Peer Coaching

Resource Booklet

A handy guide of scaffolds and protocols to use in Peer Coaching
Microsoft Partners in Learning – Peer Coaching

Peer Coaching

Coaching Cycle

Assess
• determine teacher preparation
• Set Goals

Identify school goals
• determine classroom goals
• identify activity project
• determine required skills

Reflect/Debrief
• Determine effectiveness
• Plan future activities

After Observation, discussing, with participating teacher, what worked, what didn’t and how a lesson or activity might be modified in the future to be more effective

Implement
• Model/team teach
• apply/adjust
• assess learning

Co-planning a learning activity or lesson that integrates technology into active, engaging learning activities

Prepare
• set model for learning activities
• plan activity/project
• share lessons / resources
• create / adapt materials
• review / learn tech skills

Demonstrate lessons that integrate technology

Using classroom data, to help teachers determine an area of the curriculum that needs innovation.
Assess

The first stage in helping a teacher develop and implement a project is to use classroom data to determine learning areas that need improvement. Another aspect of this process is to gain a clear understanding of the teacher’s technology skills and instructional strategies. This information helps the coach and teacher define a lesson or project the teacher can successfully implement or to identify the kind of coaching, resources, or skills the teacher might need to carry out the project.

Set goals

Setting reasonable and realistic goals that are linked to the school’s educational goals and curricular standards is a critical first step towards establishing a solid coaching relationship and helping teachers integrate information and communication technology into classroom activities that will help students develop skills needed for further education and careers.

Prepare

Participants use the 21st Century Learning Design Rubrics to evaluate the strength of a proposed lesson, project, or unit. Coaches ask probing questions designed to help colleagues make their learning activities more innovative. This part of the cycle depends on “best teaching practices” and coaches might provide learning activity models, resources, or teach technology skills that help teachers prepare to implement technology-rich, engaging learning activities. Coaches also help teachers develop plans to gather classroom data that can be used to assess how the learning activity is meeting student needs.

Teachers often report that a key part in preparing a learning activity is the opportunity to watch their coach model a technology-rich lesson or team teach a lesson or project with their coach. In either case the discussions after observing or team teaching are critical to get deeper insights that shape teaching practice.

Implement activities

At this stage collaborating teachers are ready to implement the learning activity that their coach helped them plan.

Reflect, debrief

After teachers have implemented a learning activity it is critical to learn from that experience. Part of that process is to explore evidence of student learning. Teachers may also ask their coach to observe part of a learning activity as part of this process. Whether observation is part of the process of reflection or not, a debrief is critical. One of the strengths of peer coaching is that it helps coaches learn to use protocols and other structured opportunities for reflection that help teachers improve their instruction. Coaches report that one of their most valuable learning opportunities is when they use these protocols to collaborate with other peer coaches on common problems and common solutions.

- Demonstrating lessons that integrate technology effectively.
- After observation, discussing, with the participating teacher, what worked, what didn’t and how a lesson or activity might be modified in the future to be more effective.
Chalk – Talk Protocol

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience.

**Format**

**Time:** Varies according to need; can be from 5 minutes to an hour.

**Materials:** Chalkboard and chalk or paper roll on the wall and markers. This can also be done online using a collaborative white board web tool as well.

**Process**

1. The facilitator explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.

2. The facilitator writes a relevant question or questions in a circle on the board. Using two questions that flow is a great idea. Sample questions:
   - What did you learn today?
   - So What? or Now What?
   - What do you think about social responsibility and schooling?
   - How can we involve the community in the school, and the school in community?
   - How can we keep the noise level down in this room?
   - What do you want to tell the scheduling committee?
   - What do you know about Croatia?
   - How are decimals used in the world?

3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.

4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.
How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:

- circling other interesting ideas, thereby inviting comments to broaden
- writing questions about a participant comment
- adding his/her own reflections or ideas
- connecting two interesting ideas/comments together with a line and adding a question mark.

Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

5. When it’s done, it’s done.

*Originally developed by Hilton Smith, Foxfire Fund; adapted for the NSRF by Marylyn Wentworth. Archived from National Schools Reform Faculty: [http://www.nsrfharmony.org/protocol/doc/chalk_talk.pdf](http://www.nsrfharmony.org/protocol/doc/chalk_talk.pdf)*
Creating Norms Protocol

Creating norms for a group establishes a set of ground rules to help teams work together more efficiently. When establishing norms, consider the following key categories:

- Time
- Decision making
- Listening
- Participation
- Confidentiality
- Expectations

(Delehant and von Frank, 2007)

- Begin and end on time
- Silence all cell phones
- Attend all meetings
- Respect questions
- Monitor your own airtime
- Stay on agenda
- Do assignments prior to meetings
- Hold yourself personally accountable
- Respect the group
- Listen attentively
- Attend to goals and objectives
- Listen respectfully
- Discuss issues, not people
- Limit distractions
- Reach decisions by consensus
- Probe ideas, do not criticize people
- Show respect for views of others
- Avoid side conversations
- Assume positive intentions
- Observe basic conversational courtesies
- Honour confidentiality
## Coaching Cue Card Protocol

### Step 1 - Active Listening
- Focus on the speaker and supporting their learning
- Block out all competing thoughts
- Lean forward and nodding
- Take notes
- Use body language that shows empathy.

### Step 2 - Paraphrasing
- Is restating what was stated
- Is used to check for understanding
- Clarifies what was heard by summarizing
- Indicates acceptance and encouragement
- Establishes a relationship between the speakers

So what I hear you saying is ... So what you are wondering is...Let me see if I have understood you... So what you are thinking...

### Step 3 - Clarifying Questions
- Lead to a clear picture or understanding of a topic or idea
- Are factual
- Are answered quickly
- Are used to gather information

How did you... What...?

### Step 4 - Probing Questions
- Are thought provoking
- Encourage deeper thinking
- Are often open-ended, not yes/no questions
- Are solution focused

Where is your student/class now? Where do you want them to be as a result of this? What will they know and be able to do? What could you do? What else is possible? Could I make some suggestions? What do you need to know and be able to do to achieve that? Are there other strategies that you could use to...? What might the next step be? What did you learn from that?

From Imagining to Action Scaffold

This scaffold will help to begin you moving towards a goal. Use it when you have been inspired by a significant program or idea. It will help you to see the steps you need to move forward and begin your new journey. It can be completed either as a personal journal entry, or as a Think-Pair-Share activity in a large group. When working in pairs, use Coaching Conversation skills to elicit as many strategies as you can in Step 2 and to support your pair to find the one strategy they will use to begin their implementation.

Step 1 - If you had the best possible year in your classroom in which this new program is the focus of all planning and action, what sort of learning and outcomes would the students have experienced and produced? What would be the result of this year? Individually write your dream scenario.

Step 2 - If the above description is what you would love as the result of this year, what are the activities and strategies you need to put in place in order to achieve these? In pairs list everything and anything, no matter how big or small.

Step 3 - Of all these strategies above, what is one strategy you will do tomorrow to ensure this change happens? Share this back to your group.

Source: Christine Simmons and Barbara Bober
## Peer Coaching Personal Planning Scaffold

<table>
<thead>
<tr>
<th>How will you explain coaching to others? What is the Coaching Cycle and how will you explain it to staff?</th>
<th>What are some major roles and responsibilities you will play as a coach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be involved in coaching? Will you work primarily with one teacher or with a team of teachers?</td>
<td>When will the coach meet with the collaborating teacher? <em>(How will you find time to meet, observe, and reflect?)</em></td>
</tr>
<tr>
<td>What is the focus of your coaching program? How will it align with your school goals and Professional Learning focus?</td>
<td>What are some examples of things you could do with a teacher?</td>
</tr>
<tr>
<td>Can other teachers get involved with coaching? If yes, how?</td>
<td>How will teachers benefit from participating in this program?</td>
</tr>
</tbody>
</table>
## Peer Coaching School Planning Scaffold

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Name of Coach</td>
<td>E-mail address</td>
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<tr>
<td>Role</td>
<td></td>
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<tr>
<td>Name of Principal</td>
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</table>

### School’s Educational Goals

Answering these two questions will help you define the focus for your coaching plan.

What are the targets in your school plan?

What are the targets for your class?

### Structure

Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same stage or in the same KLA? Or will you work with a broader range of teachers?

### Name of Collaborating Teachers

<p>| | |
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<table>
<thead>
<tr>
<th><strong>Coach Roles and Responsibilities</strong></th>
<th>Describe the major roles and responsibilities you will play as a coach in your school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td>What resources will support coaching (for example timetabled release/meeting times, professional learning)?</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>How will you communicate with the principal and staff about the coaching program?</td>
</tr>
<tr>
<td><strong>Aligning Professional Development Strategies:</strong></td>
<td>How does coaching align with and support other professional learning strategies in your school? If you have other instructional coaches or mentors, how will Peer Coaching align with them?</td>
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<tr>
<td><strong>Other Notes:</strong></td>
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Microsoft Partners in Learning – Peer Coaching
<table>
<thead>
<tr>
<th>1. School’s target/focus:</th>
<th>2. Coaching Focus:</th>
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<table>
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<th>3. Our norms for our meetings are:</th>
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<tr>
<th>4. Name of Learning Activity:</th>
<th>5. Class or Group of Students</th>
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<tr>
<th>6. Choose from one or two of the 21st Century Design rubrics to focus on and explain why you chose them?</th>
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<tr>
<th>7. What do the students learn in this unit? What are the learning outcomes? What are your Syllabus requirements?</th>
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<tr>
<th>8. What modifications can be made to this learning activity to give students more opportunity to build their 21st Century skills in these rubrics?</th>
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</thead>
</table>
9. Is there a particular problem or dilemma you had in the past with this unit that we might address? Who? What? When? Or How?

10. Other issues discussed (Use probing questions to help the teacher think about the issues with the unit and determine a starting point for your collaboration):

<table>
<thead>
<tr>
<th>Coaching Action Plan</th>
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<tbody>
<tr>
<td>What actions are needed to create the modifications to the Learning Activity?</td>
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</table>
## Lesson Observation Scaffold

<table>
<thead>
<tr>
<th>Date of Observation:</th>
<th>Observation Method:</th>
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<table>
<thead>
<tr>
<th>Coachee Name:</th>
<th>Class:</th>
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<table>
<thead>
<tr>
<th>Coach Name:</th>
<th>Subject:</th>
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### Focus 21CLD Dimension(s):

- [ ] Collaboration
- [ ] Knowledge Construction
- [ ] Self Regulation
- [ ] Real World Problem Solving and Innovation
- [ ] ICT for Learning
- [ ] Skilled Communication

### 21CLD Dimension Code:

- [ ] Level 1
- [ ] Level 2
- [ ] Level 3
- [ ] Level 4
- [ ] Level 5

<table>
<thead>
<tr>
<th>Evidence for coding decision:</th>
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### Other areas of focus for this Learning Activity:

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### What worked? Why?

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### What didn’t work? Why?

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### Ideas for further modification:

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### Other Observations:

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The Wows and Wonders Protocol

This protocol is designed to help coaches gain understanding about their work, to promote reflective practice and to learn from each other. The protocol can be used to examine student work or educator practice. Form groups of four to six participants and use the following protocol.

Roles

- **Presenter:** Shares coaching work, answers questions and poses a question or problem for the group to provide feedback or analyze. (Use the example of your coaching work that you posted to the Discussion Board.)

- **Facilitator:** Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes and keeps time. Until groups become familiar with the process, the facilitator may need to help participants rephrase or withdraw inappropriate comments or questions.

- **Listeners:** Listen, take notes, ask clarifying and probing questions and reflect on the protocol. The listeners try to give feedback to the presenter and try to help the presenter analyze the issue or question that was presented. It isn’t essential that the listeners solve the problem posed by the presenter.

Protocol Steps

- **Step 1 Introduction** - The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

- **Step 2 Presentation** - The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal and includes anything else that is relevant. Then the presenter poses one or two questions they have about their Learning Activity.

- **Step 3 Reflection** - The group spends time in silent examination of the work and the presentation. This is an opportunity for the participants to reflect and write notes or questions. (5 minutes)

- **Step 4 Clarifying Questions** - Colleagues ask clarifying questions about the work. These questions help the reader understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.) (5 minutes)
• **Step 5 Wows** - The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the “wows” of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained. (5 minutes)

• **Step 6 Wonders** - The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the “wonders” of the work using probing questions whenever possible. For example, “I wonder if you might have more time for coaching on lesson improvement if you held weekly technology sessions on how to use Microsoft Word tables or resizing a photo?” Colleagues also comment on other pertinent questions the work raises. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes. (5–10 minutes)

• **Step 7 Feedback** - The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided and what prompted him/her to think differently about the work presented. The presenter should not use this time to defend their work or further their actions. (5–10 minutes)

• **Step 8: Debrief** - Participants and presenter reflect on the protocol
  - What was helpful about the process?
  - What was difficult?
  - How could you use the protocol in other settings?
Feedback model

This is a very simple methodology to give feedback to people. It is useable in one-on-one situations or in groups. Before starting the protocol, ensure all participants are aware of what is expected of them, and how they should behave.

Using the feedback model

Try to be:

- Be generous in the way that you recognise/confirm the positive actions.
- Be honest. People resent recognition that is not true
- Be specific when you outline the areas for attention.
- Try to limit your feedback. People can only work on one or two areas at a time. Look at the leverage point that will make the greatest difference.
- Use **AND** rather than **but, however or a pause**...
Reflection and Analysis Protocol

This protocol can be used to analyse a success so that the lessons learned can be applied to future work. In schools, you can use the protocol to examine student work or teacher practice. Participants usually work in groups of three. If a group of four is needed, one person may not have time to present.

Roles

Each person in your group should take turns assuming one of these roles: Timekeeper, Facilitator or Presenter.

**Presenter:** Shares a success and answers questions.

**Facilitator:** Participates fully in the protocol. The facilitator also helps the group stay focused on how the practice described by the presenter is different from normal practice, keeps the process moving, explains the steps of the protocol, asks questions, listens and takes notes.

**Timekeeper:** Keeps time for the protocol and participates fully in the protocol.

Protocol Steps

**Step 1: Describe a success (5–8 minutes)**

Each group member writes a short description of a successful coaching collaboration that resulted in the improved lesson coaches brought with them today. Use the 21st Century Learning Design Rubrics handout and the 21st Century Learning Design Summary Sheet

Include:

- A description of the collaborative experience and resulting student work.
- The process used to collaborate and how it reflects the 21st Century learning Design Rubrics.
- How the collaboration contributed to the effectiveness of the improved activity.

**Step 2: Presenter describes the success (5 minutes)**

In triads, the first presenter describes their success and shares the improved lesson. The other participants take notes. The facilitator checks to make sure the presenter answered the question: How did the collaboration contribute to the effectiveness of the learning activity?

**Step 3: Group asks clarifying questions (5 minutes)**

The group asks clarifying questions to help them understand the success. Presenter answers the questions.
Step 4: Group reflects on the success: (5 minutes)
The group discusses what they heard the presenter describing and offers their insights to and analysis of the success using the 21st Century learning Design Summary Sheet handout as a reference. The presenter does not participate in this discussion, but does take notes.

Step 5: Presenter responds (3 minutes)
The presenter responds to the group’s discussion of what made this collaborative experience so successful and how it might be applied to future work.

Step 6: Appreciation (1 minute)
The group takes time to appreciate the good work done by a peer coach and describes how this might impact all of their work.

Step 7–8: Repeat protocol for the each group member (19 minutes each)
Another group member assumes the role of presenter and repeats steps 2–6.

Step 9: Debrief protocol in small group (5 minutes)
Answer these questions:

- What contributed to the success of each collaborative experience?
- How could you repeat this success in the future?
- How might you use this protocol with other teachers or students in your building of a collaborative environment?
- What can you do to improve this process?

Adapted from the Success Analysis protocol and used with the permission of the National School Reform Faculty
The Tuning Protocol – Warm and Cold Feedback

The Tuning Protocol (as in ‘fine tune’) is a useful tool for allowing a variety of voices and perspectives to be shared, while focusing intently on a specific presentation. The time frame may vary, but generally adhering to a strict time for each segment is advised. We will use the following:

**INTRODUCTION** (2 - 3 minutes)

- Facilitator briefly introduces protocol goals, norms and agenda.

**PRESENTATION** (5 minutes)

- In this segment, the presentation is made. This includes the context for student work (or whatever the document is) and the samples of student work (or the planning instrument etc). There is NO questioning at this time.

**CLARIFYING QUESTIONS** (5 minutes)

- Participants have an opportunity to ask ‘clarifying’ questions - to get pieces of information that may have been omitted in the presentation and that they feel would help them to understand the context of the presentation. The facilitator should be sure to limit the questions to those that are ‘clarifying’.

**PAUSE FOR REFLECTION** (2-3 minutes)

- This is to allow participants to write down feedback items they would like to share - generally, no more than one example of each.

**WARM FEEDBACK** (3 minutes)

- Participants reinforce/call attention to aspects they think are especially strong; recognise the acknowledgement of problems and issues by the presenters; ask for more detail on something they think is important. This is not about saying ‘good presentation’. It is about being descriptive and helping the presenter see value they might not have seen, themselves, in their presentation. Presenters take notes, but DO NOT respond.
COOL FEEDBACK (NOT CRUEL) (3 minutes)

- This is an opportunity for participants to pose questions that make them wonder, want to know more about, are confused about. They may also share concerns, raise issues or other ideas that they think are worth exploring etc. Presenters take notes and DO NOT respond yet.

RESPONSE AND OPEN CONVERSATION (5 minutes)

- This is an opportunity for the presenter(s) to respond to the questions and comments. During this segment, other participants are quiet.

REMAINING TIME (If applicable)

- Additional questions, comments and open conversation.

FEEDBACK ON THE PROCESS (2 - 3 minutes)

- The full group provides feedback (debrief) on the process.

Giving feedback

- **Warm** is explicit - helps identify strengths
- **Cool** raises issues or potential questions - shows how to improve
- **Hard** is again explicit - raises issues to promote broader, deeper thinking about work
**Coaching Roadblocks**

*Analyze Your Own Roadblock and put in place actions to help move forward.* Now you will identify and analyze your own coaching roadblock. Where possible, use a coaching partner to coach you through possible solution scenarios to step around or solve your road block.

<table>
<thead>
<tr>
<th>Steps for Problem</th>
<th>Your Notes</th>
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<tbody>
<tr>
<td>1. Define the problem</td>
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<tr>
<td>• Gather information.</td>
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<tr>
<td>• Identify relevant facts.</td>
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<tr>
<td>2. Identify the causes</td>
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<tr>
<td>• Discuss possible cause with others.</td>
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<tr>
<td>• Try putting yourself in the other person’s shoes. Think of all the possible causes.</td>
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<tr>
<td>3. Generate possible solutions</td>
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</tr>
<tr>
<td>• Research ideas on the Internet.</td>
<td></td>
</tr>
<tr>
<td>• Ask collaborating teachers and other coaches for ideas.</td>
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<tr>
<td>• Keep in mind what you can and cannot control.</td>
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</tr>
</tbody>
</table>
### Road Block Solution Plan

<table>
<thead>
<tr>
<th>4. Decide on a solution</th>
</tr>
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<tbody>
<tr>
<td>▪ Try to improve the situation.</td>
</tr>
<tr>
<td>▪ Make the solution realistic.</td>
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<table>
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<tr>
<th>5. Checkpoint</th>
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<tbody>
<tr>
<td>▪ Write a goal and check-point to determine if the solution is working.</td>
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</table>

<table>
<thead>
<tr>
<th>Goal:</th>
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<table>
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<tr>
<th>Checkpoint:</th>
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<table>
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<tr>
<th>5. Plan</th>
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<tbody>
<tr>
<td>▪ Identify action steps to solve the problem.</td>
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<table>
<thead>
<tr>
<th>Action Steps:</th>
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<table>
<thead>
<tr>
<th>Who:</th>
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<th>When:</th>
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The Final Word

Adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for the NSRF.

Purpose
The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles
Facilitator / timekeeper (who also participates); participants

Facilitation
Have participants identify one “most” significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process
1. Sit in a circle, and identify a facilitator/time-keeper.

2. Each person needs to have one “most” significant idea from the text underlined or highlighted in the article. It is often helpful to identify a “back up” quote as well.

3. The first person begins by reading what “struck him or her the most” from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?

4. Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:
   • to expand on the presenter’s thinking about the quote and the issues raised for him or her by the quote,
   • to provide a different look at the quote,
   • to clarify the presenter’s thinking about the quote, and/or
   • to question the presenter’s assumptions about the quote and the issues raised (although at this time there is no response from the presenter).

5. After going around the circle with each person having responded for less than one minute, the person that began has the “final word.” In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?
6. The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter’s quote in the same way as the first presenter’s. This process continues until each person has had a round with his or her quote.

7. For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about a forty minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6). End by debriefing the process in your small group.
Group wise: How to turn conflict into an effective learning process

By Robert J. Garmston  JSD, Summer 2005 (Vol. 26, No. 3)

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Luci considers her options as she designs the agenda. Teachers are at odds with one another about student discipline. They have different procedures from classroom to classroom, and schoolwide practices vary. Some teachers feel others are not meeting their responsibilities for disciplining students. At the next day's meeting, the group will explore the assumptions that inform their different perspectives.

Conflict in schools is not unique. All schools have internal conflicts relating to differences of opinion, contrasting ideologies, diversity, change, issues of civility, scarcity, or power and control. In fact, Stephen Ball (1987) wrote, "Schools are arenas of struggle, poorly coordinated and ideologically diverse, making conflict, not cooperation, the norm." Luci knows that conflicts can be constructive or destructive. What makes the difference is how they are addressed. She knows she must facilitate this meeting in such a way that cognitive conflicts can be expressed and affective conflict avoided.

Cognitive conflict is disagreement about ideas and approaches. Issues are separated from people. Cognitive conflict is a characteristic of high-performing groups. Affective conflict is interpersonal, with either person-to-person or group-to-group antagonism. Affective conflicts sap energy, sidetrack tasks, and block work.

As long as disagreements among team members focus on substantive, issue-related differences of opinion, they tend to improve faculty effectiveness. Such cognitive conflict is a natural part of a properly functioning team. Cognitive conflict occurs as team members examine, compare, and reconcile these differences. Some cognitive conflict is necessary to improve school functioning and student learning. It focuses attention on the assumptions that may underlie a particular issue.

Affective conflict lowers a faculty's effectiveness by fostering hostility, distrust, cynicism, avoidance, and apathy among team members. This type of conflict focuses on personalized anger or resentment usually directed at individuals or groups rather than ideas.

As can be seen in the chart below, schools improve when group members disagree about ideas without feeling interpersonal tension. Three resources are required to work productively with conflict: group member skills, meeting protocols, and appropriate use of processing time.

<table>
<thead>
<tr>
<th>Affective Conflict</th>
<th>Cognitive Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorer decisions</td>
<td>Better decisions</td>
</tr>
<tr>
<td>Decreased commitment</td>
<td>Increased commitment</td>
</tr>
<tr>
<td>Decreased cohesiveness</td>
<td>Increased cohesiveness</td>
</tr>
<tr>
<td>Decreased empathy</td>
<td>Increased empathy</td>
</tr>
<tr>
<td>Reduced progress</td>
<td>Increased understanding</td>
</tr>
</tbody>
</table>

Adapted from Amason, Thompson, Hochwarter, & Harrison, 1995

Group member skills

In Adaptive Schools work, we identify three sets of basic group member skills critical to resolving conflict:

- Sending: stating the intention of communications; revealing all relevant information; providing facts, ideas, opinions, suggestions; announcing modification of one's views; using proper voice; owning ideas ("I feel," not "they say"); and making clear statements of advocacy.

- Receiving: checking for understanding by paraphrasing, pausing, inquiring, and probing for specificity.

- Paying attention to oneself and others: being aware of one's own thoughts and feelings; staying alert to others' voice patterns, nonverbal communications, and use of space; maintaining consciousness about group task and mood.

Meeting protocols

Certain strategies provide psychological safety. This feeling of safety is necessary for candid engagement with others. Safety for some can mean knowing one is protected from verbal attack. Or it can mean having a sense that one's contributions are recognized, perhaps not agreed with, but understood. It can mean not losing face, not being embarrassed, or avoiding feelings of inequality. It can mean freedom from a fear of retribution. For some members it can mean time to reflect before talking. It can mean conversations not dominated by the voices of a few highly verbal members. Very importantly, it also means freedom from having to be certain. One of the greatest barriers to learning and working effectively with conflicts is believing that one must speak with certainty.

Without protocols, groups tend to either avoid hard-to-talk-about topics or do so in ways that evoke affective conflict. Protocols provide safety by shaping conversations. They provide a focus for talking, name strategies to be used, indicate the cognitive skills required, and set boundaries for behavior and topic. Members need a sense of safety to
risk putting ideas on the table and to participate, but protocols go beyond comfort. Members are likely to be uncomfortable. This is to be expected, is normal, and is valuable - discomfort often is a window to learning.

Facilitators choose strategies along a continuum of loose to tight structures depending on the group's skills, members' emotional intensity, and the cognitive complexity of the issue. Two highly structured protocols are:

**First word/last word.** Individuals read a section of relevant text, preferably before the meeting. Individuals highlight portions that have special meaning for them. In small groups, each person in turn shares an item he or she highlighted, but does not comment on it. Group members take turns commenting on the item named with no cross talk. The person who named the item then shares his or her thinking about the item and gets the last word. The pattern is repeated around the table.

**Assumptions wall.** This structure surfaces assumptions. Assumptions drive perceptions, positions, logic, and feelings. They are rarely stated, and when they become public, members can examine the rationale, become less judgmental, and understand one another better.

1. Members list their assumptions related to a topic. Luci probably will use discipline.
2. Members choose the assumption that most drives their thinking related to the topic, write it on a sentence strip in eight to 12 words, and post it on a wall.
3. Group members inquire about the assumptions in round-robin turns.

Each member can ask about one of the assumptions or may pass. Some areas for inquiry about assumptions are: origin, inclusiveness, values, importance, and consequences. Questions are asked in an approachable voice and might be phrased this way: "I'm curious about what makes this assumption important to you." "Help me understand the values you feel this assumption represents." "Are there conditions in which you think this assumption might not apply?" "Can you help me understand your thinking by sharing what data you are basing this on?" Each inquiry starts a brief conversation between the inquirer and the assumption-maker so as to reveal the deeper meaning behind the assumption. The facilitator guides and intervenes if necessary to keep the tone of the questioning about discovery, not challenge.

**Processing time**

The third resource necessary for effective conversations is what Michael Doyle and David Straus (1993) call a proper allocation of gum and chewing. "Gum" is the content of the meeting. "Chewing" is the interactive process and strategies you provide with which participants can reflect, hear others, state thoughts and opinions, and generate and test ideas. How much "gum" and how much "chewing" you provide becomes a dominant concern in meeting design.

As a rule of thumb, the more emotion involved, the greater the complexity, and the larger the ideological challenges, the more process time is required. Although content-process ratios can't be described in percentages, a logical progression of increased processing time exists in proportion to the factors noted above.

The purposes and types of processes will vary according to the meeting goal. To generate information, meetings are either information-intensive or composed of strategies in which the group assembles data. Organizing information demands greater cognitive complexity and cooperation. Members must clarify understandings, search for and agree to categorization schemes, and develop some initial levels of consensus. As the challenges grow more complex, different protocols and extended periods of processing may be required. For emotionally challenging issues, the group must move slowly to ensure members are understood.

Luci feels secure in the faculty's ability to communicate effectively, thus helping the teachers stay free from affective conflict as they work through their differences. One of her goals will be to keep members focused on principles, not preferences. She will use strategies that allow members to speak freely and challenge the premises of other members' viewpoints without the threat of anger, resentment, or retribution. And, essential to achieving her goals, she will be strategic with processing time.

**References**


**About the Author**

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Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Pocket Guide to Probing Questions

Developed by Gene Thompson-Grove, Edorah Frazer, Faith Dunne and further revised by Edorah Frazer.

The distinction between clarifying questions and probing questions is very difficult for most people working with protocols. So is the distinction between probing questions and recommendations for action. The basic distinctions are:

Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback later in the protocol. Clarifying questions are for the participants, and should not go beyond the boundaries of the presenter’s dilemma. They have brief, factual answers, and don’t provide any new “food for thought” for the presenter. The litmus test for a clarifying question is: Does the presenter have to think before s/he answers? If so, it’s almost certainly a probing question.

Some examples of clarifying questions:
• How much time does the project take?
• How were the students grouped?
• What resources did the students have available for this project?

Probing Questions are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn’t have that effect, it is either a clarifying question or a recommendation with an upward inflection at the end. If you find yourself saying “Don’t you think you should …?” you’ve gone beyond probing questions. The presenter often doesn’t have a ready answer to a genuine probing question. Since probing questions are the hardest to create productively, we offer the following suggestions:
• Check to see if you have a “right” answer in mind. If so, delete the judgment from the question, or don’t ask it.
• Refer to the presenter’s original question/focus point. What did s/he ask for your help with? Check your probing questions for relevance.
• Check to see if you are asserting your own agenda. If so, return to the presenter’s agenda.
• Sometimes a simple “why…?” asked as an advocate for the presenter’s success can be very effective, as can several why questions asked in a row.
• Think about the concentric circles of comfort, risk and danger. Use these as a barometer. Don’t avoid risk, but don’t push the presenter into the “danger zone.”
• Think of probing questions as being on a continuum, from recommendation to most effective probing question. For example [on next page — from an actual Consultancy session in which a teacher was trying to figure out why the strongest math students in the class weren’t buying in and doing their best work on what seemed to be interesting math “problems of the week”]:
  1) Could you have students use the rubric to assess their own papers? (recommendation re-stated as a question)
2) What would happen if students used the rubric to assess their own work? (recommendation re-stated as a probing question)
3) What do the students think is an interesting math problem? (good probing question)
4) What would have to change for students to work more for themselves? (better probing question)

In summary, good probing questions:
• are general and widely useful
• don’t place blame on anyone
• allow for multiple responses
• help create a paradigm shift
• empower the person with the dilemma to solve his or her own problem (rather than deferring to someone with greater or different expertise)
• avoid yes/no responses
• are usually brief
• elicit a slow response
• move thinking from reaction to reflection
• encourage taking another party’s perspective

Some final hints for crafting probing questions. Try the following questions and/or question stems. Some of them come from Charlotte Danielson’s Pathwise work, in which she refers to them as “mediational questions.”
• Why do you think this is the case?
• What would have to change in order for…?
• What do you feel is right in your heart?
• What do you wish…?
• What’s another way you might…?
• What would it look like if…?
• What do you think would happen if…?
• How was…different from…?
• What sort of an impact do you think…?
• What criteria did you use to…?
• When have you done/experienced something like this before?
• What might you see happening in your classroom if…?
• How did you decide/determine/conclude…?
• What is your hunch about ….?
• What was your intention when ….?
• What do you assume to be true about ….?
• What is the connection between…and…?
• What if the opposite were true? Then what?
• How might your assumptions about…have influenced how you are thinking about…?
• Why is this such a dilemma for you?

Some Examples of Probing Questions:
• Why is a “stand-and-deliver” format the best way to introduce this concept?
• How do you think your own comfort with the material has influenced your choice of instructional strategies?
• What do the students think is quality work?
• You have observed that this student’s work lacks focus – what makes you say that?
• What would the students involved say about this issue?
• How have your perspectives on current events influenced how you have structured this activity?
• Why aren’t the science teachers involved in planning this unit?
• Why do you think the team hasn’t moved to interdisciplinary curriculum planning?
• What would understanding of this mathematical concept look like? How would you know students have “gotten it”?
• Why did allowing students to create their own study questions cause a problem for you?
• Why do you think the expected outcomes of this unit weren’t communicated to parents?
• What was your intention when you assigned students to oversee the group activity in this assignment?
• What evidence do you have from this student’s work that her ability to reach substantiated conclusions has improved?
• How might your assumptions about the reasons why parents aren’t involved have influenced what you have tried so far?
• How do you think your expectations for students might have influenced their work on this project?
• What do you think would happen if you restated your professional goals as questions?
• What other approaches have you considered for communicating with parents about their children’s progress?
The Zones Exercise comes from an unknown source (to me) within the NSRF organization. I first experienced it at the Fall, 2000, Critical Friends Group Symposium in Boca Raton, Florida. I have found the exercise useful and have tried to make notes for others. I hope the originator will claim the invention, and that others will add to this useful exercise as they discover new applications. Marylyn Wentworth, January, 2001.

1. Draw a diagram of concentric circles in the following manner:
   a. The middle circle is Comfort, the second is Risk, the third is Danger.
   b. Consider the various aspects of your work (as a CFG Coach, for example). Think about the aspects that feel really comfortable to you, those that feel like there is some risk involved, but generally positive, and those aspects that you know get your hackles up, make you feel defensive, cloud your judgment, make you want to retreat.
   c. Decide on the size of each Zone based on your consideration. Do you work a lot in your Comfort Zone, your Risk Zone? Do you work only a little in your Danger Zone? Make the size of the Zones reflect the quantity of time you work there.

2. Think about the different activities you do and/or affective domains in which you work (i.e. facilitating groups, leading protocols, designing meetings, guiding peer observation, responding to conflicts between group members…). Make a list if it helps.

3. Put each activity or affective domain into the Zone that best represents your sense of relative Comfort, Risk or Danger.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.
Observations on the Zones
1. The Comfort Zone is usually a place where we feel at ease, with no tension, have a good grip on the topic, like to hear from others about the topic, know how to navigate occasional rough spots with ease. It is also a place to retreat to from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone.

2. The Risk Zone is the most fertile place for learning. It is where most people are willing to take some risks, not know everything, or sometimes not know anything at all, but clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven’t thought of before.

3. Generally it is not a good idea to work from either your own Danger Zone or anyone else’s. That area is so full of defenses, fears, red-lights, desire for escape, etc., that it requires too much energy and time to accomplish anything from that Zone. The best way to work when you find yourself there is to own that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with colleagues).

For example, if I feel my anger rising and my body getting rigid when someone says it’s time we really clamped down on standardized tests and taught to them right now before the kids failed any more and it is suggested that our CFG should work in that direction as our main focus, I recognize the signs of being in my Danger Zone and know I probably won’t be rational when I speak. Therefore I need a strategy. In this case, my strategy will be to ask calmly, “What are the advantages for the students if we do that? What are the advantages for teaching and learning? What are the disadvantages?” Then I have to listen and list. I can’t trust myself to do more than ask questions until I become more rational and this isn’t such a high level Danger Zone for me.

How to Apply the Zones Productively: Connection to Dilemmas

The Consultancy
1. Review your Zone Map and select a dilemma represented there.

2. Make some notes to give more detail to the dilemma. Notice what Zone the dilemma appears in, or if it is a complex dilemma and has aspects in several Zones.

3. Break into triads and plan your order and time for three Consultancies.

4. As you present your dilemma, use your Zone Map as a reference for the group. They may find fertile ground for probing questions or feedback in your Map, and can see how your dilemma relates to other aspects of your work.

Alternative to the Consultancy
1. Write a dilemma about your work before you come to the Zones Workshop.

2. After you have done the Zones Map, divide into triads.

3. Take turns reading your dilemmas aloud to each other.
4. Discuss the following questions for each person (20 minutes each):
   a. How does your dilemma relate to your Zone Map? What Zone(s) is the dilemma happening in for you? For others related to your dilemma?
   b. Are you working in your Danger Zone? Someone else’s? Do you need to know about other people’s Danger Zones?
   c. If your dilemma is in your Danger Zone (or someone else’s), how can you move those issues into a Risk or Comfort Zone? How might this movement contribute to solving the dilemma?
   d. What would the other people who contribute to or are affected by your dilemma say about your dilemma?
Reflection Strategies

When working with individuals and groups to implement change or new programs, reflecting on current practice, while considering new focus is essential for the learner to inspire, engage and future actions. Below are 5 strategies to use with both individuals or in groups.

**Continue Start Stop!**

Invite people to individually reflect, record and share their thinking after reading and conversation around one topic. Eg One (or more) 21C LD Rubric Dimension/s:

- What is something that affirms what you already do, that you will **continue** to do?
- What is something of importance you have learned that you will **start** doing?
- What is something you will **stop** doing?

**‘3-2-1’ Reflection**

Following work with a new concept, (e.g., one or more 21C LD Rubric Dimensions), have team members reflect, record and share their thinking in relation to the following:

- 3 insights gained
- 2 strategies or ideas
- 1 action I will take

**Give one, Get One**

Participants move to as many people in the room as possible, **sharing one of their ideas** and **getting one idea**, before moving to the next person.

**Circle Reflection**

Toward the end of a session, have team members sit in circle to reflect and comment in turn. You might like to select and use one of these scaffolds relevant to your focus and the conversation that has taken place:

- ‘One thing that’s going through my mind is...’
- ‘One thing I feel affirmed by is...’
- ‘A question I have is...’
- ‘One thing I’m grappling/struggling with is...’
- ‘One thing I’m taking away from this session is...’
- ‘One thing I will do as a result of this... is...’
‘Before-During-After’ Reflection

This seemingly simple reflection strategy helps learners to monitor their thinking before, during, and at the end of a learning session, toward becoming more meta-cognitively aware and self regulatory in terms of what and how they are thinking and learning.

Before the session:

Refer to the learning intentions or goals of the session; ask team members to individually reflect and record, in their Before ‘think bubble,’ relevant thoughts, questions or wonderings going through their mind about the session.

During the session:

At an appropriate stage in the session, ask people to stop, reflect and record their thinking in their During ‘think bubble’. You might like to select and use one or two of these scaffolds:

- What relevant thoughts are going through your mind now?
- What shifts are taking place in your thinking?
- What are you discovering?
- What questions or wonderings are being answered for you?
- What new questions are emerging?

After the session:

Ask people to reflect and record their final thoughts in the After ‘bubble’. You might like to select and use one or two of these scaffolds:

- What’s something you now understand that you were unclear about before?
- What’s something you have gained from this session?
- What’s something you have learned about yourself as a result of this session?
- What’s one thing you will do as a result of this session

Source: Joan Dalton – Learning Talk, 2010
21CLD Learning Activity Rubrics for Peer Coaching

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Rubrics designed by
Collaboration: Rubric

In this learning activity,

1. Students are NOT required to work together in pairs or groups.

2. Students DO **work together**
   - BUT they DO NOT have shared responsibility.

3. Students DO have **shared responsibility**
   - BUT they ARE NOT required to make substantive decisions together.

4. Students DO have **shared responsibility**
   - AND they DO make **substantive decisions** together about the content, process, or product of their work
   - BUT their work is not interdependent.

5. Students DO have **shared responsibility**
   - AND they DO make **substantive decisions** together about the content, process, or product of their work
   - AND their work is **interdependent**.
Collaboration: Decision Steps

1. Students are required to work in pairs or groups?
   - YES
   - NO

2. Students have shared responsibility?
   - YES
   - NO

3. Students make substantive decisions together?
   - YES
   - NO

4. Students’ work is interdependent?
   - YES
   - NO
Knowledge Construction: Rubric

1. The learning activity does NOT require students to construct knowledge. Students can complete the activity by reproducing information or by using familiar procedures.

2. The learning activity DOES REQUIRE students to construct knowledge by interpreting, analysing, synthesizing, or evaluating information or ideas.
   - BUT the activity's main requirement is NOT knowledge construction.

3. The learning activity's main requirement IS knowledge construction
   - BUT the learning activity does NOT require students to **apply their knowledge in a new context**.

4. The learning activity's main requirement IS knowledge construction
   - AND the learning activity DOES require students to **apply their knowledge in a new context**
   - BUT the learning activity does NOT have **learning goals in more than one subject**.

5. The learning activity's main requirement IS knowledge construction
   - AND the learning activity DOES require students to **apply their knowledge in a new context**
   - AND the knowledge construction IS **interdisciplinary**. The activity DOES have learning goals in more than one subject.
Knowledge Construction: Decision Steps

**Requires** knowledge construction?

YES ▶ 1

NO ▶ 2

**Main requirement** is knowledge construction?

YES ▶ 3

NO ▶ 4

Students are required to **apply** their knowledge in a new context?

YES ▶ 5

NO ▶ 4

Learning activity is **interdisciplinary**?

YES ▶ 5

NO ▶ 4
Self Regulation: Coding Rubric

1. Pre-requisites for self-regulation are NOT in place:
   - The learning activity is NOT long-term
   - OR students do NOT have both learning goals and associated success criteria in advance of completing their work.

2. The learning activity IS long-term
   - AND students DO have learning goals and associated success criteria in advance of completing their work
   - BUT students DO NOT have the opportunity to plan their own work.

3. The learning activity IS long-term
   - AND students DO have learning goals and associated success criteria in advance of completing their work
   - AND students DO have the opportunity to plan their own work
   - BUT students do NOT have the opportunity to revise their work based on feedback.

4. The learning activity IS long-term
   - AND students DO have learning goals and associated success criteria in advance of completing their work
   - AND students DO have the opportunity to plan their own work
   - AND students DO have the opportunity to revise their work based on feedback.
Self-Regulation: Decision Steps

**Long-term** activity
**AND** students have **learning goals and success criteria** in advance?

1. **YES**
   - 1
   - 2
   - 3
   - 4

2. **NO**
   - 1
   - 2
   - 3
   - 4

**Students** plan their own work?

3. **NO**
   - 1
   - 2
   - 3
   - 4

**Students** have opportunity to **revise** work based on feedback?

4. **NO**
   - 1
   - 2
   - 3
   - 4

**YES**

---

21 CLD Learning Activity Rubrics

This work is licensed under a Creative Commons Attribution 3.0 Unported License.
Students analyze statistics on the basketball team’s past performance and create mathematical models using Microsoft Excel for the coach to illustrate targeted improvements for both team and individual performance. The coach can use students’ analysis to help players focus their training on skills that need improvement.

Students analyze data about the basketball team and use Microsoft Excel to graph performance patterns for the overall team and individual players. Students’ graphs are presented to the class as an academic exercise.

**Real-World Problem-Solving and Innovation: Rubric**

1. The learning activity’s main requirement IS NOT **problem-solving**. Students use a previously learned answer or procedure for most of the work.

2. The learning activity’s main requirement IS **problem-solving**
   - BUT the problem IS NOT a **real-world problem**.

3. The learning activity’s main requirement IS **problem-solving**
   - AND the problem IS a **real-world problem**
   - BUT students DO NOT **innovate**. They are NOT required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

4. The learning activity’s main requirement IS **problem-solving**
   - AND the problem IS a **real-world problem**
   - AND students DO **innovate**. They ARE required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.
Real-World Problem-Solving and Innovation: Decision Steps

Main requirement is **problem solving**?

- YES
- NO

Are students working on a **real-world problem**?

- YES
- NO

Requires **innovation**?

- YES
- NO

---

21 CLD Learning Activity Rubrics

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Use of ICT for Learning: Rubric

1. Students do not have the opportunity to use ICT for this learning activity.

2. Students use ICT to learn or practice basic skills or reproduce information. They are not constructing knowledge.

3. Students use ICT to support knowledge construction
   - BUT they could construct the same knowledge without using ICT.

4. Students use ICT to support knowledge construction
   - AND the ICT is required for constructing this knowledge
   - BUT students do NOT create an ICT product for authentic users.

5. Students use ICT to support knowledge construction
   - AND the ICT is required for constructing this knowledge
   - AND students do create an ICT product for authentic users.
Use of ICT for Learning: Decision Steps

1. Students have the opportunity to use ICT?
   - NO

2. ICT supports students’ knowledge construction?
   - NO

3. ICT is required for constructing this knowledge?
   - NO

4. Students are designers of an ICT product?
   - NO

5. Students have the opportunity to use ICT?
   - YES
Skilled Communication: Rubric

1. Students are NOT required to produce extended or multi-modal communication.

2. Students ARE required to produce extended communication or multi-modal communication
   • BUT they are NOT required to provide supporting evidence OR design their work for a particular audience.

3. Students ARE required to produce extended communication or multi-modal communication
   • AND they ARE required to provide supporting evidence: they must explain their ideas or support a thesis with facts or examples OR
   • They ARE required to design their communication for a particular audience

   BUT not both.

4. Students ARE required to produce extended communication or multi-modal communication
   • AND they ARE required to provide supporting evidence
   • AND they ARE required to design their communication for a particular audience.
Skilled Communication: Decision Steps

1. Requires extended or multi-modal communication?
   - NO
   - YES

2. Students must provide supporting evidence?
   - NO
   - YES
   - Students communicate to a particular audience?
     - NO
     - YES
     - NO
     - YES

3. Students communicate to a particular audience?
   - NO
   - YES

4. 

## Dimension Summary Sheet

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>• Do learners have shared responsibility for a joint outcome and make substantive decisions together?</td>
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<td></td>
<td>• Is their work interdependent?</td>
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<tr>
<td><strong>Knowledge Construction</strong></td>
<td>• Are learners required to engage in meaningful knowledge construction?</td>
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<td></td>
<td>• Do learners actively work to interpret, synthesize or evaluate new information?</td>
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<td></td>
<td>• Is learning demonstrated or applied in a new context?</td>
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<td></td>
<td>• Is knowledge construction interdisciplinary?</td>
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<tr>
<td><strong>Self-Regulation</strong></td>
<td>• Does the learning activity offer substantive time and opportunity to develop self-regulation?</td>
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<td></td>
<td>• Do learners know the learning intentions and success criteria in advance, and plan their own work?</td>
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<td></td>
<td>• Do learners use feedback to improve their learning?</td>
</tr>
<tr>
<td><strong>Real-world Problem-Solving and Innovation</strong></td>
<td>• Do learners work with real-world issues, opportunities, challenges and problems for authentic purposes and real-life benefits?</td>
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<td></td>
<td>• Does the main activity of the learning activity require problem solving?</td>
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<td></td>
<td>• Do learners generate possibilities, design and test out innovative ideas and solutions?</td>
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<td></td>
<td>• Do learners evaluate, reflect and take action on their ideas in the real world?</td>
</tr>
<tr>
<td><strong>Use of ICT for Learning</strong></td>
<td>• Do learners use ICT to construct knowledge in ways that add value to learning?</td>
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<tr>
<td></td>
<td>• Do learners use ICT to create new ideas and products for authentic audiences and users?</td>
</tr>
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<td></td>
<td>• Does their ICT work demonstrate ethical use and additional 21C capabilities?</td>
</tr>
<tr>
<td><strong>Skilled Communication</strong></td>
<td>• Does the learning activity require coherent communication using a range of forms, providing supporting evidence?</td>
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<tr>
<td></td>
<td>• Do learners design and produce substantive, multi-modal communication for a particular audience?</td>
</tr>
<tr>
<td></td>
<td>• Do learners reflect and use the process of learning to improve their communication?</td>
</tr>
</tbody>
</table>
Peer Coaching Training Assessment Schedule

There are three main components that make up this program. Participants must complete all 3 components to become a certified coach. After your intensive face-to-face or online training you will be kept in contact with your table coach who will support you when working through your practicum.

Component 1: Participation and competency achievement at Peer coaching Face-to-Face or Online Modules

*In this component, both Face-to-Face and Online training will assess participants in the same way.*

During these sessions participants should show awareness in the following competencies:

- Complete Readings
- Development of their own journal – OneNote is recommended
- Coach Roles
- Coach Attributes
- Group Norms
- Coaching Skills

Component 2: 21st Century Learning Design

Face-to-Face Delivery

For those Facilitators who run through the 21st Century Learning Design module of this training face-to-face with participants will need to use the 21st Century learning Design Competency Assessment Schedule below.

Online Delivery

Completion of all modules of the 21st Century Learning Design Course including participation in online training sessions that may be held to support self directed study. Participants will be required to show evidence of completion of the online 21st Century Learning Design Modules.

Component 3: Peer Coaching Practicum

This component is to be completed by peer coaches when they return to their school. The peer coach will be required to negotiate a pilot program with their principal and at least two participating teachers. The program should involve completing a number of coaching cycles over a period of 3 months.

They will be required to provide the following evidence that they have implemented peer coaching:

- A coaching log signed by a principal (or delegate) and participating teacher/s.
- A brief coaching report from one teacher.
- A record of integration of a 21st Century Learning Design dimension into a Learning Activity, including notes re observation and feedback.
- A personal coaching chronicle or narrative description of what you actually achieved.
- A peer coaching implementation plan for your school or institution.