

CONTENT
LEADER

**Content Leader
Module 8:**

Preparing to Lead
Professional
Learning

CONGRATULATIONS!



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8

Today's Objectives

- Reflect on the content modules
- Learn how to prepare for effective facilitation
- Learn and apply strategies for delivering precise directions and engaging participants
- Practice facilitating the Pre- and Post-Shifts Experiential

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In a moment...

Reflecting on the Content Modules

Reflecting on the Content Modules

*Required

What is one major way in which your practice as a literacy teacher/literacy leader has shifted based on your learning from the ELA Content Leader Modules?*

Your answer

What specific knowledge about literacy research or the Guidebooks Curriculum that you learned from the Content Modules supported this shift in your practice and how?*

Your answer

How has this shift in practice impacted student learning?*

Your answer

Submit

Have a problem? Please contact your facilitator.

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But first...

Let's take a walk down memory lane!

Arc III: Writing Cycle of Inquiry



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Let's Prepare!

- **Practice:** What is one major way in which your *practice* as a literacy teacher/literacy leader has shifted based on your learning from the ELA Content Leader Modules?
- **Knowledge:** What specific *knowledge* about literacy research or the Guidebooks Curriculum that you learned from the Content Modules supported this shift in your practice and how?
- **Student Impact:** How has this shift in practice impacted *student learning*?

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What will these reflections look like?

Be **specific, concrete, and detailed** in your reflections.

Example:

"I have implemented the Guidebooks protocols for speaking and listening during my small group discussion times at least twice per week. I started using this during *The Whipping Boy* Unit by..."

Non-Example:

"I have become a more reflective practitioner and feel like I am really succeeding."

Let's Reflect!

• **Access** the Reflection Tool:

<https://tinyurl.com/Y3CLM8Reflections>

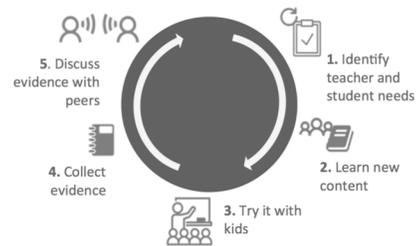
• **Record** your reflections for each question – be clear and specific!

Let's Discuss!

In groups of 3:

- Take turns sharing reflections (2 minutes per person)
- Practice
- Knowledge
- Student Impact

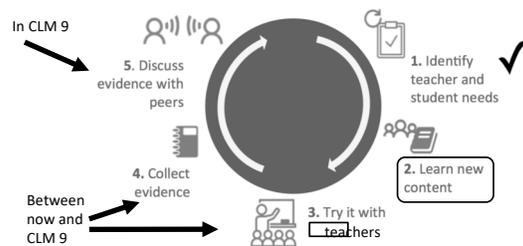
Embarking on a PD Cycle of Inquiry



Our Inquiry Cycle Question

How do I effectively present professional learning to my colleagues?

What will this cycle of inquiry look like?



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What PD will you lead?

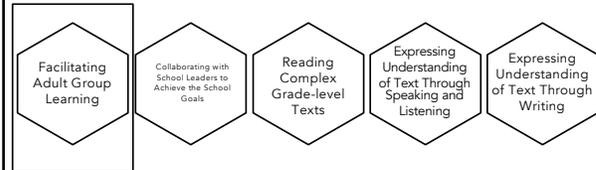
Between now and Content Leader Module 9 you will:

- **Deliver** the “Introduction to the Instructional Shifts” PD
- **1 hour:** Experiencing the Instructional Shifts
- **1 hour:** Unpacking the Instructional Shifts

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The 5 ELA Content Leader Distinction Assessments



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What's the purpose of the distinction assessments?

- Demonstrate that you have the knowledge and leadership expertise to serve as a Content Leader
- Competency-based
- Administered by BloomBoard



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Assessment Preview

What is this assessment?

1. Navigate to <https://my.bloomboard.com/>
2. Login with your username and password.
3. Navigate to access this assessment.

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Accessing the Assessments

Assessments are on BloomBoard at <https://my.bloomboard.com/>. All Year 3 cohort Content Leader participants should *already have accounts*.

Check Your Email!

When your account was created you should have received an email from do.not.reply@bloomboard.com containing next steps for accessing your account (please check your spam folder).

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Having trouble finding your email invitation?

If you aren't able to find the email, try the following steps:

1. Go to my.bloomboard.com
2. Click [Forgot Password]
3. Enter your school or district email address and click [Submit]
4. Check your Inbox (or spam folder) for an email with next steps

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Assessment Preview

Review the assessment.

Discuss the following questions at your table:

1. What are the tasks that make up this assessment?
2. What knowledge or skills will completing this assessment demonstrate that you have learned?



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Learning

Next Steps

During CLM 8 Today:

- **Reflect** on the requirements of the assessment and note where you make connections between our learning and the assessment.
- **Consider** future redelivery of the Content Modules at your own school.



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Paper to Presentation

Let's Discuss!

- When and how do you deliver professional learning to teachers in your current role? How often?
- Do you deliver content that you've designed or that others have designed?
- How do you typically prepare to facilitate this professional learning?



We will prepare you to...

1. Know the content
2. Effectively facilitate professional learning for adults
3. Lead cycles of inquiry that lead to changes in teacher practice



Session Objectives

- Understand the process it takes to effectively facilitate the ELA Content Modules
- Learn our "Prep Protocol" to explore session materials, internalize key concepts, and plan for effective facilitation
- Apply the prep protocol to the Pre/Post Shifts Experiential

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About our first day of Content Leader training...

“Pacing and facilitation was so outstanding--I am apprehensive about my own ability to deliver professional learning of this exceptional quality. Our presenter was fabulous with regard to honoring time, challenging ideas, and pushing our professional learning forward...”

- **What is apparent about this person’s experience with this training sequence?**
- **How do you feel about your own ability to effectively deliver the Content Modules? Why?**

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Seems like magic, right?



There is no wizard!

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About Our Process

How do we prepare for Content Leader trainings?

- Review all session materials
- Complete activities
- Annotate our facilitator’s guide
- Rehearse, rehearse, rehearse!



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Content Leader Prep Protocol

Step	Action
1	Review all session materials
2	Complete all activities
3	Annotate your facilitator notes
4	Rehearse and practice pacing



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Let’s Prepare!

Access the Materials

<https://tinyurl.com/InstructionalShiftsPD>

- PPT presentation
- Note catcher
- Survey/Exit Ticket

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Step 1: Review All Session Materials

Review the PowerPoint and facilitator notes



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Let's Discuss!

- What do you notice about these materials?
- What is exciting about these materials?
- What challenges do you foresee?



Content Leader Prep Protocol

Step	Action
1	Review all session materials
2	Complete all activities
3	Annotate your facilitator notes
4	Rehearse and practice pacing



Why this step?



- Follow the yellow brick road
- Know what we want participants to walk away with
- Helps us anticipate misconceptions

Step 2: Complete Session Activities

Work with a Partner.

Pre-Shifts Experience	Post-Shifts Knowledge Building	Post-Shifts Prometheus
<ul style="list-style-type: none"> • Slides 11-13 • Slide 16 	<ul style="list-style-type: none"> • Slides 20-21 	<ul style="list-style-type: none"> • Slides 23-24 • Slide 27

Let's Discuss!

- What are the key takeaways from these activities? 
- What potential challenges or misconceptions might arise with these activities?
- How might you address those challenges or misconceptions?

Content Leader Prep Protocol

Step	Action
1	Review all session materials
2	Complete all activities
3	Annotate your facilitator notes
4	Rehearse and practice pacing



Step 3: Annotate Your Facilitator Notes

- Determine key points
- Identify potential hot spots
- Read and annotate slide notes

Key Points

What are key points?

The 2 to 4 most important things that participants should know, understand, or be able to do by the end of this session.

For Example

- Know what fluency is (accurate reading of a text with appropriate rate and expression)
- Know why fluency is important (a lack of fluency = lack of comprehension)

Draft Key Points

Write – Group – Share:

What are the 2 to 4 most important things that participants should know, understand, or be able to do by the end of this session?

Draft key point for Part I (Experiential) only.

Chalk Talk

- **Rotate** clockwise
- **Review and annotate** each team's set of key points
 - ✓ We had this same key point
 - ? Something about this is confusing or unclear
 - + Yes we agree AND....
 - X We don't agree with this key point

Let's Discuss!

- What similarities/trends did you observe?
- What stood out to you most? Why?
- What would you revise about your own team's key points after this activity?

Step 3: Annotate Your Facilitator's Guide

- Determine key points
- Identify potential hot spots
- Read and annotate slide notes

What do we mean by “hot spots”?

Portions of the training where...

- Participants may have misconceptions
- Participants may experience discomfort
- Facilitation is complex or challenging



For example...

Potential Hot Spot

- Mindset Issue – participants may note that the pre-shifts text is more accessible than the post-shifts text (i.e. “this text is too difficult for my students”)

How to Address

- Acknowledge the challenge
- Explain that we will be uncovering research that explains **why** it’s so important for students to read complex texts and will be learning strategies for **how** to give ALL students access to texts like this

Identify Potential Hot Spots

- Where might these hot spots arise in this content? Why?
- How will you plan to address them?

Step 3: Annotate Your Facilitator Notes

- Determine key points
- Identify potential hot spots
- Read and annotate slide notes

What does this look like?

- Carefully read the slide notes
- Consider your teachers → add additional framing or connections
- Practice delivering the slide in your head
- Make it your own!



Let’s Prepare!

- **Form** a group of 3
- **Review** these slide assignments:
 - **Partner A:** Slides 4-14
 - **Partner B:** Slides 15-21
 - **Partner C:** Slides 22-27
- **Decide** who will prepare for and later facilitate each section

Annotate Your Facilitator Notes

Independently

- **Read** all of your slide notes
- **Annotate for:**
 - Connections to key points
 - Potential challenges
- **Add** your own notes, but follow the yellow brick road!

Coming Soon...

Step	Action
1	Review all session materials
2	Complete all activities
3	Annotate your facilitator notes
4	Rehearse and practice pacing



An Important Note



Find what works for you and make this process your own!



Facilitation 101:
Effective Directions

Let's Discuss!

- How is effective facilitation for adults similar to effective facilitation for students?
- How is it different?

Objectives

- Name and identify the steps in providing effective directions
- Practice scripting and delivering effective directions

When directions are effective...

all participants will follow them quickly and easily.

As you watch the video...

Look for:

- What was effective about these directions?

Let's Discuss!

- What was effective about these directions?

Let's Break it Down

Effective directions include:

- What
- With Whom
- For How Long
- Where (in the Materials)



Let's Prepare!

Review the facilitator notes for Slide 21

Re-read and Annotate

Work with a Partner

Post-shifts

- **Annotate/highlight** information from the text that helps you better understand what Greek myths are
- **Summarize:** What is a Greek myth?

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For Example

- **What:** Annotate/highlight information from the text that helps you better understand what Greek myths are
- **With Whom:** With a shoulder partner
- **For How Long:** 4 minutes
- **Where:** Pages 4-5 in your note-catcher

Now... what about the how?

1. Get their full attention.
2. Be clear and concise.
3. Check for understanding.
4. Follow through.

Step 1: Get their full attention.

Key Points:

- Don't talk to people who aren't listening.
- Don't talk over the crowd. (People have a hard time listening and talking at the same time.)
- Make it quick. (It's hard to hold people's full attention for long.)

How?

- Silent hand signal
- Self-interrupt and wait

What are some attention-getting signals you've used successfully with adults?

Step 2: Give Clear, Concise Instructions.

HOW TO SAY IT

1. Stand still.
2. Speak slowly.
3. Be concise.

Step 3: Check for Understanding.

Ask for Paraphrase

1. Ask a random participant to restate the instructions for the group.
2. Listen that they got all key components of the directions. Add anything they left out.

Check a Detail

1. Ask a question to the whole group about part of the directions
 - Ex. "So for this activity will we be writing on our note-catcher or on the anchor chart?"

For Example

- **Listen** as I provide the directions and check for understanding
- Which check for understanding did I use?

Step 4: Follow through.

1. Go signal
2. Circulate and monitor (30 seconds or less)
3. Check in along the way
4. Bring it to a close → get their attention

Putting It All Together: Facilitator Model

1. Get their full attention.
2. Be clear and concise.
3. Check for understanding.
4. Follow through.
 - Go signal
 - Circulate and monitor
 - Check in along the way
 - Bring to a close → get their attention

With your shoulder partner, take the next 4 minutes to reread and highlight the text beginning on page 4 of your note catcher.

Application: Planning to Give Clear Directions

- **Return** to your facilitator notes
- **Select** one activity in the portion you will rehearse later this afternoon
- **Script** your clear, concise directions

Let's Practice!

1. Get their full attention.
2. Be clear and concise.
3. Check for understanding.
4. Follow through.
 - Go signal
 - Circulate and monitor
 - Check in along the way
 - Bring to a close → get their attention

With your alligator partner, take turns practicing delivering your directions!



Coming up after lunch...



- Engaging All Participants
- Step 4: Rehearse!
- Action Planning

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Facilitation 101:
Engaging All
Participants

Do Now

Think – Pair – Share

- What does this quote mean?
- What implications might this have on professional development for adults?

“Memory is the residue of thought.”
-Daniel Willingham

Objectives

- Be familiar with various strategies for engaging all participants in PD
- Understand how to use warm cold calling
- Understand how to strategically pre-select participants for sharing

First... Acknowledge the Challenges

What are some engagement challenges that often arise in PD sessions?



Rabbit Hole



Twilight Zone



Hoggin' the mic



Ping Pong



Time's a wastin'

Common Engagement Challenges

Independently

- **Review** the description of each engagement challenge
- **Put a star** next to the challenge that you see the most often or that you are most worried about

Let's Discuss!

- **Move** to the challenge that you see most often or that you are most worried about

Discuss

- When have you seen this challenge play out OR why are you worried about this challenge?
- What impact does this challenge have?

What can we do about these?

- **Review** the Engagement Toolkit
- **Annotate** the strategies
 - ✓ I am familiar with and comfortable using this strategy
 - ! I am anxious about using this strategy
 - ? I am curious to learn more about this strategy

Zoom In

- Warm Cold-Calling
- Pre-Select a Share

Strategy #1: “Warm” Cold-Calling

- After an activity or discussion, randomly select participants to share:
 - “Sarah, what did your group talk about?”
 - “Micah, what did you and your partner notice?”
- Do this in a warm and respectful way
- Why?
 - Accountability, engagement and equity!

Let’s Prepare!

As you watch the video, look for:

- What evidence do you see of “warm” cold-calling in this video?
- How did this strategy increase engagement?
- What made the implementation of this strategy successful?

Let’s Discuss!

- What evidence did you see of “warm” cold-calling in this video?
- How did this strategy increase engagement?
- What made the implementation of this strategy successful?

Zoom In

- Warm Cold-Calling
- Pre-Select a Share

Strategy #2: Pre-Select a Share

- During activities and small group discussions, circulate to listen in to conversations
- Strategically identify participants you want to share out during the debrief
- Give those participants a “heads up” that you’d like them to share with the whole group

Let's Prepare!

Reflect and Discuss

Compare and contrast the two experiences:

- What was similar?
- What was different?
- Which approach had a greater impact on you as a learner? Why?

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- **Review** the facilitator notes on slide 27

Discuss:

- What are the key points that should arise during this debrief?

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Let's Read!

- **Read** the PD scenario

Look For:

- What evidence do you see of the Pre-Select a Share Strategy?
- What was effective about how the facilitator used this strategy?
- How did this strategy increase engagement?

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Let's Discuss!

- What evidence do you see of the Pre-Select a Share Strategy?
- What was effective about how the facilitator used this strategy?
- How did this strategy increase engagement?

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Application: Make a Plan for Engagement

- **Return** to your PPT slides/notes
- **Identify** at least one engagement opportunity in the portion you will rehearse later this afternoon
- **Select** the engagement strategy you will use and plan this into your facilitator's guide

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Preparing to
Facilitate:
Rehearsal Time!

Where are we now?

Step	Action
1	Review all session materials
2	Complete all activities
3	Annotate your facilitator's guide
4	Rehearse and practice pacing



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Objective

- Improve our facilitation skills by rehearsing a 10-minute portion of the “Introduction to the Instructional Shifts” PD
- Give specific, concrete and actionable feedback to your peers
- Act upon feedback from your peers

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What to Expect

In groups of 3:

- Partner A presents their portion of the PD (10 min)
- Partners B-C provide feedback (3 min)
- Partner A reflects or re-does a small portion (2 min)
- Switch and repeat!

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Let's Prepare!

- **What:** Review your key points and make additional notes on facilitation moves you will focus on for the 10 minutes you will present
- **With Whom:** Independently
- **For How Long:** 15 minutes
- **Where:** On your personal facilitator's guide (PPT slides/notes)

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Feedback Protocol

- What was effective?
 - **It was effective when/how you...**
- What could be improved?
 - **Next time try...**

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Giving Feedback

Feedback should be...

- Specific
- Bite-sized
- Actionable

Example:

Next time try giving more effective directions by telling us where to go in the materials. For instance, on slide 30...

Non-Example:

Next time try giving more effective directions.

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General Look Fors

- Speaking clearly and at an appropriate pace
- Conveying information clearly and accurately
- Being concise (economy of language)
- Addressing key points
- Effective directions
- Engaging participants
- Pacing

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Want to take it to the next level?

Based on your practice facilitation and the feedback you received:

- Identify 1-2 slides you want to re-do
- Name the thing you are going to try to do better
- Ask your partners to look for evidence of that improvement
- Re-do those 1-2 slides

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But First... A Little Advice

- Lean into and embrace the discomfort
- COMMIT!



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Let's Prepare!

- Return to the group of 3 you formed this morning
- Bring your facilitator notes and your laptop/device (to click through the PPT slides as you present)

Appoint a time keeper!



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Partner A - Let's Practice! (Slides 4-14)

- **10 minutes: Partner A delivers their portion**
 - Partners B-C engage as participants
- **3 minutes: Partners B-C provide feedback**
 - It was effective when/how you...
 - Next time try...
- **2 minutes: Partner A reflects**
 - Share self-reflection and/or select 1-2 slides to re-do on the spot

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Partner B - Let's Practice! (Slides 15-21)

- **10 minutes: Partner B delivers their portion**
 - Partners A & C engage as participants
- **3 minutes: Partners A & C provide feedback**
 - It was effective when/how you...
 - Next time try...
- **2 minutes: Partner B reflects**
 - Share self-reflection and/or select 1-2 slides to re-do on the spot

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Partner C - Let's Practice! (Slides 22-27)

- **10 minutes: Partner C delivers their portion**
 - Partners A-B engage as participants
- **3 minutes: Partners A-B provide feedback**
 - It was effective when/how you...
 - Next time try...
- **2 minutes: Partner C reflects**
 - Share self-reflection and/or select 1-2 slides to re-do on the spot

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Let's Discuss!

- Reflect on this process:
 - What was helpful?
 - What was challenging?
- Why do you think rehearsal is so important if you have already done all this prep work... even for experienced facilitators?

Let's Reflect!

- What do you feel most confident about in your facilitation of this portion of the PD?
- What, specifically, do you want to improve upon when you facilitate this portion to your peers?

Final Words of Wisdom

- Make sure you schedule enough time to go through the entire prep protocol before your present
- Block off time on your calendar to do this!

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Make an Action
Plan

Do Now

Think of past PDs that have occurred at your school.

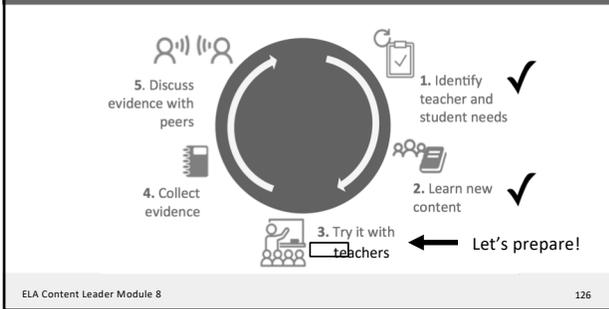
- How do PD sessions run from a logistics perspective?
 - What tends to work well?
 - What doesn't?
- What can be done to prevent logistical hiccups?

Session Objectives

- Begin planning for the logistics involved in delivering the Introduction to the Instructional Shifts PD between now and CLM 9
- Identify potential challenges in implementing your plan and brainstorm potential solutions

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Where are we now?



Between Now and CLM 9

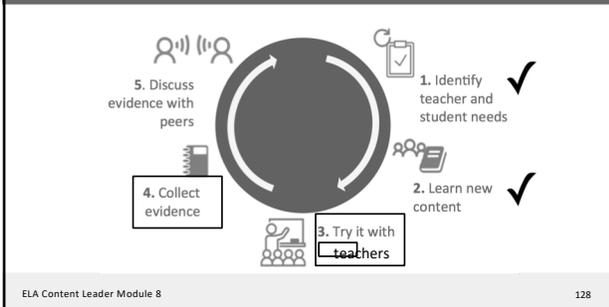
Content Leaders will...

- Continue preparing and rehearsing
- Deliver “Introduction to the Instructional Shifts”:
 - to a group of 4-20 colleagues
 - As one 2-hour PD or two 1-hour PDs
- Administer survey and collect data

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What's next?



What evidence will I bring back?

- Survey data
- Teacher “exit tickets”

Introduction to the Instructional Shifts		Exit Ticket	
Group Name	Date	Group Name	Group Name
Please indicate the extent to which you agree with each of the following statements.		1. The facilitator's role was helpful.	
Strongly Agree	Agree	Disagree	Strongly Disagree
2. The facilitator was well organized.		3. The facilitator provided clear directions for each activity.	
Strongly Agree	Agree	Disagree	Strongly Disagree
4. The facilitator provided clear directions for each activity.		5. The facilitator provided clear directions for each activity.	
Strongly Agree	Agree	Disagree	Strongly Disagree
6. The facilitator provided clear directions for each activity.		7. The facilitator provided clear directions for each activity.	
Strongly Agree	Agree	Disagree	Strongly Disagree

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Let's Plan!

Facilitation Action Plan: Pre- and Post-Skills Experiential	
<p>What I will measure:</p> <ul style="list-style-type: none"> • What are some observations about this data (teacher, mentor, scheduling, etc.)? <p>My Participants:</p> <p>_____</p> <p>Location:</p> <ul style="list-style-type: none"> • What are some observations about this location (setting, time, etc.)? <p>Technology Tools:</p> <ul style="list-style-type: none"> • Consider things using your phone? <p>Materials/Tools:</p> <ul style="list-style-type: none"> • (Handouts, internet access, etc.) <p>When will I discuss?</p> <p>_____</p> <p>How will I discuss?</p> <ul style="list-style-type: none"> • (Face-to-face, writing, etc.) <p>How will I collect survey data?</p> <p>_____</p>	<h3>Independently complete the action planning template</h3>

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Share and Problem Solve

- **Meet** with your crawfish partner
- **Provide** a brief overview of your action plan
- **Discuss:**
 - What challenges do you anticipate with your plan?
 - How might you overcome those challenges?



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Next Steps & Wrapping Up

Between Now and CLM 9

1. Identify teacher and student needs
2. Learn new content
3. Try it with teachers
4. Collect evidence
5. Discuss evidence with peers

- Deliver the “Introduction to the Instructional Shifts” PD to a group of 4-20 colleagues
- This can be done as one 2 hour PD OR two one hour PDs
- Collect and bring back survey data

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If you have questions as you plan...

- 1) **Phone a friend!**
 - Identify at least one fellow Content Leader you can reach out to as you prepare
 - Exchange contact information!

Still stuck?

- 2) **Email content-related questions to:**
ELAContentLeaders@schoolkitgroup.com

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Let's Discuss!

- What **connections** did you notice between today's learning and the “Facilitating Adult Group Learning” distinction Assessment?
- What **skills** have you learned that will support you in thinking about this assessment?
- What **knowledge** have you acquired that will support you in thinking about this assessment?

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Give us your feedback!

<https://tinyurl.com/Y3LDOEContentLeaderDay8>

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Potential Hot Spot	How to Address

Read and Annotate Slide Notes (Checklist)
<ul style="list-style-type: none"> • Carefully read the slide notes • Consider your teachers → add additional framing or connections • Practice delivering the slide in your head • Make it your own!

Slide Assignments		
<p>Partner A: Slides 4-14</p>	<p>Partner B: Slides 15-21</p>	<p>Partner C: Slides 22-27</p>

Session 3: Effective Directions

Video
<p>What was effective about these directions?</p>

Sample Directions	How to Deliver Effective Directions
<p>With a shoulder partner, take the next 4 minutes to re-read and annotate the text beginning on page 4 of your note catcher.</p>	<ol style="list-style-type: none"> 1. Get their <u>full</u> attention. 2. Be clear and concise. 3. Check for understanding. 4. Follow through. <ul style="list-style-type: none"> • Go signal • Circulate and monitor • Check in along the way • Bring to a close → get their attention

Application: Planning to Give Clear Directions
<ol style="list-style-type: none"> 1. Return to your facilitator notes. 2. Select one activity in the portion you will rehearse later this afternoon. 3. Script your clear, concise directions (include the what, with whom, for how long, and where).

Note Catcher: Content Leader Module 8
Preparing to Facilitate
Afternoon Sessions

Session 4: Engagement Strategies

Do Now	
“Memory is the residue of thought.” <i>-Daniel Willingham</i>	
What does this quote mean?	
What implications might this have on professional development for adults?	

Engagement Challenges	
 <p>Hogging the Mic. A limited number of participants do most of the responding / talking during your session</p>	 <p>The Twilight Zone. Participants on the periphery of the room are more disengaged.</p>
 <p>Rabbit Hole. Participants are engaged, but off topic. The discussion they want to have is not connected to the key take-aways for your session</p>	 <p>Time's a Wastin'. Participants finish early or are are not focused during work time.</p>
 <p>Ping Pong. Conversations are occurring between you (the facilitator) and one participant, rather than opening up discussions to the group.</p>	

Engagement Toolkit	
Engagement Challenge	Strategies
<p>Hoggin’ the Mic. A limited number of participants do most of the responding / talking during your session</p>	<ul style="list-style-type: none"> • Self-assess: Determine who is doing the sharing and who is not • “Warm” Cold Calling: Select participants at random to share ideas and responses in a warm and respectful way. Do not use it as a “gotcha” for those who are off-task (model this one). <i>Make sure to know and use participants’ names whenever possible!</i> • Pre-Select a Share: As you circulate and listen to conversation/review written responses, identify a participant to share their response when the group comes back together. Tell them in advance that you’ll be asking them to share their response. • Use wait time to ensure all participants have a chance to think about their responses. Some may not be responding as often as others because they need more processing time.
<p>The Twilight Zone. Participants on the periphery of the room are more disengaged.</p>	<ul style="list-style-type: none"> • Actively circulate the room- pose deeper questions to groups that are in discussion, read over participants’ shoulders as they write. Sit for a few minutes in a group’s available chair to listen to their conversations. • Use proximity and desk-side check ins with those who seem especially off task. • Pre-plan a strategy to mix up groups and partners (“Clock partners”)
<p>Rabbit Hole. Participants are engaged, but off topic. The discussion they want to have is not connected to the key take-aways for your session</p>	<ul style="list-style-type: none"> • Affirmative Re-direction <ul style="list-style-type: none"> ○ <i>Acknowledge that the idea is important. “Yes, this does raise an important question about leveled reading.”</i> ○ <i>Provide a chance to revisit the topic. “We are going to have time to explore this more deeply in our next session.” Or “Let’s find some time to discuss towards the end of our training today.</i> ○ <i>Redirect: “I do want to make sure we accomplish our objectives today, so I want to bring it back to...”</i>
<p>Time’s a Wastin’. Participants finish early or are not focused during work time.</p>	<ul style="list-style-type: none"> • Bring group back together to revisit and clarify expectations for how the time will be spent. “Our purpose during this time is to draft an exemplar response to the writing prompt- aim for at least a full paragraph with the five minutes we have remaining.” • Offer alternative work time opportunities. “if you are finished, consider starting to draft your plans for next week.” • Provide timing updates. “We have 5 minutes of work time to go.”

<p>Ping Pong. Conversations are occurring between you (the facilitator) and one participant, rather than opening up discussions to the group.</p>	<ul style="list-style-type: none"> • Play volleyball by using questions that open up discussions to the group. <ul style="list-style-type: none"> ○ “Liz- how would you respond to Karen’s question.” ○ “Who has something to add?” ○ “Who would like to respond to Karen?” ○ “Can someone who disagrees with Liz’s answer please share their ideas with the group?”
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Video	
<p>What evidence do you see of “warm” cold-calling in this video?</p>	
<p>How did this strategy increase engagement?</p>	
<p>What made the implementation of this strategy successful?</p>	

PD Scenario

In the following scenario, a Content Leader has just led participants through the pre- and post-shifts experiential and is providing time for participants to reflect on the experience and compare/contrast the two approaches to literacy instruction.

Reflect and Discuss

Compare and contrast the two experiences:

- What was similar?
- What was different?
- Which approach had a greater impact on you as a learner? Why?

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While participants discuss these reflection questions at their table groups, the facilitator circulates around the room to listen in to conversations.

Group 1

Eric: Obviously the biggest difference has to do with the complexity levels of the text. The first text was like a super simple summary of the story and the second text was more challenging.

Diana: Right, but it makes me think of level reading – like maybe the students in the second experience were more advanced readers. I also noticed there wasn't really a focus in the second experience like there was in the first experience. What was the purpose for reading? What was the standard?

Michael: I think that's the point – the purpose is the text, not a strategy or skill. In the second experience it was all about digging into the text to really understand it.

Facilitator: Michael, I'd like you to share more about that in just a moment when we debrief with the whole group.

Group 2

Mary: So I think the only thing that was similar was that the lessons were both based on texts.

Helena: Yeah, but the purpose of the two texts was different in the two lessons – like in the first one we used a text but the goal wasn't really about the text, it was about applying a skill, making connections.

Mary: Yeah and I liked that the strategy focus in the second experience was on annotating the text instead of something like making connections. I felt like that was a better strategy choice for a text like this because it's kind of hard for students to make connections, but annotating is something they can do with any text.

Group 3:

Christine: Obviously the second approach was more impactful because it was more authentic – I was reading to understand the text instead of some contrived practice to apply a strategy or skill.

Kelley: And it was a text worth reading and really thinking about – it took time to really get to the more implicit meanings. Whereas, the text in the first experience was almost too simple to spend a lot of time on.

Facilitator: Christine, I'd like you to share more about that in just a moment when we debrief as a whole group.

Facilitator calls the group back together to share out a few key takeaways. She invites a few participants to share out the similarities and differences they noticed (the post-shifts had a more complex text, we built knowledge of Greek myths before reading the complex texts, etc.)

Facilitator: And Michael you said something interesting about the purpose of these two approaches. Can you share what you were saying now with the whole group?

Michael: Yeah, we were talking a lot in our group about the purpose of each approach and I was saying that in the first approach the purpose, or objective was really around practicing a skill....in this case, how to make connections. And in the second approach the focus was really just on understanding the text.

Facilitator: And Christine – I thought you used a really great word to describe the approach in the post-shifts experience. You said it was more “authentic.” Can you say a little bit more about that?

Christine: I was thinking like Michael was – that the goal in the second one was really about the text and that just felt more authentic to me because that's what we all do as readers. We don't read to practice applying skills, we read to understand a text.

Facilitator: And how did the post-shifts experience help us to build that understanding?

Christine: Well, first we annotated to think actively about what it is we are reading about and then the questions that we had to discuss all required us to go back and dig deeper into the texts.

Facilitator: Exactly! Through intentional, text-based questions (not strategies), we were able to build a deeper understanding of the text.

**Session 5
Preparing to Facilitate**

Criteria for Effective Feedback	
<ul style="list-style-type: none"> • Specific • Bite-sized • Actionable 	
Example	Non-Example
Next time try giving more effective directions by telling us where to go in the materials. For instance, on slide 30...	Next time try giving more effective directions.
General Look Fors	Rehearsal: Slide Assignments
<ul style="list-style-type: none"> • Speak clearly and at an appropriate pace • Conveying information clearly and accurately • Being concise (economy of language) • Addressing key points • Effective directions • Engaging participants • Pacing 	<ul style="list-style-type: none"> • Partner A: Slides 4-14 • Partner B: Slides 15-21 • Partner C: Slides 22-27

Partner Feedback

It was effective when...	Next time try...

Partner Feedback

It was effective when...	Next time try...

Let's Reflect!	
What do you feel most confident about in your facilitation of this portion of the PD?	
What, specifically, do you want to improve upon when you facilitate this portion to your peers?	

Make an Action Plan
Facilitation Action Plan: Pre- and Post- Shifts Experiential

Consideration	My Plan/Notes	Next Steps (if applicable)
<p>Date I will Present: <i>What are some important considerations about this date (other events, scheduling, etc.)?</i></p>		
<p>My Participants <i>Who will attend this training? What is their experience with and knowledge of the shifts?</i></p>		
<p>Location: <i>What are some important considerations about this location (seating, room set up, etc.)?</i></p>		
<p>Materials Needs <i>What technology and materials/ handouts do you need to facilitate this session? How will you secure those?</i></p>		

**ENGLISH LANGUAGE ARTS
CONTENT MODULES**

Consideration	My Plan/Notes	Next Steps (if applicable)
<p>Preparation <i>When will I rehearse? With whom?</i></p>		
<p>Community <i>How will I build a positive culture? (team building, ice breakers, food, norms, etc.)</i></p>		
<p>Evidence <i>How will I collect and bring evidence (survey data and exit tickets)?</i></p>		