WELCOME!

Structures & Strategies to promote Adult Collaboration

meeting structures ~ collaborative tools ~ behaviors

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Meeting Structures

**Purpose**

**Goals**

**Outcomes**

POSTED ADENDA

Parking Lot

Define the Sandbox

intentional Grouping

Collaborative Learning Cycle

- Activate & Engage
- Explore & Discover
- Organize & Integrate

Wellman & Lipton

Strategies & Protocols

Design the Surround
Collaborative Tools

**TALKING STEMS**
- Balanced Talk
  - Turn & Talk
  - Start the Starter
  - First-Turn-Last Turn
  - Think-Pair-Share
  - Think-ink-Link
  - Round-Robin Response
  - Random Calling
  - A/B/C partnerships

**Collaborative NORMS**

**Collaborative PROTOCOLS**
[https://rowman.com/WebDocs/CD%204x6%20Cards.pdf](https://rowman.com/WebDocs/CD%204x6%20Cards.pdf)

**Goal Setting & Reflection**
- Stoplight reflection
- Exit tickets
- Shape reflection
- Post it Summary

**Think & Connect**
- draw a graphic
- summarize
- highlight vocabulary
- similes/metaphors
- write a question
- venn diagram
- say, mean, matter, connections
Behaviors

• Task
• Process
• Group Development

RAPPORT

What do you noticing?

• Task
• Process
• Group Development

Non-Verbals

Approachable

Credible

What is Your Stance?

presenter

facilitator

coach

pause

paraphrase

question
Activating & Engaging

**PURPOSE:** Interactive process that supports individuals in understanding what their focus will be for the learning

**Strategies** (start with knowing your PURPOSE/GOALS and writing quality focus questions)

1. **Brainstorming or Brainstorming Questions**  
   A concept or focus question is presented to the group. Members get a few moments to think. Members then share with small group or large group, calling out ideas. Facilitator records thinking.

2. **Stand and Talk: Around the Room and Back Again**  
   Facilitator will have a focus question prepare for the group. Members write down their response to the prompt. When facilitator says go, members leave their home team and dialogue with others in the room, collecting thoughts. When facilitator says stop, participants move back to their home teams and brainstorm and write all that they heard, looking for commonalities.

3. **Journaling**  
   Participants journal based on a specific focus question or prompt.

4. **KWL**  
   Fold paper into thirds. Label each with “what you know”, “what you think you know”, “what you want to explore further”. This can be done individually or as a small group. Use it when looking at data, thinking about new concepts or planning next steps.

8. **Sorting**  
   Participants respond to a focus question or prompt by writing on index cards (one comment or thought per card. Place each in the center of the table. When group is finished, flip one over at a time looking for trends and commonalities.

Exploring & Discovering

**PURPOSE:** Interactive processes that ensures each person will participate in the learning. In this process participants interact with research, concepts or data and work collaboratively to process the information

**Strategies** (know your PURPOSE/GOALS and then choose a strategy)

1. **A B Teach**  
   Individuals work in pairs and read a piece of research or writing. Each individual reads a portion of the text. When reading is completed, each gives a summary sentence to dialogue about the reading. Variation= A/B partner “Ping–Pong” (each person share one ideas, wonder or connection—“Something I notice...”, “Something I wonder...”)

2. **First Turn/Last Turn**  
   Members silently read a selected text look at a piece of data. Each person will highlight and/or write down 3–4 important thoughts that jumped out at them. Person #1 shares their reads what they highlighted without further conversation. Person #2 comments on it (keep going until everyone has commented) with NO cross-talk. Finally the person who made the initial comment gets to have the last word of WHY he/she chose it. Repeat the process.

3. **Text Coding- Leaving Tracks**  
   Members read and mark text in a specific way then explore their reading in small groups based on the coding (e: *=affirms prior knowledge, !=surprised you, ?=still want to know more about this.

4. **Here’s What, So Why/Why?, Now What?**  
   Fold paper into thirds and title each with the above words. “Here’s What”—stated directly from the data or text, “So Why/Why”– interpretations, predictions, thoughts or questions as to why this might be the case, “Now What”–Knowing the information, what can we do?
5. **Say Something**  
   Read something or respond to a set of focus questions. After allotted time, partners look at each other and say something. Then repeat.

6. **“Marker Talk”**  
   Presenter will have several charts hanging in the room or on individual tables. Each chart will have titles/heading on them that pertain to the concepts being explored. Participants will have a marker of a specific color to write with, will read, talk with group mates and interact/write on the charts to collect group thinking (can write about ideas, questions, connections to text or what someone else write, etc).

7. **Paired Verbal Fluency**  
   After reading about something, participants will gather in groups of 2. Each person will get a chance to share their thinking as it pertains to the text to focus question. Facilitator is the time keeper and allows pause time between role switches to allow for thinking. (length of time varies based on content) Person “A' talks for 45 seconds, Person “B” talks for 30 seconds; Person “A' talks for 45 seconds, Person “B” talks for 30 seconds; Person “A' talks for 15 seconds, Person “B” talks for 15 seconds; *partners try not to repeat ANYTHING that was already stated.

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**Organizing & Integrating**

*Purpose:* Bringing theory, ideas and concepts into practice by the organizing and integrating the learning process.

1. **Gots/Wants**  
   Begin or end the day with a Plusses/Wishes, Gots/Wants, Questions/Clarifications list — use as many charts as needed divided into two columns.

2. **Around the Table**  
   Each person shares (small group or whole group) 1–2 things they enjoyed, will try are left thinking about.

3. **MIP (Most Important Point)**  
   Reflect on what was learned or accomplished at the meeting. Each person will write down their Most Important Point. Participants stand and share or shout them out.

3. **Exit Card Journaling**  
   Participants journal based on a specific focus question or prompt.

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**References**


