

Discussing Challenges Activity Protocol

Group norms to guide this activity

We value smaller group work so there is more space for all to speak.

We will contribute openly - be vulnerable - build trust.

We will listen to learn, listen deeply, and listen to understand – *without interrupting*.

Outline

- Get in groups of 4 (or 5)
 - Mix up completely – different schools, mixture of pods
- 2 blocks of 30 minutes
 - Approx. 10 minutes per person + wiggle room
- Each round participants will rotate roles

Roles for Each Round

- Sharer – poses a real situation that they are experiencing at their school and would like support with and solutions for.
- Timer – times each section of the protocol
- Mediator – makes sure the group is sticking to the protocol and on task. Tries to include everyone.

Protocol for Discussion

1. The sharer describes their situation, uninterrupted (2 minutes)
2. The group asks the sharer questions for clarification (1 minute)
3. The group discusses the situation and some possible solutions while the sharer listens and takes notes on the **provided sheet** (4 minutes)
4. The sharer summarizes some ideas they heard and can open the floor to the whole group discussion (3-5 minutes)

Repeat this process for each individual in the group.

11/21/18

NOTES: SOLUTIONS TO MY CHALLENGE

School Name:

My PLC Challenge:

What I heard my colleagues talking about:

Possible Solutions/Next Steps:

Additional Notes

The Barriers: How Our Minds Get in the Way

We focus more on confirming our hypotheses, not challenging them.

We are paying too much attention to things that appear more vivid.

We consider ourselves to be exceptions.

We hesitate to take action in a new direction.

We don't want others to see our vulnerabilities.

We come together in a culture of kindness.

Potential PLC Issues

We are passive. They show up but do not participate actively.

We resist change.

We don't see value in PLC time.

We don't want to work collaboratively.

School leader is disconnected from PLC work or has a different agenda.

PLC work is not data driven and/or student focused.

We don't see the difference in Professional Development & Professional Learning