

ADAPTIVE SCHOOLS

REFRESHERS

THINKING COLLABORATIVE

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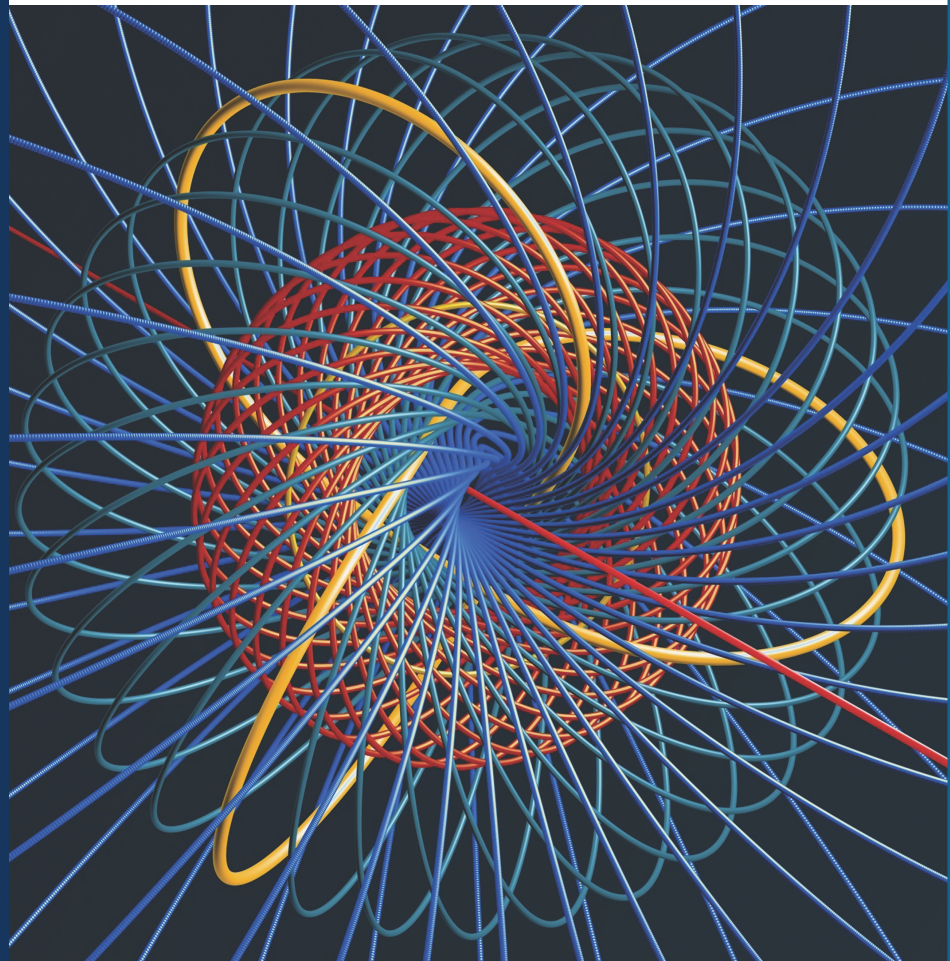


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Adaptive Schools Refreshers

Introduction

The Adaptive Schools Foundation Seminar provides training in the fundamental understanding of the principles and practices of Adaptive Schools. Refreshers are intended to develop mastery in authentic settings. They are not intended to teach new knowledge and skills, but instead to provide formative feedback on proficiency with the skills and concepts while developing self-directedness in groups to assist them in becoming self-managing, self-monitoring, and self-modifying.

For Refreshers, the job of the **trainer** of the Foundation Seminar shifts from **presenter** to **coach** and **facilitator**. The **learner's focus** shifts from declarative to procedural knowledge. The **work** shifts from the training room to the school setting. The Refreshers are designed to use the meeting times of teams for authentic, job-embedded professional development. Additional time does not need to be found for new work or training.

The Refreshers are designed on the principle of gradual release of responsibility. In the early stages, the coach/facilitator models the processes of focusing on a specific skill and using data as feedback on authentic practice. After modeling, the coach/facilitator steps back and assists the group in taking responsibility for their own feedback processes.

Getting Started

Each learning opportunity is designed around three steps of the Wellman and Lipton learning cycle: Activate and Engage, Explore and Discover, Organize and Integrate.

It is best to invite your trainer to work with you in the first few sessions to begin to facilitate focusing the work and modeling the process as a coach. After several sessions, each team can move forward using the materials in this document.

Building Capacity for Procedural Knowledge and Authentic Application

As a result of the four-day Adaptive Schools Foundation Seminar, most participants leave with declarative knowledge and very basic levels of procedural knowledge with the norms and dialogue. Without practice and feedback in authentic settings, we have found little transfer occurs into the workplace.

The Foundation Seminar provides training in the fundamental understanding of the principles and practices of Adaptive Schools. Adaptive Schools Refreshers are intended to develop mastery in authentic settings. It is not intended to teach new knowledge and skills, but instead to provide formative feedback on proficiency with the skills and concepts while developing self-directedness in groups to assist them in becoming self-managing, self-monitoring, and self-modifying.

For the Refreshers, the job of the **trainer** of the Foundation Seminar shifts from **presenter** to **coach** and **facilitator**. There is an implicit assumption that the follow-up is provided by someone who is proficient with the Reflecting and Planning Conversation Maps. The **learner's focus** shifts from declarative to procedural knowledge. The **work** shifts from the training room to the school setting. The process is designed on the principle of gradual release of responsibility. In the early stages, the coach/facilitator models the processes of focusing on a specific skill and using data as feedback on authentic practice. After modeling, the coach/facilitator steps back and assists the group in taking responsibility for their own feedback processes.

Overview of Process

Session 1

- Foundation Seminar is completed; participants should bring Learning Guides.
- Teams or PLCs are offered a menu of options for their learning:
 - Two ways of talking
 - Pausing
 - Paraphrasing
 - Posing Questions
 - Putting Ideas on the Table
 - Providing Data
 - Paying Attention to Self and Others
 - Presuming Positive Intentions
 - Authentic application and use of structures like: criteria matrix, assumptions wall, focusing four, etc.

Activate and Engage

- Coach/facilitator provides a process for review of content related to the options chosen by the team.

Explore and Discover

- If a rubric is available, participants dialogue about where they would place themselves.
- Group discusses and decides what data will be collected on the option chosen.
- Coach collects data in authentic meeting, e.g., PLC, department, grade level, leadership team.

Organize and Integrate

- Coach conducts a reflecting into planning conversation with the team using the data as a third point.

Session 2

- Another meeting is scheduled and the group chooses a focus. The coach reviews the topic before the meeting.
- A type of data is selected by the group and one of the group members is assigned to collect data while participating.
- Using structured questions provided by the coach, the group conducts its own reflecting conversation. The coach collects data on the group's use of the first three norms.
- The coach provides data on the use of pausing, paraphrasing, and posing questions during the reflecting conversation and leads a group reflection. An app may be available to assist groups who choose to use it.
- The group reflects on its own development in using this process and makes decisions about what it might need in the future to sustain the work. (It might be more time with the coach or it might be that they are ready to sustain the process without the coach).

Future Work

Once the group is skillful with this process, they can become self-directed in implementing the reviews, as well.

Possible Questions for a Group Conducting Its Own Reflecting Conversation Using Data

- How do we feel about our use of (name of focus, e.g., paraphrasing, focusing four, etc.)?
- What do we recall about how we implemented this strategy or norm?

Data Collector Shares Data

- What are some things we notice in the data?
- How does this compare to our self-assessment (in recall question above and if rubric was used)?
- What are some of the factors that seem to be contributing to our practice of this process, strategy, or norm?
- How did the content of this meeting affect our use of the process, strategy, or norm?
- What might an observer of our meeting say about our work together?
- What insights are we having about our own growth?
- How might we use our learning to continue to develop our group work?
- What are we discovering about the process of reflecting as a group using data?

Norms Inventory

Rating Perceptions of Myself/Group

1. Pausing to allow time for thought

A. I/We pause after posing questions.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We pause after others speak to reflect before responding.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We pause before asking questions to allow time for artful construction.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

2. Paraphrasing within a pattern of pause, paraphrase, pause, pose question to ensure deep listening

A. I/We listen and paraphrase to acknowledge.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We listen and paraphrase to organize.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We listen and use abstracting paraphrase.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

3. Posing questions to reveal and extend thinking

A. I/We pose questions to explore perceptions, assumptions, and interpretations.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We inquire before putting ideas on the table and before I/we advocate.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We seek specificity of data, assumptions, generalizations, and the meaning of words.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

4. Putting ideas on the table and taking them off

A. I/We state the intentions of my/our communications.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We provide relevant facts, ideas, opinions, and inferences.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We remove or announce modification of ideas, opinions, and points of view.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

5. Providing data to structure conversations

A. I/We present specific, measurable, observable information.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We present data without judgments, opinions, or inferences.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We offer multiple types of data to broaden understanding.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

6. Paying attention to self and others to monitor our ways of working

A. I/We balance participation and open opportunities for others to contribute and respond.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We restrain my/our impulses to react, respond, or rebut at inappropriate times or in ineffective ways.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We maintain awareness of the group's task, processes, and development.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

7. Presuming positive intentions to support a nonjudgmental atmosphere

A. I/We communicate respectfully whether I/we agree or disagree.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

B. I/We embed positive presuppositions in my/our paraphrases, summaries, and comments.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

C. I/We embed positive presuppositions when I/we pose questions.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

Meeting Inventory

Decide on Decision-Making

We were clear about who we are in the decision-making process.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We were clear about which parts of the issue(s) we explored live in our sandbox.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We were clear about the decision-making processes being used.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We are clear about when and how the decision will be communicated.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

Develop Standards

We adhered to one process at a time.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We adhered to one topic at a time.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We balanced participation.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

The degree to which I felt listened to.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

The degree to which I listened to others.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We were clear about meeting roles.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

We engaged in productive cognitive conflict.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

Design the Surround

We managed the environment to support our work.

low / _____ / _____ / _____ / _____ / high
1 2 3 4 5

Adaptive Schools Concepts Professional Community

Time	20 minutes
Materials	Adaptive Schools Learning Guide, Writing Materials
Procedures	<p style="text-align: center;">AS Strategy Used for Review: 3-2-1+1 http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/3-2-1-Plus-1.pdf</p> <ul style="list-style-type: none"> • Participants review the elements of Professional Community in the Adaptive Schools Learning Guide. • Members draw a right-hand margin on a piece of paper. Label the margin "Plus 1." • Individuals, in groups of three or four, write three key ideas they remember from the last meeting, two things they want to explore, and one point to ponder. • Round-robin share one idea each. As members share, listeners may record personal notes in the right-hand margin. • Continue the pattern through the next two categories. <p>Alternatives</p> <ul style="list-style-type: none"> • Start the sharing at the second item, because more value probably comes from the second two categories. • Process the activity with the full group.

Time	20 minutes
Materials	Adaptive Schools Learning Guide
Procedures	<p style="text-align: center;">AS Strategy Used for Review: First Turn, Last Turn http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/First-Last-Turn.pdf</p> <ul style="list-style-type: none"> • Prior to the meeting, participants read pages on Professional Community in the Learning Guide and highlight key points. • The facilitator names a person to start in each group. • In turn, members share one of their items but do not comment on it. They simply name it.

	<ul style="list-style-type: none"> • In round-robin fashion, group members comment about the identified item with no cross-talk. • The initial person who named the item now shares his or her thinking about the item, and therefore, gets the last turn. • Repeat the pattern around the table.
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Data Collection Ideas for Groups Working on Professional Community

- Examine the agenda items and processes used in light of elements of professional community.
- Using a recording instrument with the elements of professional community members jot down actions during the meeting which support the elements.
- Members select one element and note actions related to that element.

Three Focusing Questions

Time	15 minutes
Materials	None
Procedures	<p>AS Strategy Used for Review: What Does It Mean? What Does It Matter</p> <ul style="list-style-type: none"> • Trios recall the three focusing questions of Adaptive Schools – Who are we? Why are we doing this? Why are we doing this, this way? • Each person takes a question and speaks to what it means and why it matters. • Talk about examples of times when these questions were most important to your group’s work.

Time	20 minutes
Materials	Written case study sent out in advance
Procedures	<p>AS Strategy Used for Review: Case Study</p> <ul style="list-style-type: none"> • Prior to the meeting, send out a one page case study of a team which someone writes from a real experience or ask your Adaptive Schools trainer to provide one. Each person should read the case study prior to attending the meeting. • At the meeting, ask the group to analyze the case study using the three focusing questions. Consider how aware the people in the case were of the importance of asking the questions of themselves. • Apply the thinking from the case study to a situation your group is currently facing and consider the three questions.

Data Collection Ideas for Groups Working on Three Focusing Questions of Adaptive Schools

- Keep the three focusing questions on a wall poster or table tent in the meeting room. Record in the minutes each time someone uses one of the questions. Consider quarterly how the questions have been used and the effect they are having on the group’s work.
- In each meeting ask one person to be the “keeper of the questions,” monitoring times when they might be useful. Keep a tally of how frequently the questions are utilized.

Energy Sources

Time	20 minutes
Materials	Adaptive Schools Learning Guide pages on Energy Sources Bubble Maps, index cards
Procedures	<p style="text-align: center;">AS Strategy Used for Review: 3-2-1 and Memory Mingle http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/3-2-1-Plus-1.pdf</p> <ul style="list-style-type: none"> • Pairs recall the Five Energy Sources. • Review bubble maps on Learning Guide pages. • Individually write on 3 index cards: <ul style="list-style-type: none"> • 3 ways in which Energy Sources have been helpful to you in your work • 2 questions you have used to activate an energy source in a group • 1 question you have about Energy Sources • Memory Mingle <ul style="list-style-type: none"> • Form a trio and share; continue forming new trios and sharing as time allows. • Large Group debrief – answer questions.

Time	15 minutes
Materials	Chart of Five Energy Sources: Efficacy, Flexibility, Craftsmanship, Consciousness, Interdependence, 3 X 5 cards
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Two Sides of the Coin http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Two-Sides-of-the-Coin.pdf</p> <ul style="list-style-type: none"> • Each member of the group will write on one side of the card the energy source s/he believes is most important to this meeting. • On the second side of the card, each will write ways or self-talk s/he will use to guide his/her actions to attain that outcome. • Share the first side of the card in round robin fashion and then repeat by sharing the second side of the card.

Data Collection Ideas for Groups Working on Energy Sources

- Collect a script of questions asked in a meeting and analyze them for energy sources.

- Examine the agenda topics and consider them in terms of energy sources.
- Have an energy source list in front of each member and have them make a note of a time when they are attending to an energy source and discuss at the end of a meeting.

Dialogue

Time	20 minutes
Materials	Adaptive Schools Learning Guide, pages on Dialogue
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Recipe http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Recipe.pdf</p> <ul style="list-style-type: none"> • Pairs or small groups (depending on group size) skim the reading on Dialogue in the Learning Guide. • On chart paper, create a recipe for an effective dialogue. Include ingredients, measurements, and processes for blending the ingredients. • Post the recipes and have a gallery walk.

Time	5 minutes
Materials	Adaptive Schools Learning Guide, pages on Dialogue
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Paired Verbal Fluency http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Paired-Verbal-Fluency.pdf</p> <ul style="list-style-type: none"> • Pairs designate and A and B. • Pairs will alternate talking on the topic of, “What are some key ideas we will need to apply to have effective dialogue?” • A talks, B listens. • B talks, A listens. • Pattern continues for 45 seconds each, 30 seconds each, 15 seconds each.

Data Collection Ideas for Groups Working on Dialogue

- Number of questions
- Script of questions
- Number of paraphrases
- Script of paraphrases
- Pattern of paraphrases and questions
- Number of advocacies and inquiries
- Script of advocacies
- Paraphrases or questions about assumptions

- Patterns of discourse (who talks, frequency of talk)
- Topics of talk

Discussion

Time	20 minutes
Materials	Adaptive Schools Learning Guide, pages on Discussion
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Pyramid http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Pyramid.pdf</p> <ul style="list-style-type: none"> • Pairs to Quartets. • Pairs skim and review reading on Discussion in Learning Guide. • Each person responds to two questions: <ul style="list-style-type: none"> • What are the most important things to remember about discussion? • What do you need to pay attention to in yourself in the process of discussion? • Pairs share responses and find common ground. • Pairs form a quartet and find common ground with another pair.

Time	15 minutes
Materials	Adaptive Schools Learning Guide, pages on Discussion
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Modified Content Check http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Content-Check.pdf</p> <ul style="list-style-type: none"> • Each member of a quartet is given one of the following questions with five minutes to write a response: <ul style="list-style-type: none"> What are some characteristics of unproductive discussions? How does taking a “balcony view” contribute to effective discussion? How would you describe the relationship between dialogue and discussion? What are some things a group might need to monitor for itself in order to be the most productive in discussion? • Responses are shared with the quartet.

Data Collection Ideas for Groups Working on Discussion

- Number of statements of advocacy
- Script of statements of advocacy
- Number of questions for inquiry
- Script of inquiry questions
- Patterns of talk (who, how often?)
- Content areas of focus of talk

Identity and Dilts

Time	20 minutes
Materials	Adaptive Schools Learning Guide, pages on Identity
Procedures	<p>AS Strategy Used for Review: Read and Example http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Read-and-Example.pdf</p> <ul style="list-style-type: none"> • Letter people as A and B. • Each partner reads the first paragraph. • Pairs generate examples of this idea in action. • A summarizes. • Repeat the pattern, alternating the summarizing role. • Pair-Quad to paraphrase themes then whole group share.

Time	20 minutes
Materials	Adaptive Schools Learning Guide, pages on Identity
Procedures	<p>AS Strategy Used for Review: Brainstorm Questions http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Brainstorm-Questions.pdf</p> <ul style="list-style-type: none"> • Describe the key ideas in Dilts' work on identity. • Give everyone a minute or two to think. • Invite members to call out questions. • A member records questions on a flip chart. • Categorize the questions and determine what information is necessary and how it might be gathered. • Pair-Quad to address some of the questions then whole group share.

Data Collection Ideas for Groups Working on Identity and Dilts

- Scripts of paraphrases and analyze for type
- Scripts of questions and analyze with Dilts levels
- Patterns/examples of attentive listening
- Patterns/examples of listening set-asides

Meetings

Three Meeting Purposes

Time	15 minutes
Materials	Chart with three meeting purposes listed: Task, Process, Group Development
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Modified Triad Inquiry http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Triad-Inquiry.pdf</p> <ul style="list-style-type: none"> • Working in trios, Person A explains in his/her own words what the “task purpose” means. • Person B paraphrases. • Person C inquires, “What makes that important to our work?” • Rotate roles and repeat the steps for Process and Group Development.

Data Collection Ideas for Groups Working on Three Meeting Purposes

- One person records verbatim what the group was doing by minute.
- The agenda is used to analyze for how much agenda time is given to each meeting purpose.
- Facilitator states the purpose(s) of each agenda item before beginning and a group member notes the time spent.
- Past agendas are reviewed for the three purposes.

Decide on Decision-Making

Time	20 minutes
Materials	Chart paper and markers, Adaptive Schools Learning Guide
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Fishbone Diagram http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Fishbone-Diagram.pdf</p> <ul style="list-style-type: none"> • Draw a fishbone diagram on chart paper. • Label it “Decide on Decision-Making.” • Brainstorm factors that might be affecting the existing condition and record on the diagram. • Explore pros and cons of various combinations of solution approaches.

Time	20 minutes
Materials	Chart paper and markers
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Existing State-Desired State Map http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Existing-State-Desired-State-Map.pdf</p> <ul style="list-style-type: none"> • Copy the ES-DS map on the chart. • Generate a description of the existing state regarding the group’s “deciding on decision-making,” and then describe the desired state as a direct contrast to existing state elements. • Identify the resources needed to achieve the desired state, including skills, knowledge, and attitudes.

Data Collection Ideas for Groups Working on Decide on Decision-Making

- Use past agendas to reflect on the aspects of deciding on decision-making as described in the Adaptive Schools Learning Guide.
- Group member records each decision and writes notes about the decision-making process.
- Decide on Decision-Making chart from Adaptive Schools Learning Guide is on the wall, group members place a sticky note on parts of the process when they are done.

Group Member Capabilities

Time	20 minutes
Materials	Adaptive Schools Learning Guide pages, or Sourcebook pages on Group Member Capabilities
Procedures	<p style="text-align: center;">AS Strategy Used for Review: A-B Each Teach</p> <p style="text-align: center;">http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/A-B-Each-Teach.pdf</p> <ul style="list-style-type: none"> • Pairs read assigned section (facilitator makes a decision about how to pair or group participants based on the group dynamics). • Teach section to your partner. • Share out new discoveries to the table group or whole group: how has your learning evolved since your last experience with this content?

Time	20-25 minutes
Materials	Adaptive Schools Learning Guide Pages on Group Member Capabilities
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Review and Reflect</p> <p>Table groups write on chart paper:</p> <ul style="list-style-type: none"> • What does it look like, sound like, feel like when you are living these group member capabilities? • Stand and Share.

Data Collection Ideas for Groups Working on Group Member Capabilities

- Number of paraphrases
- Scripting paraphrases
- Scripting questions
- Types of decision making that is involved
- Record of who participates and how often
- Analyze agenda items for task, process, and group development
- Record of outcomes for the meeting
- Script of advocacy and inquiry
- Each member has a paper listing autobiographical, solution, and inquiry listening and makes a tally each time one is consciously set aside.
- Each member has a paper listing self-assert and integrate and makes a tally when choosing one.

One Topic at a Time/One Process at a Time

Time	15 minutes
Materials	3 X 5 Cards
Procedures	<p>AS Strategy Used for Review: Modified Card Stack and Shuffle http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Card-Stack-and-Shuffle.pdf</p> <ul style="list-style-type: none"> • Each member writes down two topics to be addressed on a future agenda, e.g., decision about scheduling. • Each person draws a card and makes a suggestion about a process for addressing the topic. Group members add other ideas. • Continue until time is up or each person has responded.

Time	5 minutes
Materials	Agenda for Meeting
Procedures	<p>AS Strategy Used for Review: PAG-PAU http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Pag-Pau.pdf</p> <p>AS Strategy Used for Review: TAG-TAU http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Tag-Tau.pdf</p> <ul style="list-style-type: none"> • Review the strategies of PAG-PAU and TAG-TAU. • Each member of the group is assigned one topic from the upcoming agenda. • In pairs, one person demonstrates a TAG-TAU and one demonstrates a PAG-PAU. • Partner offers feedback on demonstration.

Data Collection Ideas for Groups Working on One Topic and One Process at a Time

- One group member records topics and processes.
- Each group member records processes on agenda during the meeting and then the data is shared at the end.
- Any group member can record a tally on a chart on the wall with headings of topic and process each time they notice the group going off topic or process.

Balance Participation

Time	15 minutes
Materials	Chart paper, markers, Adaptive Schools Learning Guide
Procedures	<p>AS Strategy Used for Review: Propose Working Agreements http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Propose-Working-Agreements.pdf</p> <ul style="list-style-type: none"> • Review the standard of balancing participation in meetings. • Members propose working agreements regarding how they wish to balance participation, e.g., we invite others to share, we limit our own talk time, we strive for inclusion, but not necessarily equal time for all, etc. • Reach consensus on agreements and post. • Revisit the agreements at the end of the meeting and reflect on the group's effectiveness in using them.

Time	15 minutes
Materials	3 X 5 Cards
Procedures	<p>AS Strategy Used for Review: Slip Method http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Slip-Method.pdf</p> <ul style="list-style-type: none"> • Provide one or two cards to each member. • State the problem in "how to" language: <ul style="list-style-type: none"> • How to increase the balance of participation in our meetings • Members write one idea per card. • Collect and categorize the cards. • Display results on a chart during subsequent meetings.

Data Collection Ideas for Groups Working on Balancing Participation

- One member records a tally each time a person talks.
- One member records the length of time each person talks.
- Each member takes a playing card from a stack before talking and cards are counted at the end of the meeting.
- An outsider could record the number of times certain groups speak and for how long, e.g., men and women, new members and experienced members, people of color and white members.

Understand and Agree on Roles

Time	20 minutes
Materials	Chart paper and markers
Procedures	<p>AS Strategy Used for Review: Know, Think You Know, and Want to Know http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Know.pdf</p> <ul style="list-style-type: none"> • Assign one meeting role to a pair and have them fill out a chart with Know, Think You Know, and Want to Know. • Post the chart and share the first two columns. • Ask group members to respond to the Want to Know columns.

Time	15 minutes
Materials	People Cards
Procedures	<p>AS Strategy Used for Review: People Cards http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/People-Place-Thing-Cards.pdf</p> <ul style="list-style-type: none"> • Place a variety of cards with diverse famous people on the tables. • Ask table group members to find someone who personifies each of the meeting roles. • Have each table share their people and why they chose the person.

Data Collection Ideas for Groups Working on Understanding and Agreeing on Roles

- Each person records a behavior during the meeting that demonstrates being an engaged participant. Share behaviors at the end of the meeting.
- Note names of the facilitator, recorder, person(s) of role or knowledge authority on chart.
- One person records times when facilitators signals role change.
- Members record things the recorder and facilitator do that support the meeting's purposes and processes and share them at the end.
- Video record the meeting and view it for facilitation moves.
- Note the number of times each person speaks and to what topic and analyze the ratios.

Engage Cognitive Conflict

Time	15 minutes
Materials	Cards with numbers to pull randomly
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Stir the Classroom http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Stir-the-Classroom.pdf</p> <ul style="list-style-type: none"> • Arrange group members around the perimeter of the room in groups of four. • Number off 1 to 4 in each cluster. • Have clusters respond to a prompt. • At a signal, draw a number and have that numbered member move to the next cluster to bring information from the home group and learn information from the new group. • Repeat the pattern with new prompts for the new group. • Some prompts might be: <ul style="list-style-type: none"> What does the term cognitive conflict mean to you? What are some topics where we might benefit from some cognitive conflict? How can we best avoid affective conflict? What are your fears about conflict with your peers? What are you learning about yourself and conflict?

Time	5 minutes
Materials	Chart or PowerPoint slide of Disagreement Grid
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Disagreement Grid http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Disagreement-Grid.pdf</p> <ul style="list-style-type: none"> • Draw a 4 × 4 grid on a chart. Ask the participants to assume that each square is equal in dimension to the other squares. • Ask the participants how many squares they see. • As each number is offered, write it on the chart margin without comment. • After several numbers are recorded, stop. Ask “Who saw (one of the higher numbers of squares)? Would you please explain to the group where you see these squares?”

	<ul style="list-style-type: none"> • Mark on the grid as a member explains what he or she sees. • Ask “Was the person who said 16 wrong? 17? 24?” • Addressing the whole group, say “As we move into the conversation that follows, let me suggest that when you have a difference of opinion, you can say, ‘I see it a different way.’”
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Data Collection Ideas for Groups Working on Engage Cognitive Conflict

- Invite members to record observations about conflict during the meeting and share the information at the end of the meeting.
- Prior to the meeting, review the agenda for areas where conflict is likely to occur and video those portions of the meeting for later analysis.
- Script paraphrases.
- Script questions.
- Collect data on patterns of participation.

Stems of Connection

Time	5 minutes
Materials	<p>Handout listing some of the Stems of Connection</p> <ul style="list-style-type: none"> • Here is a related thought... • I hold it another way... • Hmm, from another perspective... • An additional idea might be... • An assumption I'm exploring is... • Taking that one step further...
Procedures	<p>AS Strategy Used for Review: One-Word Summary http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/One-Word-Summary.pdf</p> <ul style="list-style-type: none"> • Ask each group member to read the list of suggested stems of connection. • Pairs create a one-word summary that captures the purpose and meaning of the stems. • Each pair shares.

Time	5 minutes
Materials	<p>Handout listing some of the Stems of Connection</p> <ul style="list-style-type: none"> • Here is a related thought... • I hold it another way... • Hmm, from another perspective... • An additional idea might be... • An assumption I'm exploring is... • Taking that one step further...
Procedures	<p>AS Strategy Used for Review: Choose Voice http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Choose-Voice.pdf</p> <ul style="list-style-type: none"> • Using the handout, pairs take turns practicing saying them to one another with the appropriate voice. • Offer feedback to one another.

Data Collection Ideas for Groups Working on Stems of Connection

- One person scripts the stems of connection used during the meeting.
- One person keeps a tally of the number of times a stem of connection is used.
- Each person has a list of some stems in front of him/her and makes a tally when s/he uses a stem during the meeting.
- Video or audio record the meeting and have a person listen to it and create a script of any stems of connection that are used and report back to the group.

Design the Surround

Time	15 minutes
Materials	T-Chart with two columns: Enhancing Our Work, Detracting from Our Work
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Gallery Walk</p> <ul style="list-style-type: none"> • Pairs or trios are given 5 minutes to review the meeting space of the group, recording what factors enhance and detract from the collaborative work of the group. • Pairs or trios combine and create a chart with suggestions for enhancing the surround to be more conducive to meeting outcomes and collaborative work.

Time	15 minutes
Materials	Chart paper and markers, Card with scenarios
Procedures	<p style="text-align: center;">AS Strategy Used for Review: A Designer's Eye</p> <ul style="list-style-type: none"> • Put groups in pairs or quartets and provide each group with a card with a meeting scenario. Some examples might be: <ul style="list-style-type: none"> • A meeting to reach consensus on a new hire • A meeting to facilitate a Focusing Four on professional development goals • A meeting of a PLC to examine student work • Invite each small group to design the perfect space for this meeting. Give them free rein and invite them to be uninhibited and creative. • Share charts and consider how this informs their own use of space.

Data Collection Ideas for Groups Working on Design the Surround

- Take a picture of your room at the beginning, middle, and end of the meeting. Notice how the design of the surround is serving you or not.
- Examine charts as data. What do your charts say about your work?
- Ask for a quick reflection by members at the end of the meeting and record responses: How did we use our space well today? Reflect on the data.

Focusing Four

Time	15 minutes
Materials	Adaptive Schools Learning Guide
Procedures	<p style="text-align: center;">AS Strategy used for Review: A-B Each Teach</p> <p style="text-align: center;">http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/A-B-Each-Teach.pdf</p> <ul style="list-style-type: none"> • A reads about the Focusing Four, Steps 1 and 2, Brainstorm and Clarify. • B reads about the Focusing Four, Steps 3 and 4, Advocate and Canvass. • Each teaches the other the fine points of the process and reviews the roles of the facilitator and recorder.

Time	30 minutes
Materials	Adaptive Schools Video
Procedures	<p style="text-align: center;">AS Strategy used for Review: Video</p> <p style="text-align: center;">http://www.thinkingcollaborative.com/product/dvd-set-focusing-dialogue-introduction/</p> <ul style="list-style-type: none"> • View the 21-minute portion of the video on the Focusing Four. • Discuss new insights with the group. • Consider opportunities on coming agendas where the Focusing Four would be a process that is congruent with an intention to develop consensus.

Data Collection Ideas for Groups Working on Focusing Four

- One person videos recorder and a second person videos the facilitator.
- One person scripts the facilitator's language for each of the four steps.
- Charts serve as data for analyzing the effectiveness of the process.

Norms Pausing

Time	10 minutes
Materials	Note cards
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Around the Room http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Around-the-Room.pdf</p> <ul style="list-style-type: none"> • Write one tip on a card that explains something that helps you remember to pause during a conversation. • Each person takes the card and gets up and shares it with another person, then exchanging cards and moving on to a new person until time is called. • Return to a group or your own journal and record the tips you recall.

Time	10 minutes
Materials	None
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Isolated Practice</p> <ul style="list-style-type: none"> • Select one item from the agenda as a topic for practice, e.g., ideas for assessing student listening skills. • Put participants in trios or pairs and tell them they have five minutes to discuss the topic. After a comment is made or a question is asked, invite them to count to three before responding. • After the practice, debrief the effects on their thinking.

Data Collection Ideas for Groups Working on Pausing

- One member uses a phone or stopwatch to collect times when the group pauses.
- One member notes a pause with a tally mark and writes the time on the clock when the pause occurred.
- Each member makes a tally when a pause occurs and records are compared at the end.
- One member notes the topic being discussed for each pause and the group analyzes the data at the end.
- One member notes when a pause occurs and then notes whether it followed a comment, question, or paraphrase.

- An outsider to the group notes when a pause occurs and codes it as Wait Time 1, 2, 3, 4 or 2 and 3. Coding is shared with the group.

Paraphrasing

Time	20 minutes
Materials	Chart Paper and Markers
Procedures	<p>AS Strategy Used for Review: Carousel Brainstorming http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Carousel-Brainstorming.pdf</p> <ul style="list-style-type: none"> • Using three charts, put the heading for each type of paraphrase (acknowledging, organizing, abstracting) at the top of a chart, each with a separate color marker. • Ask members to divide themselves between the three charts. • For round one, brainstorm anything you recall about that type of paraphrase (about 3 minutes). • Rotate to the next chart and read the group's ideas and add some examples of this type of paraphrase (3 minutes). • Rotate to the third chart and write your questions about this type of paraphrase (five minutes). • Return to the original chart and discuss possible answers to the questions and be prepared to share with the whole group.

Time	15 minutes
Materials	Paper and markers
Procedures	<p>AS Strategy Used for Review: 3 Balloons http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Three-Balloons.pdf</p> <ul style="list-style-type: none"> • Ask each person to draw three balloons on his/her paper. • In balloon one, write something that keeps you from paraphrasing. • In balloon two, write what goes on internally for you that helps you to paraphrase. • In balloon three, write a goal you have set for yourself as you become skillful with paraphrasing in a group. • Trios share their thoughts and look for common ground.

Data Collection Ideas for Groups Working on Paraphrasing

- Keep a tally of the number of paraphrases during a meeting.
- Each group member makes a check on a paper when s/he consciously offers a paraphrase during a meeting.
- One member scripts paraphrases during a meeting.
- One member keeps a record of the flow of a conversation by marking “?” for questions and “P” for paraphrases.
- Audio or video record the meeting and analyze key segments as a group or have one member watch it and record data.
- Classify the paraphrase script by the three types.

Posing Questions

Time	20 minutes
Materials	Adaptive Schools Learning Guide
Procedures	<p>AS Strategy Used for Review: Key Words http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Key-Words.pdf</p> <ul style="list-style-type: none"> • Reread the page in the Adaptive Schools Learning Guide on Posing Questions. • In round robin fashion, each person shares a key word they think captures an important aspect of a mediative question and tells why the word is important. It is okay if people have the same word. • Last person paraphrases to capture the ideas expressed by the key words.

Time	15 minutes
Materials	Adaptive Schools Learning Guide page on Posing Questions
Procedures	<p>AS Strategy Used for Review: Read and Example http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Read-and-Example.pdf</p> <ul style="list-style-type: none"> • Letter people as A and B. • Each partner reads the first paragraph. • Pairs generate examples of this idea in action. • A summarizes. • Repeat the pattern, alternating the summarizing role.

Data Collection Ideas for Groups Working on Posing Mediative Questions

- Two people alternate scripting questions asked during the meeting.
- Choose 3-5 questions that were asked in the meeting to analyze for plural forms, positive presuppositions, tentative language, and open-ended form.
- Audio tape the meeting and analyze for voice tones of questions.
- Provide a script to each member with his/her questions only.
- Record the patterns of paraphrases and questions.
- Record the patterns of advocacy and inquiry.

Putting Ideas on the Table

Time	20 minutes
Materials	Adaptive Schools Learning Guide, 3 Column Chart
Procedures	<p>AS Strategy Used for Review: Here's What, So What, Now What http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Here's-What-So-What-Now-What.pdf</p> <ul style="list-style-type: none"> • Pairs have a chart with three columns – Here's What, So What, Now What? • Pairs fill in the first column which asks, "Here's What Putting Ideas on the Table Means to Us." • Pairs share from the first column. • In the So What column, pairs write their thinking about what is important about the things in the first column. • Pairs share from the second column. • Pairs write what they will commit to do in the Now What column. • Share with large group.

Data Collection Ideas for Groups Working on Putting Ideas on the Table

- One person has a seating chart and marks each time a person puts an idea on the table.
- Audio record one key agenda item and analyze the talk afterward.
- Invite each group member to make a note when they have an idea to put on the table or take off and make a check if they did share it and a star if they did not, possibly noting the reason when they did not.

Providing Data

Time	15 minutes
Materials	None
Procedure	<p>AS Strategy Used for Review: Brainstorm http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Brainstorm.pdf</p> <ul style="list-style-type: none"> • Select a key item on today's agenda or an upcoming agenda. • With a recorder at a chart, brainstorm all the types of data that might be shared as the item is considered either through dialogue or discussion. • Invite group members to jot down which items on the list they might provide. • Reflect briefly as a large group on why this norm will be important to the success of the meeting.

Time	15 minutes
Materials	Agenda from last meeting
Procedure	<p>AS Strategy Used for Review: Say Something http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Say-Something.pdf</p> <ul style="list-style-type: none"> • Select a key item on your group's last agenda. • Each person makes note of where data was provided during the meeting. • In round robin fashion, each person "says something" about their insights about the group's use of data. • Reflect briefly as a whole group on your use of this norm.

Data Collection Ideas for Groups Working on Providing Data

- One person records examples of data sharing during the meeting.
- Each person makes a note of when s/he shares data.
- An outside party collects a list of times when data was provided.
- A video recording is made and analyzed at another time.
- There is a red card in the middle of the table that must be picked up when someone is providing data. Each member holds others accountable.

Paying Attention to Self and Others

Time	15 minutes
Materials	Chart paper with analogy prompt
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Analogy Prompt http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Analogy-Prompts.pdf</p> <ul style="list-style-type: none"> • Provide an analogy prompt such as: <ul style="list-style-type: none"> • How do judges manage courtrooms when there is so much conflict? • How do teachers make decisions about how to attend to so many students individually and the class as a whole? • Ask the group how their answers relate to the norm of Paying Attention to Self and Others.

Time	15 minutes
Materials	Writing materials
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Journal http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Journal.pdf</p> <ul style="list-style-type: none"> • Invite each member to write a reflection on one or more of the following questions: <ul style="list-style-type: none"> • What do you pay attention to in yourself during meetings? • What do you pay attention to in others during meetings? • How do you monitor energy, listening, thinking, and participation during meetings? • Invite pairs or trios to share their thinking. • Ask each person to commit to one thing they are going to pay particular attention to in the meeting today.

Data Collection Ideas for Groups Working on Paying Attention to Self and Others

This is a difficult area to collect data as it is so internal to each person. One method may be to ask members to reflect at the end of the meeting on what they monitored most during the meeting. Another may be to ask for comments on what people appreciated during the meeting regarding this norm.

Presuming Positive Intentions

Time	15 minutes
Materials	
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Mix Freeze Pair http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Mix-Freeze-Pair.pdf</p> <ul style="list-style-type: none"> • Walk around and mix. • At a signal, freeze and pair with another. • Pairs respond to question. • Repeat the process several times. <p>Some possible questions:</p> <ul style="list-style-type: none"> • When was a time you have had to stop and think about presuming positive intent? • When was a time you needed someone to presume positive intent about you? • How does presuming positive intent contribute to cognitive conflict and avoid affective conflict?

Time	15 minutes
Materials	
Procedures	<p style="text-align: center;">AS Strategy Used for Review: Stem Completion http://www.thinkingcollaborative.com/wp-content/uploads/2016/10/Stem-Completion.pdf</p> <ul style="list-style-type: none"> • Facilitator offers a sentence stem and each group member responds in a round robin fashion. Groups of 4-5 are ideal. • Some sentence stems might be: <ul style="list-style-type: none"> • I have a hard time presuming positive intent when... • I am learning that presuming positive intention can... • A presumption of positive intention causes me to ... • One strategy I discovered that helps me presume positive intention is...

Data Collection Ideas for Groups Working on Presuming Positive Intentions

- Script questions and analyze for positive presuppositions.
- Script paraphrases and analyze for positive presuppositions.
- Ask each member to note presuppositions during dialogue.
- Video or audio record one agenda item and analyze presuppositions in discussion and dialogue.