” These are behaviors most people know how to do, but they are not habits of behavior in groups. As they are explicitly named and practiced they become normative. That is, they are expected and part of the way groups work on a normal basis.* * *Norms are important because we want to promote a spirit of inquiry. Therefore, I want to pause, I want to paraphrase, I want to inquire*.   **HOW?**  Differentiate between Norms and Working Agreements.  **Suggested language:**  *While Working Agreements vary from group to group, based upon the needs of group members; Norms of Collaboration are “best practice” across high performing groups. The Norms have their origin in the work of:*   * *Peter Senge and colleagues at Harvard, in their 5thDiscipline Fieldbook work;* * *Art Costa, and colleagues Bill Baker and Stan Shallit, in their early work with Habits of Mind;* * *Bob Garmston and Bruce Wellman, as well as Adaptive Schools trainers’ work with collaborative groups around the world* |  |
| 08:20  10m |  |  | **7 Norms Invetory**  **WHAT?**  The inventory is a self-assessment of the Norms.  **WHY?**   * Inventory elucidates the details of the Norms * Inventory develops consciousness about one’s own skills and behaviors   **HOW?**  **Suggested Language:**  *To have a point of reference for you, think of your own behavior in a specific group with which you work. Using the inventory, rate your own behaviors when you are with that group.*  Read the directions on the slide describing Strength and Stretch. |  |
| 08:30  10m |  |  | **Strengths and Stretches***Share your inventories, your Strengths and Stretches, and consider what might* |  |
| 08:40  10m |  |  | **TABLE GROUP DIALOGUE**  **WHAT?**  Opportunity to practice dialogue  **WHY?**  Experience dialogue after learning about Two Ways of Talking and Norms of Collaboration.  **HOW?**  Table groups: You have thought about your own use of the norms. What is becoming clearer about how the norms impact a group in which you work?  ***Suggested Language:***  *We are not suggesting that you start with all these Norms. Talk with a community about which norms to start with, talk about “How did we do with the norms?” and ”What are some of the things you noticed that caused you to think that?”*  *Here are some ways to assist groups in developing with these Norms:*  *Go to* ***Learning Guide, pp. 49-50*** *In pairs, put slashes in different colors on scale.*   * *The important part of this is the dialogue when we have disparate data.* * *Have one person collect data on one of the Norms and group reflects on the data at the end of the meeting.*   *Group picks one or two as goals. Example:*    *A middle school group never paused. They made a working agreement that the speaker has the floor until she verbally says, “I’m done.” We need periodically to have a collective pause. One person said, “If I stop to think, the group goes on without me!”*    **TRAINERS NOTE:**  Show where to access the Norms of Collaboration on the website. |  |
| 08:50  10m |  |  | **Pausing**Find a “Fresh Perspective” partner and be seated.  **WHAT?**  A norm that is a hallmark of a group’s reflective listening and responding.  **WHY?**  Pausing supports the brain as it organizes thoughts and connects them to prior experience, knowledge and feelings. It honors people who have a reflective style.  **HOW?**  Connect pausing to the wait time research of Mary Budd Rowe. Explain the 4 types, using 10-2 and referencing the LG page.  Share strategies groups can use to pause.  **Suggested Language:**  *A superintendent in California uses the “positive pause.” Whenever anyone puts an idea on the table, he asks that everyone pauses for 15 seconds to think about how the idea might work.*  *Another strategy is to designate a “pauser” who will signal the group to pause at designated intervals. This can also be done by setting a timer.*  *A third strategy is to use frozen gesture. This strategy can be used by one person in the group to get the whole group to pause. Let’s imagine that you are at a meeting and no one is pausing, resulting in a fast-paced conversation. Looking around, you can tell that some people are not following the conversation. So you hold up your hand and say, “Please hold on. We’re talking about 3 important ideas.” You hold up 3 fingers on your hand and talk very slowly, paraphrasing the 3 big ideas. Then you say something like, “So what do we want to focus on right now?”*  Optional: *To honor the triple track agenda and give a classroom example, share the strategy of “Classroom Countdown,” whereby the teacher says to students, “When I ask a question, hold your response for five seconds.” To support kids the teacher holds up a fist, raising one finger at a time, until the 5 seconds is up.* |  |
| 09:00  10m |  |  | **Break** |  |
|  | | | | |
| **Organize and Integrate** | | | | |
| 09:10  10m |  |  | **EXTENDING LEARNING**  **WHAT?**  An extended learning opportunity  **WHY?**  To prepare for tomorrow’s content  **HOW?**  Give reading assignment now--or earlier in day--so persons who have to leave early know about it. |  |
| 09:20  10m |  |  | **Power of Paraphrasing**  **WHAT?**  Regroup into clothing color-alike partners  **WHY?**  Reconnect with new partner to gain new perspective.  **HOW?**  **Suggested Language:**  *For this next piece, you’re going to have an opportunity to connect with a partner. Please pack up what you might need for the next hour, find a clothing color-alike partner and sit with him/her.*  *Then predict which of the 7 Norms is the Neglected One*  **WHAT?**  Paraphrasing for three different intentions  **WHY?**  **Suggested Language:**  *For principles-based leadership,* ***paraphrasing*** *is a primary and potent tool. This session is designed to overcome past negative biases, build constructively on what people think they know, and present new visions about the potential of this tool. Most people believe they know how to* ***paraphrase*** *and many do, yet often at a fairly pedestrian level of sophistication. Because the* ***paraphrase*** *is the single most influential and generic communication tool, it is helpful to give ourselves permission to learn more about it, and find ways to help others value it.*  **HOW?**  **Suggested Language:**  Ask which norm they predicted.  Pause, then reveal Paraphrasing as the neglected norm. |  |
| 09:30  10m |  |  | **Suggested Language:** (Depending on audience members’ responses):  *We tend to notice poorly crafted* ***paraphrases****.*  *We tend not to notice well-crafted* ***paraphrases****.*  *According to Adaptive Schools co-developer Bruce Wellman, four ways to* *annoy people with paraphrasing: Paraphrase too often, too long, parroting and* *with the wrong pronoun.*    ***WHAT?***  A study of paraphrasing using Focused Reading strategy.  ***WHY?***  *·* Opportunity to both refresh and extend your understanding of paraphrasing  Use the slide to give directions.  After reading and marking text, pairs share with each other their questions and their stars along with their rationale for selecting their stars. |  |
| 09:40  10m |  |  | **Pairs Square**  **WHAT?**  Trainer Input on the three types of paraphrase, using slide and referencing the diagram at the bottom of the LG page.  **Suggested Language:**  *Perhaps the most familiar form of paraphrasing has the intention of acknowledging what has been said. This paraphrase reflects the essence of the group’s words.*  **Suggested Language:**  *The first type of paraphrase may be most familiar. It is an Acknowledging Paraphrase.*  Useprompt on screen. Allow time for quartet processing, then whole group share.  Add, if necessary:   * Pronoun “you” rather than I * Focused on thinking or feeling * No long preamble * Reflect essence of speaker’s message: *The slide uses a mirror to indicate that his is reflective listening*   Give directions to quartets, using slide.  **Suggested Language:**  *A second type of paraphrase is called an Organizing Paraphrase.*  Useprompt on screen. Allow time for quartet processing, then whole group share.  Add, if necessary:   * Sorting multiple issues/topics * Offering containers for ideas * Often using physical gestures such as counting on fingers or holding out hands   **Suggested Language:**  *The organizing paraphrase holds a different intention. For a person or group that is overwhelmed, the intention might be to break a large task into smaller increments. The image of the suitcases suggests that lots of items are being placed in containers so we can carry them.*  Model delivering a paraphrase on the slide, accompanied by hand gestures to separate two issues.  Give directions to quartets, using slide. |  |
| 09:50  10m |  |  | **Abstracting**  **Suggested Language:**  *The third form of paraphrase is Abstracting, which takes the group’s thinking to either a more abstract level. It has the intention of exploring what is behind the speaker’s words, the goal, belief, value, concept labels, or identity, that informs their thinking and feeling.*    **Suggested Language:**  *Quartets, what are some of the things you are noticing about these examples?*  Allow time for quartets to process, then have whole group share. Add, if necessary:  *The ladder image comes to us from the classic work in semantics by S.I. Hayakawa, Language in Thought and Action. Using the ladder of abstraction, we can respond on the same rung of the ladder—same level of thinking—as the speaker, as we do in the acknowledging and organizing paraphrases. We can also invite the speaker to climb the ladder and change the level of thinking by using an abstracting paraphrase. From the concrete details that are given, we can abstract to a bigger picture.*    ***Suggested Language:***  *To be on the same rung of the ladder might be to respond with synonym. A person says: “My car has broken down, and I don’t know how I am going to get to work.” A response on the same rung of the ladder might be: “So, you’re having a problem with your automobile.” While this may reflect what was said, it may not do much beyond that.*  *With your quartet, listen to this abstracting example, and share with each other what it does to our thinking: “So, there is an issue with transportation.”*  *After quartets process briefly, add that while the first paraphrase leaves us stuck with a broken car/auto, the abstracting example opens our thinking to alternatives such as public transportation, jogging, bicycling, carpooling, etc.*  *While we may not use it as much, it is also possible to move down the ladder of abstraction to greater concreteness and detail: “So, you want to get to the Ford dealership.”*    **Suggested Language:**  *An intention for abstracting paraphrases might be to help the speaker shift or re-frame thinking.*  Give directions to quartets, using slide. |  |
| 10:00  10m |  |  | **Fisbowl**  **ORGANIZE & INTEGRATE**  Give directions for Traffic Light Self-Assessment using slide  **DIALOGUE FISHBOWL**  **WHAT?**  Dialogue Fishbowl  **WHY?**  An opportunity to observe group paraphrasing skills in an integrated, authentic context  **HOW?**  Trainer joins a quartet and offers the prompt. Quartet dialogues and trainer models how to paraphrase a group.  **DIALOGUE FISHBOWL**  **WHAT?**  Dialogue Fishbowl  **WHY?**  An opportunity to observe group paraphrasing skills in an integrated, authentic context  **HOW?**  Debrief whole group using processing questions.  **WHAT?**  Group paraphrasing  **WHY?**  Group paraphrase is a nuanced skill, different from one-on-one paraphrase.  **HOW?**  Use directions on slide. |  |
| 10:10  10m |  |  | **Dialogue Practice**  **OPTIONAL**  **WHAT?**  Dialogue Practice (Time permitting)  **WHY?**   * An opportunity to use the new skills that have been taught in isolation in an integrated, authentic context * Organize and integrate the day’s learning   ***HOW?***  Suggest that participants may want to regroup into teams of people they typically work with. Provide 15 minutes of dialogue time practicing Pausing and Paraphrasing.  ***Suggested Language:***  *You’re going to have an opportunity to integrate the learning you’ve been doing this afternoon in a dialogue*    **OPTIONAL**  **WHAT?**  Numbered Heads Dialogue Practice (Time permitting)  **WHY?**   * An opportunity to use the new skills that have been taught in isolation in an integrated, authentic context * Organize and integrate the day’s learning   **HOW?**  **Suggested Language:**  *In your group of 4 each of you will have a different number. Take a moment to number off 1-4.*  Pause to give time for numbering off.  *A few minutes into the dialogue I will pause your conversation and draw a number. That person will offer an Organizing paraphrase of what’s been said so far. Then I will draw another number and that person will offer a mediative question to re-engage the dialogue. After a few minutes of dialogue, we’ll repeat the process. Of course, anyone can offer paraphrases and mediative questions during the dialogue.*    ***OPTIONAL***  (Time permitting) |  |
| 10:20  10m |  |  | **Extending Learning Organizing & Integrating**  **WHAT?**  One Word Summary  **WHY?**  Organize and integrate learning from today  **HOW?**  Read directions from slide and have table groups share.  **TRAINERS NOTE:**  If time is short, have tables share their word without the What, Why, Who. |  |
| 10:30  10m |  |  | **Closing strategy**  **WHAT?**  Closing strategy  **WHY?**  ·To have participants leave thinking about their learning and the importance of identity.  **HOW?**  Share quotation.  **Suggested Language*:***  *We leave you with this quotation to think about between now and our next* *time together. Remember too, the importance of identity – it’s the bucket that* *holds everything else.* |  |
|  | | | | |
| **Working Agreements** | | | | |
| 10:40  10m |  |  | **Activator - SPONGE**  **WHAT?**  Sponge/Activator Inclusion activity  **Suggested Language:**  *Welcome back from lunch. To get the blood flowing back to your brain and away from your digestive system, and refocused on Adaptive Schools, we’re going to use a strategy called Bumper Sticker.*  ***WHY?***  ***The purpose of this strategy is to energize*** *and to* ***focus*** *and to support you in synthesizing learning from the morning by identifying important points. If everything is important, then nothing is.*    ***HOW?***  *At your table, using the strip of paper we’ve given you, create a bumper sticker you would like to see on the bumper of every car in your school’s parking lot. When finished post it on the wall***.**  **Optional:**  Have groups create their bumper sticker and share out without using chart paper.  **OPTIONAL:** Alternative to bumper stickers  Follow directions on slide. |  |
| 10:50  10m |  |  | **PROMOTING A SPIRIT OF INQUIRY**  **OPTIONAL**  **What?**  Station-Naming  **Why?**   * Remind participants where we are on the agenda. * Comes from tradition of conductors on trains announcing the next stops.   **How?**  Use charted agenda, or slide |  |
| 11:00  10m |  |  | **Spirit of Inquiry**  **WHAT?**  Promoting a Spirit of Inquiry: *A frame for the norms of collaboration*  **WHY?**  **Suggested Language:** *Inquiry is central to professional communities that produce stable gains in student learning*. *Promoting a spirit of inquiry is a disposition to be developed within a school.*  **HOW?**  Trainer either reads the quotations or does Show, Don’t Say, then invites table groups to dialogue about the question at the bottom of the slide.  Trainer asks: *What clarifications might you need or comments might you have?*    **OPTIONAL**:  Say Something  **TRAINER NOTE:**  Presenter may invite participants to read pages in the LG at a later time. |  |
| 11:10  10m |  |  | **Working Agreements**  **Suggested Language:**  ***WHAT?*** *Adaptive Schools distinguish between “Norms,” which are the general best practices of all productive groups and “Working Agreements,“ which are the ad hoc agreements that each group creates depending on their needs. For example, “Come on time,” “Silence cell phones,” and “Demonstrate mutual respect,” are Working Agreements.*  *Setting working agreements with participant groups may be contextually driven. That is, they are congruent with the group’s purposes and development. Agreements are also a way of applying the Norm of Paying Attention to Self and Others.*  ***WHY?***  *Creating and posting Working Agreements honors participant needs, and provides a social lubricant for productive work. They also provide psychological safety for talking about difficult topics.*  **HOW?**  Tee Up using cartoon such as “I’ve got him on vibrate!”  Show slide with definition  Show “Cherub Choir Rules.” (Cherub means grade 2 and under in this choir).  **TRAINERS NOTE:**  Thinking Collaborative has permission to use this example.  Give directions on slide. |  |
| 11:20  10m |  |  | **Setting and Sustaining**  **WHAT?**  Setting and Sustaining Working Agreements  **HOW?** 10/2 Lecture  Table Group Processing with the question at the bottom of each slide.  #2. Stated in the positive – “Arrive on time” instead of “Don’t be late.”  #5. Clarity of Group’s Purpose – In order for working agreements to be relevant, the group must be clear about its purposes for meeting. Our bias is that the group’s purposes are clarified, written, and visibly available for the group. There is a macro purpose – or the overarching compelling reasons for the group’s    existence. There is also a micro purpose – or the immediate tasks at hand for    meeting at a particular time. In order to set working agreements, the macro    purpose must be charted and visibly available as a third point reference. For    example, the facilitator might point to the visual purpose and ask: “Given    these purposes or this purpose, what might be some agreements that if we honor them would enable us to successful accomplish our goals?” The same is true for the micro purpose. “The facilitator might point to the agenda or outcomes and ask: “Given our work, which working agreements (pointing to the working agreements) might be most relevant in getting our work done. |  |
| 11:30  10m |  |  | **10/2 Lecture**  Table Group Processing with the question at the bottom of slide.  #2. One way to process is to check in – thumbs up, down, sideways.  Round robin reflection on a question such as “How did we do with today’s working agreement?” |  |
| *11:40* |  | | | |

Total length: 3h 40m

# Day 2 - Morning - block details



# Day 2 - Afternoon

**OUTCOMES**

**Participants will have:**

* An understanding of the goal of the Adaptive Schools Seminar
* An extended repertoire of facilitation strategies
* An understanding of four group member capabilities
* An understanding of the Seven Norms of Collaboration
* Increased skills with authentic paraphrasing

**AGENDA**

* Welcome and Inclusion
* The Goal
* Principles of Complex Systems
* Group Member Capabilities
* Working Agreements
* Norms of Collaboration
* Organize & Integrate

**BANNERS AND CHARTS TO DEVELOP AND POST**

Banners

* Ways of Talking
* Four Group Member Capabilities
* Norms of Collaboration

Charts

* Agenda
* Strategies
* Pluses and wishes/gots and wants

Optional charts to post for teaching and cross-stitching to other content

* Set-Asides
* Paraphrase Scaffold
* Connecting Phrases

**TRAINING OUTLINE**

Welcome

Inclusion: Strategy Harvest

Feedback on Feedback

Cartoons or Opening Story

Outcomes and Agenda

Principles of Complex System

Group Member Capabilities

Promoting a Spirit of Inquiry

Working Agreements

Norms of Collaboration

The Neglected Norm: Paraphrasing

Pausing

Extending Learning

Organizing and Integrating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 12:30  0m |  |  | **Overview** | Scott - Afternoon - Part 1 - Slides 58 - 85  Charmagne - Afternoon - Part 2 - Slides 88 - 118 |
|  | | | | |
| **Working Agreements** | | | | |
| 12:30  10m |  |  | **Activator - SPONGE**  **WHAT?**  Sponge/Activator Inclusion activity  **Suggested Language:**  *Welcome back from lunch. To get the blood flowing back to your brain and away from your digestive system, and refocused on Adaptive Schools, we’re going to use a strategy called Bumper Sticker.*  ***WHY?***  ***The purpose of this strategy is to energize*** *and to* ***focus*** *and to support you in synthesizing learning from the morning by identifying important points. If everything is important, then nothing is.*    ***HOW?***  *At your table, using the strip of paper we’ve given you, create a bumper sticker you would like to see on the bumper of every car in your school’s parking lot. When finished post it on the wall***.**  **Optional:**  Have groups create their bumper sticker and share out without using chart paper.  **OPTIONAL:** Alternative to bumper stickers  Follow directions on slide. |  |
| 12:40  10m |  |  | **PROMOTING A SPIRIT OF INQUIRY**  **OPTIONAL**  **What?**  Station-Naming  **Why?**   * Remind participants where we are on the agenda. * Comes from tradition of conductors on trains announcing the next stops.   **How?**  Use charted agenda, or slide |  |
| 12:50  10m |  |  | **Spirit of Inquiry**  **WHAT?**  Promoting a Spirit of Inquiry: *A frame for the norms of collaboration*  **WHY?**  **Suggested Language:** *Inquiry is central to professional communities that produce stable gains in student learning*. *Promoting a spirit of inquiry is a disposition to be developed within a school.*  **HOW?**  Trainer either reads the quotations or does Show, Don’t Say, then invites table groups to dialogue about the question at the bottom of the slide.  Trainer asks: *What clarifications might you need or comments might you have?*    **OPTIONAL**:  Say Something  **TRAINER NOTE:**  Presenter may invite participants to read pages in the LG at a later time. |  |
| 13:00  10m |  |  | **Working Agreements**  **Suggested Language:**  ***WHAT?*** *Adaptive Schools distinguish between “Norms,” which are the general best practices of all productive groups and “Working Agreements,“ which are the ad hoc agreements that each group creates depending on their needs. For example, “Come on time,” “Silence cell phones,” and “Demonstrate mutual respect,” are Working Agreements.*  *Setting working agreements with participant groups may be contextually driven. That is, they are congruent with the group’s purposes and development. Agreements are also a way of applying the Norm of Paying Attention to Self and Others.*  ***WHY?***  *Creating and posting Working Agreements honors participant needs, and provides a social lubricant for productive work. They also provide psychological safety for talking about difficult topics.*  **HOW?**  Tee Up using cartoon such as “I’ve got him on vibrate!”  Show slide with definition  Show “Cherub Choir Rules.” (Cherub means grade 2 and under in this choir).  **TRAINERS NOTE:**  Thinking Collaborative has permission to use this example.  Give directions on slide. |  |
| 13:10  10m |  |  | **Setting and Sustaining**  **WHAT?**  Setting and Sustaining Working Agreements  **HOW?** 10/2 Lecture  Table Group Processing with the question at the bottom of each slide.  #2. Stated in the positive – “Arrive on time” instead of “Don’t be late.”  #5. Clarity of Group’s Purpose – In order for working agreements to be relevant, the group must be clear about its purposes for meeting. Our bias is that the group’s purposes are clarified, written, and visibly available for the group. There is a macro purpose – or the overarching compelling reasons for the group’s    existence. There is also a micro purpose – or the immediate tasks at hand for    meeting at a particular time. In order to set working agreements, the macro    purpose must be charted and visibly available as a third point reference. For    example, the facilitator might point to the visual purpose and ask: “Given    these purposes or this purpose, what might be some agreements that if we honor them would enable us to successful accomplish our goals?” The same is true for the micro purpose. “The facilitator might point to the agenda or outcomes and ask: “Given our work, which working agreements (pointing to the working agreements) might be most relevant in getting our work done. |  |
| 13:20  10m |  |  | **10/2 Lecture**  Table Group Processing with the question at the bottom of slide.  #2. One way to process is to check in – thumbs up, down, sideways.  Round robin reflection on a question such as “How did we do with today’s working agreement?” |  |
| 13:30  45m |  |  | **Lunch** |  |
|  | | | | |
| **Norms of Collaboration** | | | | |
| 14:15  10m |  |  | **7 Norms of CollaborationWHAT?**  *7 Norms of Collaboration*  **WHY?**  **Suggested language:**  · *Norms of are the “glue” that hold together the Two Ways of Talking. They provide a toolkit for promoting a spirit of inquiry in dialogue and discussion and assist groups in becoming skillful in both ways of talking.*   * *When used consistently and appropriately, they reduce affective conflict.* * *The norms provide a structure for assessing individual and group development.*   **HOW?** Show the Norms on the Ways of Talking graphic from Day 1 in LG and on the banner**,** and share the WHY.  **OPTIONAL**  **WHAT?**  New research on team norms  **WHY?**  · Supports the importance of group norms in creating productive teams  · Is current, provocative research  **HOW?**  Read the slides aloud, do a Show, Don’t Say, or a combination. |  |
| 14:25  10m |  |  | **Intro to the NormsWHAT?**  Introduction to the Norms of Collaboration  **WHY?**  **Suggested language:**   * *Norms comes from the word “normal.” These are behaviors most people know how to do, but they are not habits of behavior in groups. As they are explicitly named and practiced they become normative. That is, they are expected and part of the way groups work on a normal basis.* * *Norms are important because we want to promote a spirit of inquiry. Therefore, I want to pause, I want to paraphrase, I want to inquire*.   **HOW?**  Differentiate between Norms and Working Agreements.  **Suggested language:**  *While Working Agreements vary from group to group, based upon the needs of group members; Norms of Collaboration are “best practice” across high performing groups. The Norms have their origin in the work of:*   * *Peter Senge and colleagues at Harvard, in their 5thDiscipline Fieldbook work;* * *Art Costa, and colleagues Bill Baker and Stan Shallit, in their early work with Habits of Mind;* * *Bob Garmston and Bruce Wellman, as well as Adaptive Schools trainers’ work with collaborative groups around the world* |  |
| 14:35  10m |  |  | **7 Norms Invetory**  **WHAT?**  The inventory is a self-assessment of the Norms.  **WHY?**   * Inventory elucidates the details of the Norms * Inventory develops consciousness about one’s own skills and behaviors   **HOW?**  **Suggested Language:**  *To have a point of reference for you, think of your own behavior in a specific group with which you work. Using the inventory, rate your own behaviors when you are with that group.*  Read the directions on the slide describing Strength and Stretch. |  |
| 14:45  10m |  |  | **Strengths and Stretches***Share your inventories, your Strengths and Stretches, and consider what might* |  |
| 14:55  10m |  |  | **TABLE GROUP DIALOGUE**  **WHAT?**  Opportunity to practice dialogue  **WHY?**  Experience dialogue after learning about Two Ways of Talking and Norms of Collaboration.  **HOW?**  Table groups: You have thought about your own use of the norms. What is becoming clearer about how the norms impact a group in which you work?  ***Suggested Language:***  *We are not suggesting that you start with all these Norms. Talk with a community about which norms to start with, talk about “How did we do with the norms?” and ”What are some of the things you noticed that caused you to think that?”*  *Here are some ways to assist groups in developing with these Norms:*  *Go to* ***Learning Guide, pp. 49-50*** *In pairs, put slashes in different colors on scale.*   * *The important part of this is the dialogue when we have disparate data.* * *Have one person collect data on one of the Norms and group reflects on the data at the end of the meeting.*   *Group picks one or two as goals. Example:*    *A middle school group never paused. They made a working agreement that the speaker has the floor until she verbally says, “I’m done.” We need periodically to have a collective pause. One person said, “If I stop to think, the group goes on without me!”*    **TRAINERS NOTE:**  Show where to access the Norms of Collaboration on the website. |  |
| 15:05  10m |  |  | **Pausing**Find a “Fresh Perspective” partner and be seated.  **WHAT?**  A norm that is a hallmark of a group’s reflective listening and responding.  **WHY?**  Pausing supports the brain as it organizes thoughts and connects them to prior experience, knowledge and feelings. It honors people who have a reflective style.  **HOW?**  Connect pausing to the wait time research of Mary Budd Rowe. Explain the 4 types, using 10-2 and referencing the LG page.  Share strategies groups can use to pause.  **Suggested Language:**  *A superintendent in California uses the “positive pause.” Whenever anyone puts an idea on the table, he asks that everyone pauses for 15 seconds to think about how the idea might work.*  *Another strategy is to designate a “pauser” who will signal the group to pause at designated intervals. This can also be done by setting a timer.*  *A third strategy is to use frozen gesture. This strategy can be used by one person in the group to get the whole group to pause. Let’s imagine that you are at a meeting and no one is pausing, resulting in a fast-paced conversation. Looking around, you can tell that some people are not following the conversation. So you hold up your hand and say, “Please hold on. We’re talking about 3 important ideas.” You hold up 3 fingers on your hand and talk very slowly, paraphrasing the 3 big ideas. Then you say something like, “So what do we want to focus on right now?”*  Optional: *To honor the triple track agenda and give a classroom example, share the strategy of “Classroom Countdown,” whereby the teacher says to students, “When I ask a question, hold your response for five seconds.” To support kids the teacher holds up a fist, raising one finger at a time, until the 5 seconds is up.* |  |
| 15:15  10m |  |  | **Break** |  |
|  | | | | |
| **Organize and Integrate** | | | | |
| 15:25  10m |  |  | **EXTENDING LEARNING**  **WHAT?**  An extended learning opportunity  **WHY?**  To prepare for tomorrow’s content  **HOW?**  Give reading assignment now--or earlier in day--so persons who have to leave early know about it. |  |
| 15:35  10m |  |  | **Power of Paraphrasing**  **WHAT?**  Regroup into clothing color-alike partners  **WHY?**  Reconnect with new partner to gain new perspective.  **HOW?**  **Suggested Language:**  *For this next piece, you’re going to have an opportunity to connect with a partner. Please pack up what you might need for the next hour, find a clothing color-alike partner and sit with him/her.*  *Then predict which of the 7 Norms is the Neglected One*  **WHAT?**  Paraphrasing for three different intentions  **WHY?**  **Suggested Language:**  *For principles-based leadership,* ***paraphrasing*** *is a primary and potent tool. This session is designed to overcome past negative biases, build constructively on what people think they know, and present new visions about the potential of this tool. Most people believe they know how to* ***paraphrase*** *and many do, yet often at a fairly pedestrian level of sophistication. Because the* ***paraphrase*** *is the single most influential and generic communication tool, it is helpful to give ourselves permission to learn more about it, and find ways to help others value it.*  **HOW?**  **Suggested Language:**  Ask which norm they predicted.  Pause, then reveal Paraphrasing as the neglected norm. |  |
| 15:45  10m |  |  | **Suggested Language:** (Depending on audience members’ responses):  *We tend to notice poorly crafted* ***paraphrases****.*  *We tend not to notice well-crafted* ***paraphrases****.*  *According to Adaptive Schools co-developer Bruce Wellman, four ways to* *annoy people with paraphrasing: Paraphrase too often, too long, parroting and* *with the wrong pronoun.*    ***WHAT?***  A study of paraphrasing using Focused Reading strategy.  ***WHY?***  *·* Opportunity to both refresh and extend your understanding of paraphrasing  Use the slide to give directions.  After reading and marking text, pairs share with each other their questions and their stars along with their rationale for selecting their stars. |  |
| 15:55  10m |  |  | **Pairs Square**  **WHAT?**  Trainer Input on the three types of paraphrase, using slide and referencing the diagram at the bottom of the LG page.  **Suggested Language:**  *Perhaps the most familiar form of paraphrasing has the intention of acknowledging what has been said. This paraphrase reflects the essence of the group’s words.*  **Suggested Language:**  *The first type of paraphrase may be most familiar. It is an Acknowledging Paraphrase.*  Useprompt on screen. Allow time for quartet processing, then whole group share.  Add, if necessary:   * Pronoun “you” rather than I * Focused on thinking or feeling * No long preamble * Reflect essence of speaker’s message: *The slide uses a mirror to indicate that his is reflective listening*   Give directions to quartets, using slide.  **Suggested Language:**  *A second type of paraphrase is called an Organizing Paraphrase.*  Useprompt on screen. Allow time for quartet processing, then whole group share.  Add, if necessary:   * Sorting multiple issues/topics * Offering containers for ideas * Often using physical gestures such as counting on fingers or holding out hands   **Suggested Language:**  *The organizing paraphrase holds a different intention. For a person or group that is overwhelmed, the intention might be to break a large task into smaller increments. The image of the suitcases suggests that lots of items are being placed in containers so we can carry them.*  Model delivering a paraphrase on the slide, accompanied by hand gestures to separate two issues.  Give directions to quartets, using slide. |  |
| 16:05  10m |  |  | **Abstracting**  **Suggested Language:**  *The third form of paraphrase is Abstracting, which takes the group’s thinking to either a more abstract level. It has the intention of exploring what is behind the speaker’s words, the goal, belief, value, concept labels, or identity, that informs their thinking and feeling.*    **Suggested Language:**  *Quartets, what are some of the things you are noticing about these examples?*  Allow time for quartets to process, then have whole group share. Add, if necessary:  *The ladder image comes to us from the classic work in semantics by S.I. Hayakawa, Language in Thought and Action. Using the ladder of abstraction, we can respond on the same rung of the ladder—same level of thinking—as the speaker, as we do in the acknowledging and organizing paraphrases. We can also invite the speaker to climb the ladder and change the level of thinking by using an abstracting paraphrase. From the concrete details that are given, we can abstract to a bigger picture.*    ***Suggested Language:***  *To be on the same rung of the ladder might be to respond with synonym. A person says: “My car has broken down, and I don’t know how I am going to get to work.” A response on the same rung of the ladder might be: “So, you’re having a problem with your automobile.” While this may reflect what was said, it may not do much beyond that.*  *With your quartet, listen to this abstracting example, and share with each other what it does to our thinking: “So, there is an issue with transportation.”*  *After quartets process briefly, add that while the first paraphrase leaves us stuck with a broken car/auto, the abstracting example opens our thinking to alternatives such as public transportation, jogging, bicycling, carpooling, etc.*  *While we may not use it as much, it is also possible to move down the ladder of abstraction to greater concreteness and detail: “So, you want to get to the Ford dealership.”*    **Suggested Language:**  *An intention for abstracting paraphrases might be to help the speaker shift or re-frame thinking.*  Give directions to quartets, using slide. |  |
| 16:15  10m |  |  | **Fisbowl**  **ORGANIZE & INTEGRATE**  Give directions for Traffic Light Self-Assessment using slide  **DIALOGUE FISHBOWL**  **WHAT?**  Dialogue Fishbowl  **WHY?**  An opportunity to observe group paraphrasing skills in an integrated, authentic context  **HOW?**  Trainer joins a quartet and offers the prompt. Quartet dialogues and trainer models how to paraphrase a group.  **DIALOGUE FISHBOWL**  **WHAT?**  Dialogue Fishbowl  **WHY?**  An opportunity to observe group paraphrasing skills in an integrated, authentic context  **HOW?**  Debrief whole group using processing questions.  **WHAT?**  Group paraphrasing  **WHY?**  Group paraphrase is a nuanced skill, different from one-on-one paraphrase.  **HOW?**  Use directions on slide. |  |
| 16:25  10m |  |  | **Dialogue Practice**  **OPTIONAL**  **WHAT?**  Dialogue Practice (Time permitting)  **WHY?**   * An opportunity to use the new skills that have been taught in isolation in an integrated, authentic context * Organize and integrate the day’s learning   ***HOW?***  Suggest that participants may want to regroup into teams of people they typically work with. Provide 15 minutes of dialogue time practicing Pausing and Paraphrasing.  ***Suggested Language:***  *You’re going to have an opportunity to integrate the learning you’ve been doing this afternoon in a dialogue*    **OPTIONAL**  **WHAT?**  Numbered Heads Dialogue Practice (Time permitting)  **WHY?**   * An opportunity to use the new skills that have been taught in isolation in an integrated, authentic context * Organize and integrate the day’s learning   **HOW?**  **Suggested Language:**  *In your group of 4 each of you will have a different number. Take a moment to number off 1-4.*  Pause to give time for numbering off.  *A few minutes into the dialogue I will pause your conversation and draw a number. That person will offer an Organizing paraphrase of what’s been said so far. Then I will draw another number and that person will offer a mediative question to re-engage the dialogue. After a few minutes of dialogue, we’ll repeat the process. Of course, anyone can offer paraphrases and mediative questions during the dialogue.*    ***OPTIONAL***  (Time permitting) |  |
| 16:35!  10m |  |  | **Extending Learning Organizing & Integrating**  **WHAT?**  One Word Summary  **WHY?**  Organize and integrate learning from today  **HOW?**  Read directions from slide and have table groups share.  **TRAINERS NOTE:**  If time is short, have tables share their word without the What, Why, Who. |  |
| 15:30  10m |  |  | **Closing strategy**  **WHAT?**  Closing strategy  **WHY?**  ·To have participants leave thinking about their learning and the importance of identity.  **HOW?**  Share quotation.  **Suggested Language*:***  *We leave you with this quotation to think about between now and our next* *time together. Remember too, the importance of identity – it’s the bucket that* *holds everything else.* |  |
| *15:40* |  | | | |

Total length: 3h 10m

# Day 2 - Afternoon - block details



# Day 3 - Morning

**OUTCOMES**

**PARTICIPANTS WILL HAVE…**

* A view of meetings as learning opportunities
* Structures for successful meetings
* An understanding of how to integrate Norms of Collaboration in meetings
* Increased skills posing mediative questions

**PUBLIC AGENDA**

* Refresh and Reconnect
* Successful Meetings
* Energy Sources
* Posing Questions
* Structures for Successful Meetings
* Organize and Integrate

**BANNERS AND CHARTS TO DEVELOP AND POST**

* Agenda
* Strategies
* All AS Banners

**TRAINING OUTLINE**

Welcome

People Search

Outcomes and Agenda

Opening Patterns for Meetings

Personal Norms Focus

Clock Partners

Productive Meetings Sort Cards

Three Meeting Purposes

Organizing Principles

Energy Sources

Posing Questions

Structures for Successful Meetings

Decision Making Strategies

Reading assignment

Organizing and Integrating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 08:00  0m |  |  |  | Scott - Morning - Part 1 - Slides 1 - 24  Charmagne - Morning - Part 2 - Slides 27 - 49 |
|  | | | | |
| **Refresh and Reconnect** | | | | |
| 08:00  15m |  |  | **Inclusion**  Audience Connect  **WHAT?** Audience Connect allows the presenter to develop rapport and relationship, as well as establishing credibility.  **WHY?**  The trainer needs to make a connection to the world of the audience and share a purpose for the work.  **HOW?**  **Suggested Language:**  · *How many of you have been in a meeting since last time?*  · *How many of you were in a meeting that went well?*  *· How many of you ran that meeting?*  *· How many of you were in a meeting that was not so productive?*  *· How many of your ran THAT meeting?*  *Our work today is largely about meetings. We think that you can plan a meeting so that others will look forward to attending. We know that groups develop when the group leaders see them as they could be, not as they are. Today we are going to focus on meetings in which the maximum amount of work is accomplished, in the minimum amount of time, with maximum group member satisfaction.* | **TRAINERS NOTE:**  Establish the above points about meetings by using a Visual Paragraph. |
| 08:15  10m |  |  | **Agenda - Outcomes**  **Four Day Overview:**      *Day 1 – Entering the* *Territory—Research base on effective professional communities learning; focus* *areas of the Adaptive Schools work*  *Day 2 – Developing Identity and Capacity—The how-to, nuts and bolts of building* *effective collaborative groups*  *Day* *3 – Transforming Meetings—The best practices of meetings*  *Day* *4 –Sustaining Community—Continuing the work with effective meetings with a* *focus on engaging cognitive conflict, then planning to transfer learning from* *the workshop to the workplace* |  |
| 08:25  5m |  |  | **People Search**  **WHAT?** People Search  **WHY?**  · Bring energy to room  · Build community      Access prior    knowledge  **HOW?**  Use the slide to offer the directions.  Additional **Suggested Language**:  **TRAINERS NOTE**  **Decisions about how to present directions include:**  · **Show, don’t say.**  · **Show, then unpack.**  · **Show and read.**  · **Fishbowl demonstration**  · **Combinations of the above.**  **Make decisions about when to read the slides based on the diverse needs of the group. Considerations include:**  · **Literacy of the group**  · **Visual impairments**  · **Need to add humor, energy, or drama**  · **Visual availability of the material**  · **Complexity of the directions**  · **Audience fatigue** |  |
| 08:30  10m |  |  | **Outcomes** |  |
| 08:40  10m |  |  | **Agenda** |  |
| 08:50  10m |  |  | **Opening Patterns for Meetings** |  |
| 09:00  10m |  |  | **Dialogue** |  |
| 09:10  10m |  |  | **Set a Goal for the Day** |  |
| 09:20  10m |  |  | **Seven Norms** |  |
| 09:30  10m |  |  | **Clock Partners** | 13 - 15 |
| 09:40  10m |  |  | **Cartoons** | 16 - 17 |
|  | | | | |
| **Successful Meetings** | | | | |
| 09:50  10m |  |  | **Table Groups - Unproductive Meetings** |  |
| 10:00  5m |  |  | **Unproductive Meetings**  Present |  |
| 10:05  35m |  |  | **Sort Cards**  Card Sort |  |
| 10:40  10m |  |  | **Museum Tour** |  |
| 10:50  10m |  |  | **Reflect on Content**  Sort Cards |  |
| 11:00  10m |  |  | **Reflect on Process**  Sort Cards |  |
| 11:10  10m |  |  | **Break** |  |
|  | | | | |
| **Structures for Successful Meetings** | | | | |
| 11:20  10m |  |  | **Clock Partners** |  |
| 11:30  10m |  |  | **Agenda** |  |
| 11:40  10m |  |  | **Three Meeting Purposes** |  |
| 11:50  10m |  |  | **Balancing the Plates** |  |
| 12:00  10m |  |  | **Meeting Planner** |  |
|  | | | | |
| **Pairs Read and Respond** | | | | |
| 12:10  5m |  |  | **Pairs Read and Respond - 1** |  |
| 12:15  10m |  |  | **Pairs Read and Respond - 2** |  |
| 12:25  10m |  |  | **Pairs Read and Respond - With Org in Mind** |  |
| 12:35  10m |  |  | **Self Organizing Values - Five Energy Sources** |  |
| 12:45  10m |  |  | **Pairs Read and Share - P65** |  |
| 12:55  10m |  |  | **Pairs Read and Share - Answers** |  |
| 13:05  10m |  |  | **Closing Dialogue**  The Three Principles Connect to our Work Because... |  |
| 13:15  10m |  |  | **Agenda** |  |
| 13:25  10m |  |  | **Clock Partners** |  |
|  | | | | |
| **Energy Sources** | | | | |
| 13:35  10m |  |  | **Five Energy Sources** |  |
| 13:45  10m |  |  | **Managing Common Challenges** |  |
| 13:55  15m |  |  | **Structures for Successful Meetings** |  |
| 14:10  10m |  |  | **Decide on Decision Making** |  |
| 14:20  30m |  |  | **Groan Zone** |  |
| 14:50  5m |  |  | **Naive Questions** |  |
| 14:55  20m |  |  | **Decide on Decision Making** |  |
|  | | | | |
| **Posing Questions** | | | | |
| 15:15  10m |  |  | **Quote** |  |
| 15:25  10m |  |  | **Pairs Questions** |  |
| 15:35  10m |  |  | **Posing Questions - P56**  Full Attention - Verbals and Non Verbals |  |
| 15:45  10m |  |  | **Credible - Approachable** |  |
| 15:55  10m |  |  | **Credible - Approachable** |  |
| 16:05  10m |  |  | **Video** |  |
| 16:15  10m |  |  | **Pairs Practice - Choose Voice** |  |
| 16:25!  10m |  |  | **Guilty Dogs** |  |
| 11:45  10m |  |  | **Lunch** |  |
| *11:55* |  | | | |

Total length: 3h 55m

# Day 3 - Morning - block details



# Day 3 - Afternoon

**OUTCOMES**

**PARTICIPANTS WILL HAVE…**

* A view of meetings as learning opportunities
* Structures for successful meetings
* An understanding of how to integrate Norms of Collaboration in meetings
* Increased skills posing mediative questions

**PUBLIC AGENDA**

* Refresh and Reconnect
* Successful Meetings
* Energy Sources
* Posing Questions
* Structures for Successful Meetings
* Organize and Integrate

**BANNERS AND CHARTS TO DEVELOP AND POST**

* Agenda
* Strategies
* All AS Banners

**TRAINING OUTLINE**

Welcome

People Search

Outcomes and Agenda

Opening Patterns for Meetings

Personal Norms Focus

Clock Partners

Productive Meetings Sort Cards

Three Meeting Purposes

Organizing Principles

Energy Sources

Posing Questions

Structures for Successful Meetings

Decision Making Strategies

Reading assignment

Organizing and Integrating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 12:30  0m |  |  | **Welcome Back** | Scott - Afternoon - Part 1 - Slides 52 - 77  Charmagne - Afternoon - Part 2 - Slides 80 - 101 |
| 12:30  10m |  |  | **Activator - Quote** |  |
|  | | | | |
| **Synectics** | | | | |
| 12:40  10m |  |  | **Quote** |  |
| 12:50  10m |  |  | **Synectics** |  |
|  | | | | |
| **Posing Questions** | | | | |
| 13:00  10m |  |  | **Posing Questions**  What- Why - How |  |
| 13:10  10m |  |  | **Elements of an Invitation** |  |
| 13:20  10m |  |  | **Pairs Analyze** |  |
| 13:30  10m |  |  | **Video** |  |
| 13:40  10m |  |  | **Five Energy Sources -66-67**  Pair Square |  |
| 13:50  10m |  |  | **Five Energy Sources -66-67**  Teach |  |
| 14:00  10m |  |  | **Five Energy Sources -66-67**  Teach |  |
| 14:10  10m |  |  | **Pair Square** |  |
| 14:20  10m |  |  | **Quote** |  |
| 14:30  10m |  |  | **Agenda** |  |
|  | | | | |
| **Seven Norms** | | | | |
| 14:40  10m |  |  | **Putting Ideas on the Table - P58**  Putting Ideas on the Table - P58 |  |
| 14:50  10m |  |  | **Putting Ideas on the Table - P58**  Putting Ideas on the Table - P58 |  |
| 15:00  10m |  |  | **Putting Ideas on the Table - P58**  Reminders - Reflection |  |
| 15:10  10m |  |  | **Providing Data - P59**  Partners Read and Dialogue |  |
| 15:20  10m |  |  | **Providing Data - P59**  Teach Overview |  |
| 15:30  10m |  |  | **Data Driven Dialogue - P59**  Pairs Read and Dialogue |  |
| 15:40  10m |  |  | **Break** |  |
| 15:50  10m |  |  | **Extended Learning** |  |
|  | | | | |
| **Seven Norms of Collaboration** | | | | |
| 16:00  10m |  |  | **Paying Attention to Self and Others and Presuming Positive Intentions**  Self and Positive - P60-61 |  |
| 16:10  10m |  |  | **Paying Attention to Self and Others and Presuming Positive Intentions**  Self and Positive - P60-61 |  |
| 16:20  10m |  |  | **Seven Norms** |  |
| 16:30  10m |  |  | **Agenda** |  |
| 16:40  10m |  |  | **Clock Partners** |  |
|  | | | | |
| **Structures for Successful Meetings** | | | | |
| 16:50  10m |  |  | **Decide on Decision Making**  p68 |  |
| 17:00  10m |  |  | **Decide on Decision Making**  P68 |  |
| 17:10  10m |  |  | **Partners Connect**  69 - 71 |  |
| 17:20  10m |  |  | **Decide on Decision Making**  69 - 71 |  |
| 17:30  10m |  |  | **Naive Questions**  P72 |  |
| 17:40  10m |  |  | **Which Questions are Valuable**  P72 |  |
| 17:50  10m |  |  | **Decide on Decision Making**  73 - 75 |  |
| 18:00  10m |  |  | **Decide on Decision Making**  73 - 75 Form Groups of 5 |  |
| 18:10  10m |  |  | **Decide on Decision Making**  Groups of 5 |  |
| 18:20  10m |  |  | **Resources - Decide on Decision Making** |  |
| 18:30  10m |  |  | **12:00 Partner - Reflect** |  |
| 18:40!  10m |  |  | **Extended Learning**  Develop Standards 79 - 83 |  |
| 15:30  10m |  |  | **Organizing and Integrating**  Senge Quote |  |
| *15:40* |  | | | |

Total length: 3h 10m

# Day 3 - Afternoon - block details



# Day 4 - Morning

**OUTCOMES**

Participants will have…

* Structures and standards for successful meetings
* Perspectives and tools for discussion
* Tools, concepts, and strategies from workshop to work place

**AGENDA**

* Welcome and Inclusion
* Meeting Standards
* Design the Surround
* Prioritizing Next Steps
* New Beginnings

**CHARTS TO DEVELOP AND POST**

* Agenda
* Focusing Four process
* Focusing Four prompt
* All AS Banners
* Sentence Strips for Assumptions Wall
* Language suggestions for Assumptions Wall:
* I’m wondering about . . .
* What might be some of the reasons this is important to you?
* What might be some of the experiences that led you to this assumption?
* What might be some data that support your assumption?

**TRAINING OUTLINE**

Welcome and Stir the Classroom

Outcomes and Agenda

Use One Process at a Time

Address One Topic at a Time

Meeting Roles

Assumptions Wall

Engage Cognitive Conflict

Design the Surround

Focusing Four

Certificates and Celebration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 08:00  0m |  |  | **Introduction** | Scott - Morning - Part 1 - Slides 1 - 24  Charmagne - Morning - Part 2 - Slides 27 - 42 |
|  | | | | |
| **Welcome and Inclusion** | | | | |
| 08:00  10m |  |  | **Welcome** |  |
| 08:10  10m |  |  | **Stir the Classroom** |  |
| 08:20  10m |  |  | **Outcomes and Agenda** |  |
| 08:30  10m |  |  | **Clock Partners** |  |
|  | | | | |
| **Meeting Standards** | | | | |
| 08:40  10m |  |  | **Structures for Successful Meetings** | 12 - 15 |
| 08:50  10m |  |  | **TAG/TAU** | 16 - 19 |
| 09:00  10m |  |  | **Partner Process** | 20 |
| 09:10  10m |  |  | **Strategy Harvest** | 22 |
| 09:20  10m |  |  | **Equity Maps Overview** | 23 - 24 |
| 09:30  10m |  |  | **Break** |  |
| 09:40  10m |  |  | **Understand and Agree on Roles** | 27 |
| 09:50  10m |  |  | **Four Possible Meeting Roles** | 28 - 33 |
| 10:00  10m |  |  | **Meeting Standards** |  |
|  | | | | |
| **Assumptions Wall** | | | | |
| 10:10  10m |  |  | **Assumptions Wall**  What - Why - How | 36 - 42 |
| 10:20  10m |  |  | **Assumptions Wall**  Reflective Writing |  |
| 10:30  10m |  |  | **Assumptions Wall**  Step 2 - With Groups |  |
| 10:40  10m |  |  | **Assumptions Wall**  Step 3 - Inquiry |  |
| 10:50  10m |  |  | **Seven Norms - Station Naming** |  |
| 11:00  10m |  |  | **Assumptions Wall**  Language Scaffolds |  |
| 11:10  10m |  |  | **Assumptions Wall**  Step 4 - Reflection |  |
|  | ↓  25m |  | | |
| 11:45  10m |  |  | **Lunch** |  |
| *11:55* |  | | | |

Total length: 3h 55m

# Day 4 - Morning - block details



# Day 4 - Afternoon

**OUTCOMES**

Participants will have…

* Structures and standards for successful meetings
* Perspectives and tools for discussion
* Tools, concepts, and strategies from workshop to work place

**AGENDA**

* Welcome and Inclusion
* Meeting Standards
* Design the Surround
* Prioritizing Next Steps
* New Beginnings

**CHARTS TO DEVELOP AND POST**

* Agenda
* Focusing Four process
* Focusing Four prompt
* All AS Banners
* Sentence Strips for Assumptions Wall
* Language suggestions for Assumptions Wall:
* I’m wondering about . . .
* What might be some of the reasons this is important to you?
* What might be some of the experiences that led you to this assumption?
* What might be some data that support your assumption?

**TRAINING OUTLINE**

Welcome and Stir the Classroom

Outcomes and Agenda

Use One Process at a Time

Address One Topic at a Time

Meeting Roles

Assumptions Wall

Engage Cognitive Conflict

Design the Surround

Focusing Four

Certificates and Celebration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Assigned To |  | Title and description | Additional Info |
| 12:30  0m |  |  | **Overview** | Charmagne - Afternoon - Part 1 - Slides 45 - 61  Scott - Afternoon - Part 2 - Slides 64 - 100 |
|  | | | | |
| **Cognitive Conflict** | | | | |
| 12:40!  10m |  |  | **Engage Cognitive Conflict** |  |
| 12:30  10m |  |  | **How Many Squares?** |  |
| 12:40  10m |  |  | **Stems of Connection** |  |
| 12:50  10m |  |  | **Pair - Share** |  |
| 13:00  10m |  |  | **Review Strategies** |  |
| 13:10  10m |  |  | **Coin of Community** |  |
|  | | | | |
| **Design the Surround** | | | | |
| 13:20  10m |  |  | **Design the Surround** |  |
| 13:30  10m |  |  | **Clock Partners** |  |
| 13:40  10m |  |  | **Tour the Room** |  |
| 13:50  10m |  |  | **Overview - Design the Surrond** |  |
| 14:00  10m |  |  | **Break** |  |
| 14:10  10m |  |  | **Agenda** |  |
|  | | | | |
| **Focusing Four** | | | | |
| 14:20  10m |  |  | **Prioritizing Strategy** |  |
| 14:30  10m |  |  | **Personal Reflection** |  |
| 14:40  10m |  |  | **Step Two: Get Organized** |  |
| 14:50  10m |  |  | **Step Three: Choose Roles** |  |
| 15:00  10m |  |  | **Step Four: Prepare for Your Role** |  |
| 15:10  10m |  |  | **Step 5: Facilitator 1: TAG/TAU** |  |
| 15:20  10m |  |  | **Video - PAG/PAU** |  |
| 15:30  10m |  |  | **Step 6: Facilitator 2: PAG/PAU** |  |
| 15:40  10m |  |  | **Step 7: Facilitator Three: Brainstorming** |  |
| 15:50  10m |  |  | **Step 8: Facilitator Four: Clarifying** |  |
| 16:00  10m |  |  | **Step 9: Facilitator Five: Advocating** |  |
| 16:10  10m |  |  | **Step 10: Facilitator 6: Canvasing** |  |
|  | | | | |
| **Prioritizing Next Steps** | | | | |
| 16:20  10m |  |  | **Certificates and Celebrations**  QR Code |  |
|  | | | | |
| **New Beginnings** | | | | |
| 16:30!  10m |  |  | **Adaptive What** |  |
| 15:30  10m |  |  | **Emerson Quote** |  |
| *15:40* |  | | | |

Total length: 3h 10m

# Day 4 - Afternoon - block details