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|  | **Professional Learning Groups Facilitator Training***SUMMER 3 DAY TRAINING**August 11-13, 2015* *Portland, Maine*  |

**Outcomes**

1. Accept, reflect upon, and consider the expectations associated with your role as a PLG facilitator;
2. Learn about and develop facilitator skills to ensure effective professional learning;
3. Practice using and understand the value of protocols to support teaching, learning and student achievement; and
4. Create a personal plan and goals as a PLG facilitator.

**Pre-Reading Materials**

1. [Research Review /Teacher Learning: What Matters](https://greatschools.egnyte.com/dl/65YIOp6HOI) by Linda Darling Hammond and Nicole Richardson
2. [Guide to Bringing student work](https://greatschools.egnyte.com/dl/camamF4XZx) [and Examples of Focusing Questions for Looking at Student Work](https://greatschools.egnyte.com/dl/g8Cjl42sOZ)
3. Video ”[Looking at Student Work](https://www.teachingchannel.org/videos/reflection-on-student-work-ntn)”

**DAY 1**

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| **Essential Questions:** * What is a Professional Learning Group?
* How can collaborating with colleagues improve teacher practice and student learning?
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| **Learning Targets:*** I can explain the purpose of professional learning groups.
* I can reflect upon the necessary pre-conditions of a PLG and consider ways to work toward integrating and refining them at my school.
* I can participate fully in protocols and provide feedback that will enhance teacher practice in my school.
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| 10:00 AM | Welcome + Purpose of PLGs | NH/VT Ball Room |
| 10:45 AM | Your Students – Why This Work MattersContinuum Self-Assessment |
| 11:45 AM | Review the Agenda |
| 12:00 PM | Lunch  |
| *At this time, participants will move into pre-assigned Professional Learning Groups in smaller break-out rooms. Much of the training will occur within these groups.* |
| 1:00 PM | Developing our community:* Zones of Comfort, Risk, and Danger
* Setting Norms
 | Assigned break-out room |
| 1:45 PM | Text-based discussion: Linda Darling-Hammond article | Assigned break-out room |
| 2:45 PM | Break | Hallway near the NH/VT rooms |
| 3:00 PM | Microlab Protocol + Debrief | Assigned break-out room |
| 4:00 PM | Unpacking Protocols and Facilitator Moves |
| 4:30 PM | Debrief + Closure (by 5:00 pm) |
| **Homework:** * Watch [Looking at Student Work video](https://www.teachingchannel.org/videos/reflection-on-student-work-ntn)
* [The Nuts and Bolts of Using Protocols](https://greatschools.egnyte.com/dl/fyAD5Lyh4N) in Section 8 of your binder, pp.176-190
* Review Guide for Bringing Student Work + Examples of Focusing Questions for Looking at Student Work in Section 3 of your binder
* Review Feedback Principles on pp. 45-46
* Read pp. 67- 71 on Probing Questions
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DAY 2

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| **Essential Questions:** * How can facilitators support collaboration among colleagues to improve teacher practice and student learning?
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| **Learning Targets:*** I can identify a protocol that aligns with a framing question in order to help gain feedback from my peers to enhance student or adult work.
* I can provide feedback that is purposeful and follows the principles of effective feedback.
* I know the difference between clarifying and probing questions and can use each type appropriately in a protocol.
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| 7:30 AM – 8:30 AM | Full Breakfast in the NH/VT Ball Room |
| *All participants move into pre-assigned Professional Learning Groups in smaller break-out rooms.* |
| 8:30 AM | Opening Moves (CRAN):* Connections
* Reflections Review – review Evaluations from Day 1
* Agenda
* Norms Review
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| 9:00 AM | Text-Based Protocol, “The Nuts and Bolts of Using Protocols” |
| 10:00 AM | Break – snacks available in the hallway near the NH/VT rooms |
| 10:15 AM | Probing Questions Exercise |
| 10:45 AM | Modeling a Pre-Conference + Protocol – Learning from Student Work (round 1) |
| 12:00 PM | Lunch in the NH/VT rooms |
|  1:00 PM | Principles of Feedback |
|  1:30 PM | Pre-Conferences; referring to Mining the Protocols, pg. 58 |
|  1:45 PM | Learning from Student Work (round II) |
|  2:45 PM | Break – snacks available in the hall in front of the NH/VT rooms |
|  3:00 PM | Pre-Conferences |
|  3:15 PM | Learning from Adult Work (round 1) |
|  4:15 PM | Reflecting on Use of Protocols |
|  4:30 PM | Debrief + Closure (by 5:00 pm) |
| **Homework:** * Educators: “[When Nice Won’t Suffice](https://greatschools.egnyte.com/dl/3scYfvWVa6)”
* Principals: “[A Tapestry of Inquiry and Action](https://greatschools.egnyte.com/dl/73olu9ZXiA)” article
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DAY 3

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| **Essential Questions:** How will my learning from the past three days help me effectively serve as a PLG Facilitator in my school? |
| **Learning Targets:*** I can identify a protocol that supports the analysis of data.
* I can refine my skills as a facilitator (and participant) in a PLG.
* I can develop a set of next steps with my colleagues in my role as a facilitator back at my school.
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| 7:30 AM – 8:30 AM | Full Breakfast in the NH/VT Ball Room |
| *All participants move into pre-assigned Professional Learning Groups in smaller break-out rooms.* |
| 8:30 AM | Opening Moves (CRAN):* Buddy Connections: Responsive Facilitation reflection (pg. 47-48)
* Reflections and review essential questions from yesterday and today
* Agenda Review
* Norms Review
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| 9:00 AM | Learning from Data Protocol*Principals – Please bring a set of data for analysis*. |
| 10:00 AM | Break – Snacks available in the hall in front of the NH/VT room |
| 10:15 AM | Text-Based Discussion in Role-Specific Groups * Educators: “When Nice Won’t Suffice” article
* Principals: “A Tapestry of Inquiry and Action” article
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| 11:15 AM | Select a Protocol - Adult Work, Student Work, Dilemma or Data |
| 12:15 PM | Lunch in the NH/VT room |
|  1:15 PM | Difficult Dynamics – Thorny Facilitation Issues |
|  2:00 PM | Bringing the Work Back to Your School |
|  3:00 PM | Revisiting the Continuum Self-Assessment |
|  3:15 PM | Survey, Reflections + Closing (by 3:30 pm) |