BE THE CHANGE:

Building our professional capacity through consultation, collaboration and reflection.

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Welcome & Connection

Welcome & Connection

Like Me

What: Like Me

Why: Inclusion and Connection. Build our awareness of who is present.

How: Stand when appropriate. Look around and make a connection. Sit down.

- Please Stand….
    - If you currently work in an elementary school.
    - If you currently work in a middle school.
    - If you currently work in a high school.
    - If you currently work at multiple levels.
    - If you currently have an administrative role.
    - If you currently work as a school counselor.
    - If you currently work in a different role.
    - If you live in Illinois.
    - If you live outside of Illinois.
    - If you have been working in education for fewer than 5 years.
    - If you have been working in education for 5-10 years.
    - If you have been working in education for more than 10 years.

How we work together matters…

How we work together matters…

How we listen to each other matters...

How we listen to each other matters...

How we spend our time matters…

How we spend our time matters…

" A group that is too busy to reflect is too busy to grow."

~ Robert Garmston

Take a minute to think about a connection to your own work.

Then, please turn and talk to a neighbor. Introduce yourself and share your connection.

MMSD: In Brief

- 27,112 students:
  - 45.2% White
  - 19.1% Black
  - 18.6% Hispanic
  - 9.3% Asian
  - 7.3% Two or More Races
  - 0.4% American Indian
- 14.3% Special Education
- 48.6% Economically Disadvntgd.
- 19.1 % English Language Learners
- Total Schools
  - 32 Elementary
  - 12 Middle
  - 5 High Schools
  - Innovative and Alternative Education Programs.

MMSD School Counselor Team

- High School: 5 schools
  - 5.7 – 7 positions each school
    - 275:1 – 308:1
  - .5 position at Shabazz
    - 212:1
- Middle School: 12 schools
  - 8 full time.
    - 455:1 ratio
  - 5 part time. (50-80%)
    - 366:1 ratio
- Alternative Programs
- 1 FT - Innovative and Alternative Ed Counselor (caseload ranges).
- 1 FT – Phoenix (Alt to Explusion) Program Counselor (caseload ranges).

- Elementary:
  - 32 elementary schools.
  - 6 schools have .5-1 position for CIMHI grant. Focus on social-emotional supports.

- ASCA current recommendation:
  - 250:1

MMSD School Counselor Team

68% are WSCA members.

36% are ASCA members.

9% also have LPC.

3% have GCDF certification.

10% also have a role with PBS

48% are involved with AVID

MADISON METROPOLITAN SCHOOL DISTRICT
STRATEGIC FRAMEWORK

Professional Development Structures

Professional Development Structures:

- Monthly PD (2 ½ hrs)
- Counselor Advisory
- CSCM Work Team
- ILP Work Team
- Form Ad-Hoc Work Teams (as needed)

Shifting our Professional Development Model

Then…

- Focus of PD on "district updates" and information delivery.
- Delivery method – largely lecture style and Q&A.
- Little time for sharing and application.

Now…

- Consultation time built into every meeting.
- Utilize Adaptive Schools to build capacity for collaboration.
- Protected time for sharing, application time, and reflection.

Goal: Shifting Our Professional Development Model

Goals:

- Develop our identity as a team via professional learning community model.

- Stop working in isolation - Share resources.

- Align our programs – better for highly mobile students. Benefits for professionals, too.

- Intentional, data-driven programs that demonstrate results.

Developments within MMSD

- Adopting Comprehensive School Counseling Model.

- Developing and Implementing Individualized Learning Plans (ACP) by 2015-2016.

- New expectations for School Improvement Planning Process, Data Literacy, and School Based Leadership Teams.

- Anticipating shifts in Professional Evaluation.

Corners

What: A strategy to support the processing of information, and the organization and integration of ideas.

A way to gather data about the needs, interests, or opinions of a group.

Why: Allows for movement, provides time for reflection, offers opportunity for dialogue and developing shared understanding.

How: 1) Listen/read the prompt provided. 2) Move to the corner of the room which best matches your answer to the prompt. 3) Find one other individual in that corner: introduce yourself and each share your reasoning for choosing that corner.

"Please Pause"

Strategies for Re-connecting as a whole group:

- "Please Pause"

- (Call) "We are"   (Response) "Reconnected"

- Train whistle = time to "return to the station"

Corners

Prompt 1:   If you were to intentionally make space for one of these professional practices, which of these would be most beneficial to you and your work at this point in time? Why this choice?

Prompt 2:   Which of these professional practices is currently best supported at your school (or within district)? Share one strategies or structure that supports it.

Agenda: The "What" of Today

- Welcome & Connection: The "What" of the Session.

- Context: The "Why" of the Session.

- Building capacity & supporting resourcefulness: The "How."
  - Strategies and Protocols
    - Consultation
    - Collaboration
    - Personal/Professional Reflection

- Organizing and Integrating.

- Closing: Reflection and Evaluation.

The "What" of Today

What connections do you make between the ideas of collaboration, consultation, and reflection and the big-picture theme of this conference:

"Bridging the Gap, The Role of School Counselors in Providing Equal Access to Educational Opportunities."

Think about this for a few moments. Now,

Turn and Talk to a neighbor for a few minutes.

The "How" Of Today

- Experiential – Learn by Doing, and Reflecting.
- Focus on Strategies.
- "Double Track Agenda".
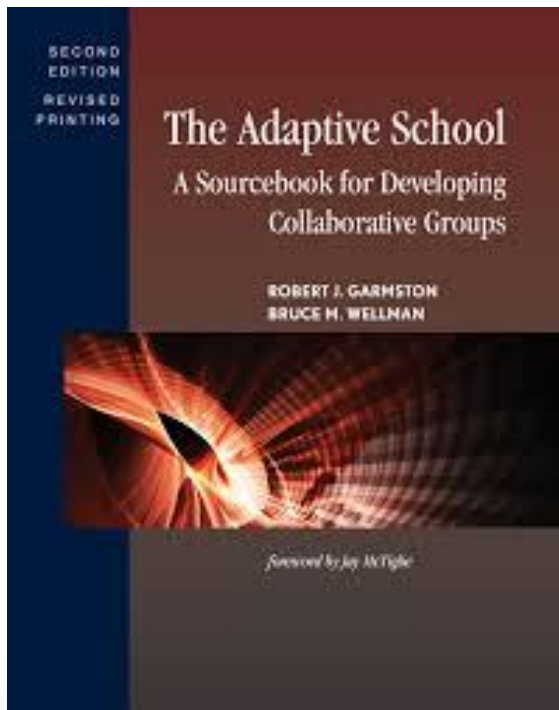
Four Day Overview
eb. 4/5, Mar. 4/5

Day One   Entering the Territory

Day Two   Developing Groups

Day Three Successful Meetings/Facilitation

Day Four Managing Conflict

What, Why, How: "Corners"

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Working Agreements

- Listen to understand before seeking to be understood.
- Presume Positive Intentions.
- Pay attention to yourself - "share the air."
- Place ideas on the table (without climbing up there with them).
- Engage with ideas, not the people who presented them.
- Start open. Stay open.
- Freely invoke the "Vegas" Rule.
- Enjoy yourself.

Reflection…

Time to think about what you do and why you do it.

How can your school counseling programs be the vehicle for opening up doors for all students?

How can school counselors facilitate systems of intervention with stakeholders to ensure the success of all students?

How can school and community-based resources increase equity?

Consultation

Reflective Practice is characterized and shaped by an on-going personal and collective conversation aimed at improving teaching and learning. **Educators involved in reflective practice talk about what they do and why they do it.** The why is something more than feeling, opinion, preference; it is based on evidence, research, and theory.

(National School Reform Faculty)

Problem Posed-Problem Solved

What:		Consultation Strategy

Why:		Build capacity for problem-solving.

		Sharpen listening skills.

		Gain new perspective on a "sticking point"

How:		1) With your Standing Meeting partner, find a place in the room to sit.

		2) Partner A – 5 minutes to share issue. Partner B - 5 minutes to receive consult. (Listen for signal).

		3) Switch.

Line-Up

What: _____ Line Up.

Why: Creative grouping strategy.

Allows movement, mixes up those who frequently group together.

How: 1) Pack-together your items to take or store beneath your seat. 2) Take a pen and something to write on. 3) Line up along side of the room depending on how far you travelled to get here today.

Two Minute Consultancy

What: Structured mechanism for quick feedback.

Why: Gather new perspectives and ideas.

               Engage group in problem-solving w/o lots of dialogue (focused, not about shared understanding).

How: 1) Spend 5 minutes formulating a question about your professional practice. 2) Write question on top sheet. 3) Pass to the left. 4) Each person has 2 minutes to write a response and then paper-clip behind the original question. 5) Listen for signal to switch.

Checking in as a Group….

What has it been like to have the opportunity to seek support with a professional problem of practice and to receive it?

Collaboration

In high-performing and improving schools, studies show that collaboration is the norm…It does not happen by chance; it has to be taught, practiced, and learned. Developing collaborative culture is the work of leaders who realize that a collection of superstar teachers working in isolation cannot produce the same results as interdependent colleagues who share and develop professional practices together.

The Adaptive School: A Sourcebook for Developing Collaborative Groups (Garmston & Wellman, 2013, p. 16)

Supporting Collaboration

Creating Safe Spaces

- Inclusion Strategies

- Working Agreements
  - Shared "rules" for group time.

- Norms of Collaboration
  - Skills and shared behaviors to practice in our work together.

- Explicit Instructions
  - What, Why, How

Supporting Productive Dialogue

- Protocols
  - Structure, Share Air Space.

- Facilitation & Roles

- 10:2 Rule & Reflection Time

Finding a New Group…

Card Sort

What: An Information Processing Strategy.

Why: Activates Idea Generation.
               Engages Group in Creative Thinking
               Organizes and Integrates Ideas.

How:
1) Individually, generate ideas to answer the following prompt. One idea per post-it.
2) Take turns sharing your ideas. As you share – try to group them.
3) Create categories of similar themed items. Try to create a title for each theme.
4) Create a display on your large sheet and be prepared for sharing it.

What are some of the ways (strategies, structures, program elements, etc.) in which your school counseling program does/could open up doors and promote equitable access to opportunities for all students.

Gallery Walk

What:	Information Processing Strategy.

Why:	Encourages movement.

Mixes up group members.

Chance to gather ideas and expand thinking.

How:

1) Choose one group member to be the "tour guide"
2) Rest of group will circulate in the room, examining other groups' work and gathering ideas.
3) Take post-its and pen with you to capture new ideas.
4) Return to original group when time is called and share out together.

Final Word Protocol

What & Why: Structured Protocol.

How:

1) Spend 10 minutes reading the article.
2) Mark text:
    1) + for something that resonates.
    2) ? for any questions.
    3) <u>One significant idea</u>
3) First person shares his/her significant idea. Specifically refer to the text.) Share why it resonated (3 minutes)
4) Go left. Each group member shares a response to the significant idea and/or the additional comments of the speaker (1 minute each).
5) The original speaker (first person) has the "final word." In less than one minute respond to the reactions or comments of others.

Professional Reflection

"Others inspire us, information feeds us, practice improves our performance, but we need quiet time to figure things out, to emerge with new discoveries, to unearth original answers."

— Dr. Ester Buchholz

Organizing & Integrating

Gots and Wants

What: Way to gather data.
Feedback mechanism.

Why: Helps group members feel heard.
Guides future PD/team work.

How:

1. Individuals write "gots" and "wants" on sticky notes – one idea per sticky note.
2. Post on charts on wall.

Facilitator can categorize, use information to inform next session.

Chalk Talk

What: Way to gather data, spark ideas, engage in group dialogue w/o talking.

Visual and kinesthetic appeal.

Why: May be valuable for groups where some individuals tend to dominate verbally.

Depending on prompt, can be used at beginning or close of a group's work.

How: Post prompt on wall.

Strategies from Today

What strategies or structures experienced today have been most valuable for you? What might you take back with you and how/where might you apply it?

* Like Me   * Final Word Protocol

* Corners   * Card Sort

* Turn and Talk   * Gallery Walk

* Working Agreements   * Problem Posed-Problem Solved

* Public Agenda   * Two-Minute Consultancy

* Standing Meeting   * Reflection Prompts

* Line Ups   * Gots & Wants

* Chalk Talk   *

Putting It All Together

<u>Tuning a Plan Protocol</u>

What: Structured mechanism for getting feedback from colleagues about whether a plan is likely to meet the goals that you have established for it.

Why: Because more heads are better than one. Because sometimes we are so deep into something we can't really "see" it anymore. Because then others can learn from our experience.

How: 1) Presentation. 2) Clarifying Questions. 3) Examination. 4) Feedback. 5) Sharing Feedback. 6) Reflection. 7) Debrief.

Tuning a Plan Protocol

1. Presenter shares plan with the group (5-10 minutes).
   1. Context, goals, focusing question for feedback.
2. Group can ask clarifying questions (5 minutes).
3. Examination of the Plan (5-7 minutes)
   1. Group reads materials, takes notes relative to goal alignment and focusing question.
4. Pause to Reflect on Feedback – Prep to share out (2-3 min)
5. Share Feedback (15-20 min)
   1. Dialogue about the plan as if the presenter is not in the room.
   2. Start with strengths, then move to potential issues/concerns.
   3. Presenter (listens), Facilitator (keeps focus), Recorder (notes)
6. Presenter reflects on feedback and new learnings/ideas. (10 min)
7. Debrief Process (5 min).

Tuning a Plan: Example

Planning Timeline

College

Career

Community

MMSD School Counseling Services and Programs

Program Calendar

In Closing

- Seeing some significant positive results from intentionally supporting collaboration, consultation, and reflection into our PD experiences:
  - Middle School counseling group scheduling quarterly collaboration meetings outside of PD time.
  - Colleagues setting up mechanisms for sharing resources.
  - Enthusiasm and support for adoption of CSCM – desire to be aligned.
  - Colleagues sharing program evaluation data and requesting input from each other.

"One Word Summary" or "Post-It Summary"

What Questions Do You Have?