

# “Look And Listen Fors”—Adaptive Schools Videos

## General

Applicant will demonstrate consciousness and craftsmanship in presenting (Agency Trainer) or facilitating (Training Associate).

## Presenting Video for Agency Trainer Application

A **presenter** is one who teaches. A presenter’s goals are to extend and enrich knowledge, skills, or attitudes and to have these applied in people’s work. A presenter may adopt many stances (e.g., expert, colleague, novice, friend) and use many strategies of presentation (e.g., cooperative learning, study groups). Premier presenters are guided by clarity of instructional outcomes and continuous assessment of goal achievement (Source: Advanced Adaptive Schools Learning Guide).

## Agency Trainer

- Agency Trainer will provide a presentation video fluently demonstrating a deep understanding of a major concept(s) from Adaptive Schools work.
- Video will be 30 minutes of continuous presenting as solo trainer or 60 minutes of continuous presenting video as co-trainer where the co-presenting is equally balanced. Videotaping may be paused when groups are working together for an extended period of time. The videotape must be resumed when the trainer begins to debrief the activity or answer questions.
- Applicant will demonstrate giving clear directions utilizing microskills and Norms of Collaboration.
- Applicant will include a written script of the video copied into the Presenting/Facilitating Template. This template will be provided by applicant’s mentor or by contacting the Directors for the template or by accessing the template on the Thinking Collaborative website under Resources, then Links and Documents.
- Applicant will provide a written reflection using the Presentation Skills Self-Assessment Rubric and the Cognitive Coaching<sup>SM</sup> Reflecting Map (included at the end of this document).
- Applicant will include a Developing Trainer’s Growth Plan and Vision co-developed with the mentoring Training Associate.

## Video Content Examples—Applicant teaching:

- Adaptivity, identity, Dialogue and Discussion as conceptual processes—both declarative and procedural; research findings of Elements of Professional Community; posing invitational/mediative questions; paraphrasing, Group Member Capabilities, etc., following the Adaptive Schools Trainer’s Guide.

### **Video Presenter Skills Examples—Applicant demonstrating:**

- Microskills—including Visual Paragraph, Break and Breathe, Freeze Gesture, Show, Don't Say, Choose Voice, Attention First, Hand Signal
- With the Presentation Skills Self-Assessment Rubric as a guide: Use of Norms, providing clear directions (including Process as Given/Process as Understood and Topic as Given/Topic as Understood), holding relationship with the audience, decontaminating problem space, utilizing 3<sup>rd</sup> point, anchoring space (public agenda, banners, working agreements, etc.), station naming

## **Facilitating Video for Training Associate Application**

**To facilitate** means “make easier.” A facilitator is one who conducts a meeting in which the purpose may be dialogue, shared decision-making, planning or problem-solving. The facilitator directs the procedures to be used in the meeting, choreographs the energy within the group, and maintains a focus on meeting standards. The facilitator should rarely be the person in the group with the greatest role or knowledge authority (Source: Advanced Adaptive Schools Learning Guide).

### **Training Associate**

Training Associate will provide a facilitation video of authentic work needing to be done by a work group or task force.

- Video will be 35 to 40 minutes (solo).
- Video shows scenes of engaged participants as well as skilled facilitation.
- Applicant will include a written script of the video copied into the Presenting/Facilitating Template. This template will be provided by the Directors.
- Applicant will provide a written reflection using the Facilitation Skills Self-Assessment Rubric and the Cognitive Coaching<sup>SM</sup> Reflecting Map (included at the end of this document).
- Applicant will apply Adaptive Schools tools, meeting structures, microskills, strategies, and the Norms of Collaboration.
- Applicant may demonstrate structures such as polarity mapping or other dialogue and decision-making processes as needed to support the group's purposes and stated outcomes for the meeting. Examples might include: help a group finalize a decision, facilitate a dialogue, help a group reach a vision statement, help a group with a conflict.
- Applicant will attend Presenters Forum and submit a presentation video showing the application of skills/structures learned at Presenters Forum. Applicant will include a written script of the video copied into the Presenting/Facilitating Template. Applicant will submit video within one year of attending Presenters Forum.

**Video Content Examples of Facilitation—Applicant facilitating:**

- Applicant will be utilizing tools to support group facilitation towards clearly articulated purpose/goals.
  - Please note the difference between “facilitating an activity” and “facilitating for a goal or purpose.” For example, providing a video of an inclusion activity, offering a public agenda, or using a strategy only is not sufficient.
- During the meeting, multiple strategies, Norms, tools, processes, activities, structures, employing both verbal and nonverbal facilitator behaviors, may be needed. Trainer flexibility is required to facilitate at this complex level.
- Other examples of complex facilitation tools: polarity mapping, group planning, group problem-solving, etc.

**Video Facilitator Skills Examples—Applicant demonstrating:**

- With the Facilitators Self-Assessment as a guide: attention, energy, information, logistics, clarity, consciousness, competence, confidence, credibility (see Sourcebook for descriptions)
- Microskills: including Visual Paragraph, Break and Breathe, Freeze Gesture, Show, Don't Say, Choose Voice, Attention First, Hand Signal
- Use of Norms, providing clear directions (including Process as Given/Process as Understood and Topic as Given/Topic as Understood), holding relationship with the audience, decontaminating problem space, utilizing 3<sup>rd</sup> point, anchoring space (public agenda, banners, working agreements, etc.), station naming, etc.

# Adaptive Schools Trainer's Self-Reflecting Conversation Template

As part of the requirement to become an Adaptive Schools trainer, you will be taping yourself presenting the Adaptive Schools content (Agency Trainer) or facilitating a group (Training Associate). After viewing the tape, you will complete the Adaptive Schools Presentation Skills Self-Assessment Rubric (Agency Trainer) or the Facilitation Skills Self-Assessment Rubric (Training Associate) and write a reflective paper, following the Cognitive Coaching<sup>SM</sup> Reflecting Conversation Map below. The structure below is provided to guide your written reflection; please feel free to add other thinking to your written reflection.

1. How am I feeling about my video?  
or  
What do I think of my video?  
and  
What makes me feel/think that way?
  
2. Choose from the following and/or add those of your own:
  - What are some of the things I did that supported thinking?
  - How did I make decisions about what questions to ask?
  - What was my awareness of the group's energy sources?
  - How did the facilitation go compared to how I thought it would?
  
3. What am I learning that I want to focus on for my growth in the Adaptive Schools work?
  
4. When might I have an opportunity to apply that learning?
  
5. How has this reflection supported my thinking about my growth as an Adaptive Schools trainer?