

2016 Transfer School Conference

Sample 100-min Workshop Protocol

The goal of workshops at the conference is to share a solution to a problem that educators face in transfer schools. Ideally, the facilitator should have first-hand experience or information about a practice or approach that has had promising effects on addressing a challenge in transfer schools. The facilitator's role is to share this in a way that helps participants think about how they draw lessons from it for their own schools.

Objective	Activity
10-15 min <i>Gather group knowledge and interests</i>	Paired exchange: Ask participants to identify one strength that they have in relation to your topic and one challenge they are facing, then pair with one other participant they haven't met before and discuss this before sharing out. Include 5 minutes buffer time at beginning as participants enter room.
10-20 min <i>Convey importance of topic</i>	<p>Option A. Cliffhanger: Tell a story about a particular situation with a student or a classroom decision in which the conclusion of the story is unclear, but the practice you are sharing can make a difference. For instance, if you have an innovative way to help students improve their own writing through self-assessment, tell a cliffhanger story that begins with a student struggling with their writing. Give participants the opportunity to consider what they would do in the Cliffhanger before you discuss how you addressed it at your school.</p> <p>Option B. Reading: Select a reading of under 3 pages that inspired your work or provides valuable insights related to it. Ask participants to read using a protocol such as 4A's to engage with the reading first individually, then in a small group, and then sharing ideas from small groups in full group. This provides an opportunity to think about how particular research or anecdotes have informed the work.</p> <p>Option C. Student Panel. Bring a small group of 2-5 students to discuss their experience with the practice. Be sure to think through with them beforehand a few key points about how it has affected their own growth and learning so that they can discuss and answer questions.</p>
10-20 min <i>Share practice and materials</i>	<p>Option A. Mini-Lesson: Discuss a handout or PowerPoint that includes the following elements:</p> <ul style="list-style-type: none"> • 1 story of a student or adult who improved noticeably as a result of this practice, telling how you saw them improve. Share student artifacts if possible. • 3-6 key steps that you need to undertake at a school to do this, placing those steps in chronological order starting with preparation and including implementation, and highlighting how these tie back to the purpose and impact this has on students or adults. • 2-4 key pieces of advice describing a critical thing for people to do if they want to help a student or adult in the same way. <p>Include time for clarifying questions.</p> <p>Option B. Sample Analysis: Provide a sample of the tool or material that captures your practice (for instance, a lesson plan, report card, student goal-setting sheet, etc.). Use this to engage participants in highlighting what they notice before discussing and noting at least 3-5 specific key characteristics of the tool itself and 1-2 examples of exactly how it is used with students, tying these back to the overall purpose and impact it has on students.</p>
25-35 min <i>Transfer understanding of practice</i> <i>(Cut or reduce this for 60-min version)</i>	<p>Option A: Planning. Provide a planning document to adapt ideas to their own school. If the latter, provide schools with a few simple focused questions that help them directly think about the: (a) impact of your practice, (b) steps involved in implementing it, and (c) how they will do these at their school.</p> <p>Option B: Experience. Create a role-play or scenario in which some participants get to engage in some aspect of the practice while colleagues observe and then discuss.</p> <p>Option C: Discussion. Provide an opportunity for participants to discuss as a group how they can use this practice in their own schools.</p>
5-15 min <i>Close session and get feedback</i>	<p>Wrap up: Close with an activity or Exit Ticket that provides participants with the opportunity to reflect individually on which particular aspects of the practice they hope to use in their own school or particular next steps in relation to this practice.</p> <p>Evaluation: Include time at the end to get written feedback from participants.</p>