

Supporting Teacher Teams with Talk Protocols

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Premises

There are three premises for this session:

- Teaching is a complex, dynamic activity best understood collaboratively.
- Working on a team studying practice is critical to development but unfamiliar to many educators.
- Team skills are hard and can (and should) be practiced.

Objectives

Participants will leave this session with:

1. a shared understanding of the power of teacher teams to support sustainable change in teaching practice and student learning
2. rubrics and protocols for developing teacher teams as participants or facilitators
3. clearly articulated and shared goal, next steps and anticipated challenges of working with their own team(s)

Group Forming: “Babbling”

- fixed roles
- one speaker, one listener
- no “conversation”
- 30 seconds each then switch

Group Forming: “Babbling” Debrief

What did you notice?

What was hard?

Participation Norms

1. Read the norms.
2. Write your answers to the two questions at the bottom of the page.
3. Discuss with a shoulder partner.

Group Assessment & Goal Setting

1. Choose a school team to consider.
2. Evaluate this school team on the rubric.
3. Write one goal using the language of the rubric. *For example: By June 2017, all team members will be fully engaged. Team culture marginalizes/ neutralizes a resistor. Team does not shy away from productive conflict to develop and sustain deep, broad engagement.*

Group Assessment & Goal Setting

SHARE:

1. Your goal and why you chose this goal.
2. The evidence of success you want to see.
3. What will be hard about meeting this goal.

Group Assessment & Goal Setting

Pair share

1. What did you notice?
2. What did you wonder about?
3. What would you suggest?

Session Recap

1. Get teams talking - about anything at all.
2. Articulate the shared vision - norms, goals, roles, structures.
3. Do the work. Measure progress.
Sustain #1 and #2.

What gets in the way?

Logs & Takeaways

The log is flexible and gives you an opportunity to voice any thoughts, feelings, concerns you might have about the session, the dynamics in the group, the readings if there were any, and the group leader(s). It is also an opportunity to reflect on your own particular interests or needs that that may or may not be getting met in the group. You might consider the following questions:

- What's your response to the group?
- What member(s) had the greatest effect on you and why?
- What were your feelings towards the group leader and why did you have those feelings?

Thank you!!!

If you have any questions, please get in touch!

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