Developing and Facilitating Collaborative Groups: INTRODUCTION TO ADAPTIVE SCHOOL STRUCTURES

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OUR PURPOSE...
To support you in developing and facilitating efficacious, thoughtful collaborative groups

Garmston and Wellman
The pattern of adult interactions in a school strongly influences the climate and instructional outcomes for students.
Objectives

- Identify the structures necessary for challenging the isolating silos that exist in schools and departments
- Discuss the process necessary for organizations and meetings to be high functioning ones

Objectives

- Name and practice the Seven Norms of Collaboration to create trusting collaborative groups
- Build collective identity and capacity within yourself, and back in your school.

Goal

The goal of the Adaptive Schools Seminars is to develop our collective identity and capacity as collaborators and inquirers.
Agenda

• Welcome
• Improving Schools Research
• Becoming “Adaptive”
• Two Ways of Talking
• Organizing and Integrating

Inclusion Activities

• Set norms of participation
• Focus mental energy in the room
• Answer the question, “Who am I in relationship to this group?”
• Begin the journey from “me-ness” to “we-ness”
That’s Me!

Like Me!

• What?
  ✓ Opener, energizer
  ✓ Inclusion activity

• Why?
  ✓ Builds community
  ✓ Learn about colleagues
  ✓ Brings oxygen to the brain

• How?
  Each time you hear a statement that pertains to you:
  ✓ Stand up!
  ✓ Look around, make a connection

Four Day Overview

Day One    Entering the Territory
Day Two    Developing Groups
Day Three   Successful Meetings
Day Four   Moving Forward: Sustaining Community
Small Fires…

Grounding: What & Why?
- Establish norm of respectful listening
- Get all voices in the room
- Connect group members
- Allow expression of hopes & fears
- Value thinking and feeling

HOW?
GROUNDING
In turn offer:
- your name and your role
- how you feel about being here
- your expectations for this session

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“Adults do not learn from experience. They learn from processing experiences.”

Debrief: Content

- What are some of the themes that emerged at your table?
- Starter shares with table group
- Others may add/respond

Debrief: Process

- What were some ways “Grounding” brought you into the room?
- What are some of the benefits of using this with a group?
- When might you use this strategy?
“Working Agreements”

Agreed upon guidelines for how group members will conduct themselves to achieve meeting outcomes.

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“Working Agreements”

Table Brainstorm…

…examples of “working agreements” that you have experienced.

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Corners

Go to the corner of greatest interest:

• Facilitating groups
• Developing groups
• Becoming a more skillful group member

Form clusters of 2-3, share and explore your reasons for choosing this corner

• Read and discuss the key points, and present them to the total group
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<th>5th grade math standardized test</th>
<th>Percentile Entering</th>
<th>Percentile Leaving</th>
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</thead>
<tbody>
<tr>
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</tr>
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<td>Highly ineffective school Highly ineffective teacher</td>
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</tr>
<tr>
<td>Highly effective school Average teacher</td>
<td>50th</td>
<td>78th</td>
</tr>
</tbody>
</table>

Robert Marzano “New Era of School Reform” Presentation, NSDC Denver 2001

Adaptive

What?
Why?
How?
“Adapted” vs. “Adaptive”

To have evolved through specialization to fit specific conditions within tightly defined boundaries

Britannica’s Story

“Always keep the mission separate from the medium”
Adaptive Schools
Adaptive Definition
Changing form while clarifying identity

Adaptive: Why?
Table Group Task

• What are some of the forces in your environment driving the need for adaptivity?
• Brainstorm...
I THINK IT'S TIME YOU AND I HAD A SERIOUS CONVERSATION...

YOU MEAN A LITTLE BACK AND FORTH DIALOGUE?

NO. SOMETHING A LITTLE MORE ONE-SIDED...
Key Concepts/Key Ideas

- Partners each read the “Ways of Talking”, stopping at “The Path of Dialogue”
- Highlight key ideas
- When each has finished reading, take turns sharing some of your highlights, and the connections you are making to you and your work

“A-B” Read and Cross Teach

- Designate partners “A” and “B”
- Person “A” reads pp. 26-top of 28 (The Path of Dialogue)
- Person “B” reads pp. 28-30 (The Path of Discussion)
- When partners are ready, “Cross Teach” your specialty using the diagram on p. 23 as a visual aid
Small Fires...

M.I.P.
What for you is the Most Important Point about this workshop thus far?

Standing Pairs

Applying Dialogue & the Norms of Collaboration
Table Teams:
What might need to happen in order for our schools to continue developing as true professional learning communities?
Dialogue Reflection

Table Group:
How did the intention to be in dialogue affect your conversation?

...dialogue is a necessary condition for effective group action, because only with a period of dialogue is it possible to determine whether or not the communication going on is valid.

Dialogue, then, is at the root of all effective group action. -- Edgar Schein

Turning To One Another
By Margaret Wheatley
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.

SEVEN NORMS OF COLLABORATION

1. Pausing
2. Paraphrasing
3. Posing questions
4. Putting ideas on the table
5. Providing data
6. Paying attention to self and others
7. Presuming positive intentions

Personal Seven Norms Assessment

- Pausing: Low, High
- Paraphrasing: Low, High
- Posing Questions: Low, High
- Putting Ideas on the Table: Low, High
- Providing Data: Low, High
- Paying Attention to Self and Others: Low, High
- Presuming Positive Intentions: Low, High
Inventory

Individually:
1. Think of your own behavior in a specific group with which you work.
2. Using the inventory rate your own behaviors when you are with that group.

Three partners share inventories.
Each respond: What might need to happen in order for you to increase your use of selected norms when working with that group?

Partners Reflection
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?
Think of something you learned during this workshop that is important for you to remember.

When the music stops, share your thought with a person near you.