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HSTW

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# ***HSTW* Ideal Implementation**

Using the FRAMEWORK to fit your  
school's needs.

## Framework – Not Model

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- Key Practices provide schools with options
- Key indicators provide schools with important data
- Network of sharing a key to learning
- Constantly learning – Small Learning Communities

## Ideal Implementation Chart

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- Developed by Consultants
- Made for the ideal setting
- Four key areas: Structure, Instruction, Support and Leadership
- Plan – Do – Check Format

# Final Word Protocol

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- Structured discussion
- Person with most recent birthday is first presenter
- Person with next birthday is facilitator/timekeeper

## The Final Word

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- **Beginning speaker.** Begin the process by selecting one of the aspects of the article that he or she found of interest and directing others in the group to the idea. For up to two minutes, this first speaker talks about this idea. *Others in the group listen without talking.*
- When the first person is finished (or when time is called) the person to the left has one minute to talk about this **same idea**—building on ideas proposed by the first speaker. In turn, each member of the group will speak for up to one minute on the same topic. *Others in the group listen as each member speaks.*
- When all have had a chance to speak, the original speaker has one more minute to speak; to give “the final word.”
- **Repeat the process with the next speaker.**

# Large Group Discussion

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- Big Ideas
- Can this help in your school?
- Final Word?
- SLC Rubric

# Coaching in Schools

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- Coaching from inside a school:
  - Less about directing and more about providing frameworks for discussions
  - Less about providing professional learning and more about following up professional development
- Good coaches get teachers to
  - Have the tough discussions in an organized manner
  - Discuss strategies learned in professional development to ensure implementation.
- Less GRITCHING and more deciding!

# Instructional Review

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- Session on Tuesday
- Part of TAVs
- What gets monitored, gets done!

## Moving to the Next Level

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- **Declarative Knowledge** – Describe the strategy
- **Procedural Knowledge** – They can use the strategy on demand

Most teachers are at this level and that is good!

- **Conditional Knowledge** – Analyze a situation and select the appropriate strategy to meet student needs.

Most teachers need assistance to get to this level and the best assistance is from other teachers working with you!

# Working Together to Solve School Issues, Analyze Student and Teacher Work and for Professional Learning

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- **Numerous protocols**
  - Tuning Protocol
  - Five Why
  - Praise – Question – Polish
  - Consultancy
  - Final Word
  - Standards in Practice
  - Action Research
  - [www.lasw.org](http://www.lasw.org)

# Caveat for Protocols

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- This process, and all quality faculty discussions, require some training and a **tremendous level of trust.**
- It requires teachers to look at their colleagues in a different light.
  - Trust-building activities
  - **Disagreement is good**
  - We can help each other

## Collaboration Works.... But

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### Five Dysfunctions of a Team

- Absence of trust – invulnerability, personally yes, professionally no
- Fear of conflict – artificial harmony, unwillingness to disagree
- Lack of commitment – ambiguity, no agreement on goals
- Avoidance of accountability - low standards, holding each other accountable
- Inattention to results – Yes, but attitude

## Trust – Easier said than done!

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- Can I question something you do professionally and it not become personal.
- People who trust others are willing to ask for help!
- Can I question items taking place that do not focus on the goals?

# Building Trust

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- One simple strategy to begin to break down walls.
- Compass Points

# WHAT IS YOUR PERSONAL STYLE

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## COMPASS POINTS

- To identify individual styles of working within a group
- To identify the value of all styles when working toward a common team goal or product

# WHAT IS YOUR PERSONAL STYLE?

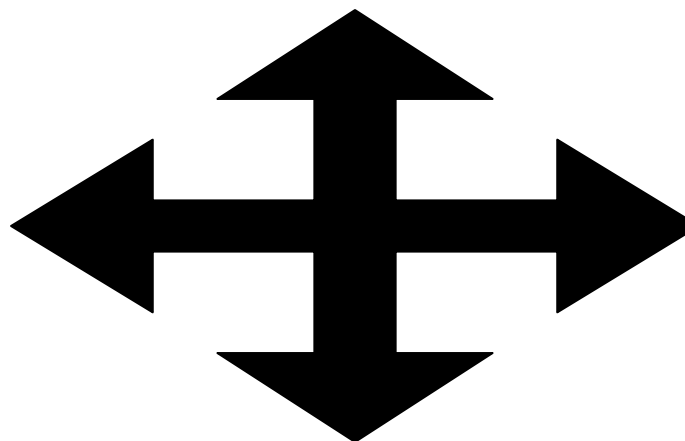
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## FOUR STYLES

NORTH

WEST



EAST

SOUTH

## NORTH

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- ACTORS
- “Let’s do it” attitude
- Like to act, try things, plunge in.
- Need to get work done NOW! (Or as quickly as possible)
- Product-driven

# SOUTH

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- CARING
- Like to know that everyone's feelings have been taken into consideration, that their voices have been heard, before acting
- Need to have all members share their thoughts and be sure everyone is supported
- Brings snacks

# WEST

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- DETAILERS
- Pay attention to the little things
- Like to know the WHO, WHAT, WHEN, WHERE & WHY before acting
- Need to get their questions answered before proceeding with the work
- Always seeking clarification

# EAST

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- SPECULATING
- Like to look at the big picture, the possibilities, before acting
- Need to express their vision of the project
- Always looking for another way
- Big Idea People

## Questions

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- **What are the limitations of our style?**  
*(List four adjectives.)*
- **What are the limitations of our style?**  
*(List four adjectives.)*
- **What style do we find the most difficult to work with? Why?**
- **What do others need to know about us that will make our work together more successful?**

# Tuning Protocol

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- **Tuning Protocol – Annenberg Institute for School Reform**
  - Great first step
  - Very structured
  - Non-threatening

# Tuning Protocol

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- **Requires participants to look at things differently**
- **KEY – Look at the work, not the teacher or the student**

## **Presentation of the Work – 5 minutes**

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- **Assignment**
- **Instruction Provided**
- **Expectations**
- **Other pertinent information**
- **Possibly a problem (i.e. Literacy strategy that did not work)**

## Clarifying Questions – 3 minutes

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- Participants ask questions to elicit more information
- Questions should be short
- **NO FEEDBACK ABOUT THE ASSIGNMENT**

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## **Reflection Time – 1 minute**

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- **Participants write down facts and prepare their feedback**

## Warm Feedback – 5 minutes

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- Participants share warm feedback **ONLY**
- Presenter takes notes
- Facilitator may focus discussion on the requests from the presenter
- What are the strengths, best features of the work

## Cool Feedback – 5 minutes

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- Present cool feedback only.
- Use “I wonder...”
- Use questions aimed at work.
- What could be improved about the WORK – not the presenter?

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# Response

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- **Presenter responds and discusses potential actions to take.**

## Consultancy

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- Inside – Outside Circles
- Non-threatening
- Can be done with a fairly large group
- Discussions are not structured
- Requires a strong facilitator to keep people on the topic
- **NOTE: CAN BE USED TO SOLVE SCHOOL ISSUES**

## Process

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- Teacher presents the assignment and samples of student work and discusses the instruction leading up and following the assignment
- Inner Circle of 6-8
  - Inner circle discuss the assignment by offering suggestions, critiquing, giving positive feedback, etc.
  - Talk to each other, not the teacher
- Outside Circle of all others takes notes of conversation – do not include names of who speaks

## Five Whys – Peter Senge

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- **Simple**
- **Can get bogged down**
- **Addresses issues**
- **Great in classrooms**
- **Great with kids at home!**
- **Can be used with spouse, but may lead to trouble!**
- **Keep focus on what you can do!**

## Lets Practice

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- WAD-UP
- Select a facilitator and a volunteer
- Select an issue of concern – 3 minutes
- Volunteer states the concern
- Facilitator asks why is it a concern
- Volunteer responds
- Facilitator rephrases the response to ask why that is an issue
- Continues for 5 why rounds

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## **P – Q - P**

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- **I wonder questions**
- **About the work – not the teacher**
- **Less structured form of Tuning Protocol**

## One More for Departments

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- Standards in Practice
- Best in departments at the high school level because participants solve the problem or the assignment
- Ideal for analyzing student responses on state assessments
- Can work with multiple choice

# Standards in Practice Steps

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- 1. Present the assignment or problem**
- 2. Individual completes the assignment or problem**
- 3. Individual analyzes the demands of the assignment with team discussion following.**
- 4. Team identifies the standards the problem or assignment addresses.**
- 5. Generate a rough rubric**
- 6. Score the assignment using the rubric**
- 7. Analyze the work by comparing the rubric to any provided, comparing scoring and determining how instruction should change.**

## Final Thoughts

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- Remember the five dysfunctions
- Teachers working together can completely change a culture of a school
- Schools can get entire workshops around any of these protocols. However, a small group can make a big difference.

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**Never doubt that a small  
group of thoughtful,  
committed people can  
change the world,  
indeed, it is the only  
thing that ever has!**