

HISD Early College Collaborative In-Service
Friday, August 17, 2018

Time	Session	Facilitator
7:45AM	Sign-In	Clerical Staff
8:00 AM	Introduction/Icebreaker – Gym - Dean/AP/Appraiser Huddle (Room 115)	Principals
8:20 AM	Transition	N/A
8:30 AM	Writers In The Schools Workshop <ul style="list-style-type: none"> Ancillaries (Room 211) ELA (Room 205) Math (Room 204) Science (Room 206) Social Studies (Room 216) 	WITS Trainers
10:30 AM	Break/Transition	N/A
10:50 AM	Planning Session (see below for locations)	Deans/APs
12:00 PM	Lunch	N/A
1:00 PM	Consultancy Protocol (same locations as Planning Session)	Deans/APs
2:50 PM	Break/Transition	N/A
3:00 PM	Battle of the ECHSs - Gym	L. Williams
3:30 PM	Sign-Out	N/A

Planning Session Info

Objective: Teachers will be able to create activities to infuse into their lesson plans by collaborating with peers to integrate the strategies learned in the “Writers In The Schools Workshop.”

Directions:

1. Within the larger departments (Ancillaries, ELA, Math, Science, and Social Studies), teachers will break off into the following smaller teams:

Ancillaries	ELA	Math	Science	Social Studies
CTE (2 groups) Facilitator: Stear Room 211	English I Facilitator: Kapral Room 205	Algebra I Facilitator: Crawford Room 204	Biology Facilitator: Hernandez Room 206	World Geog. Facilitator: Speier Room 216
Fine Arts Facilitator: Roberts Room 115	English II Facilitator: Kapral Room 205	Algebra II Facilitator: Crawford Room 204	Chemistry Facilitator: Ohl Room 201	World History Facilitator: Devaney Room 317
PE/Health Facilitator: Preston Gym	English III Facilitator: Orozco Room 304	Geometry Facilitator: Chang Room 205	Physics Facilitator: Brooks Room 301	US History Facilitator: Starks Room 305
LOTE Facilitator: Brooks Room 301	English IV Facilitator: Orozco Room 304	Pre-Cal & Others Facilitator: Chang Room 205	Others Facilitator: Ohl Room 201	Others Facilitator: Ohl Room 201

2. Teachers will select 3-5 upcoming objectives within their content area and create an aligned activity and exit ticket for each objective integrating the “WITS” strategies that can be infused into a lesson plan. **(50 minutes)**
3. Each team will share out with the department their products. **(20 minutes)**

Consultancy Protocol

(Adapted from School Reform Initiative)

Purpose

The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

Pework

Each teacher will need to bring one dilemma or concern that will open a discussion with her/his peers in order to solicit feedback. For content teachers this concern should be data based and indicate a topic or objective that she/he wishes to improve student success in for the upcoming school year. Teachers should bring an artifact that indicates the level of concern. This artifact can be a particular data point indicating the level of success this past year.

Ancillary or new teachers may bring a specific concern they are having within their content or a trepidation they may have for the upcoming school year. New teachers may bring concerns about student discipline or teaching strategies. The idea is for the new teachers to hear strategies from the experienced teachers.

Time

Approximately 20 minutes per presenter

Roles

- Presenter - whose work is being discussed by the group
- Facilitator- who sometimes participates, depending on the size of the group; time keeper (Dean/AP/Appraiser)
- Consultants -Outside perspective is critical to the effectiveness of this protocol; therefore, some of the participants in the group should be people who do not share the presenter's specific dilemma at that time. The Consultancy group is typically a small and intimate one – from 4-7 people.

Process

1. The presenter gives an overview of the dilemma (concern) with which she/he is struggling, and frames a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other "artifacts," there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma. (5 minutes.)
2. The consultancy group asks clarifying/probing questions of the presenter — that is, questions that have brief, factual answers. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand her/his thinking about the dilemma presented to the consultancy group. The goal here is for the presenter to learn more about the question she/he framed and to do some analysis of the dilemma presented. The presenter responds to the group's questions, although sometimes a probing question might ask the presenter to see the dilemma in such a novel way that the response is simply, "I never thought about it that way." There is no discussion by the consultancy group of the presenter's responses. At the end of the 5 minutes, the facilitator asks the presenter to re-state her/his question for the group. (5 minutes)
 - What was effective that you would like to keep?
 - What was not effective that you would like to stop?
 - What ideas have you already developed?
3. The group talks with each other about the dilemma presented. In this step, the group works to define the issues more thoroughly and objectively. Sometimes members of the group suggest actions the presenter might consider taking; if they do, these should be framed as "open suggestions," and should be made only

after the group has thoroughly analyzed the dilemma. The presenter doesn't speak during this discussion, but listens in and takes notes. The group talks about the presenter in the third person. (5 minutes)

Possible questions to frame the discussion:

- What did we hear?
- What didn't we hear that might be relevant?
- What assumptions seem to be operating?
- What questions does the dilemma raise for us?
- **What might we do or try if faced with a similar dilemma? What have we done in similar situations? What strategies may help the presenter?**

4. The presenter reflects on what she/he heard and on what she/he is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the Consultancy. The presenter states what actions they may want to start for the next school year. (5 minutes)

Presenter notes: What do I keep? What do I stop? What do I start?