
Appendix D

Processes for Learning Leaders

The Role of the Learning Leader

Everyone is a leader! So, these notes are for everyone!

The Learning Leader has a significant role to play in the collaborative learning approach to implementing the texts *Precision-in-Practice: The Voices of Evidence-Proven System and School Improvement* (Sharratt, 2027), *CLARITY: What Matters MOST in Learning, Teaching, and Leading* (Sharratt, 2019), and in implementing the Clarity Learning Suite (CLS).

These processes are meant to support the unpacking of the Case Studies in the above texts; however, these processes work everywhere! Whenever you are leading Professional Learning (PL), remember the importance of interactive experiences, sprinkled with content and research. Always give your participants **time to talk!**

Those taking on the role of the Learning Leader in CLARITY, the texts, and in CLS will be key to ensuring that participants have the opportunity to maximize their learning. The Learning Leader can be an individual or a team. I do think it is critical that teachers not be left on their own to do the CLARITY work as **collaboration is an essential part** of the implementation and sustainability of CLARITY as our “forever work.”

Pre-Session Preparation for the Learning Leader

- ✓ Ensure all participants have a calendar invitation including time, date, and venue;
- ✓ Check all participants have their *Precision-in-Practice* text (or are registered, logged into the CLS, and have a CLARITY text);
- ✓ Organize seating for groups of 4–6, if possible;
- ✓ Check A/V system is working in venue;
- ✓ Ensure the A/V is set to view the presentation as a whole group, with participants recording their responses on personal devices; and
- ✓ Consider recommended timing for tasks as a guide.

Learning Leader’s Tasks During the PL Session

- ✓ Welcome the group ;
- ✓ Inform participants of the opportunities for collaboration and learning across K–12 classrooms;
- ✓ Encourage participants to introduce themselves to others at their table;

- ✓ Invite participants to number off (1–4 or 6) around the table, ready for differentiated discussion facilitators throughout the session;
- ✓ Remind participants of the 2–3 key messages from the previous work and “the priority”;
- ✓ Begin Presentation with
 - Minds ON!
 - Operating Norms
 - Learning Intentions
 - Success Criteria
 - Beginning With Data
- ✓ Explain taking deliberate pauses throughout the PL to Retell, Relate, and Reflect on Case Studies or content;
- ✓ Uses the processes below to teach research and unpack Case Studies;
- ✓ At the end of the PL session, always allow *time* for each person to make a Commitment to Action as an “exit ticket out the door” on a Post-it. These will be your data to create the next PL opportunity.

Lyn Sharratt’s Processes to Use During PL to Promote Accountable Talk, Critical Thinking, and Commitment to Action!

All processes recommended below may be modified and adapted for use in different settings—system meetings, staff meetings, team meetings, PLC time, and in classrooms. These processes support the thought processing and learning of adults and students. The power of using processes is in enabling collaborative learning—for adults or students. The processes facilitate participants in unpacking concepts, hearing all voices, testing assumptions, finding agreed solutions, and resolving challenges.

Processes used in unpacking the Precision-in-Practice Case Studies or content and implementing the CLS are listed below in alphabetical order.

ABC Triad

Purpose:

Quick organizational process to form participants into triads (groups of three) to complete a task/solve a problem/analyze a video or text, do a Gallery Walk, etc.; introduces participants into new groupings.

Facilitation:

- ✓ Participants number off each person as an A, B or C
- ✓ Task/problem is shared with triad and tasks are allocated to the A, B, and Cs in the triad, e.g., a reading is divided into three equal parts and each letter has the responsibility to share their section of the reading with the other letters in the triad, or the triad all read the same reading, and A reads for strategies, B reads for points leaders need to consider when leading, C reads for impact on student learning, and then each letter shares
- ✓ Key to this process is the assigning of tasks to the ABC triad, creating accountability and responsibility within the triad

Affirmation Post-It

Purpose:

A visualization that enables a group to value and affirm thinking/insights/work of others.

Facilitation:

- ✓ Invite participants to read and respond to a stimulus by writing something on a Post-it note, e.g., what resonated with them and why. Using the Post-it suggests to participants that the affirmation is brief.
- ✓ When participants have all posted their Post-its, encourage participants to read the affirmation Post-its of others.

Process Variation:

- ✓ After reading all the affirmation Post-its, participants are allowed to make only 3 tick marks on other Post-its, only to validate or support other Post-it affirmations that resonated with them. The facilitator invites participants to view and discuss the impact of this process.

Case Management Meeting (see three complete templates in Appendix B)

Purpose:

A Case Management Meeting (CMM) is a process for teachers to problem-solve a student's in-class learning issue. It is 15 minutes—to keep to time, it is important that the templates in Appendix B be followed. The teacher presents the “problem” using the student's work as data or evidence of the issue. [CMM is *not a behavioral resolution session*—behavioral issue management sessions are valuable in a different setting with different professional resources.] The CMM process goal is to provide the classroom teacher with next step strategies to use with the student. Present in the CMM process, other than the teacher, must be at least one Knowledgeable Other (KO), possibly other same-grade teachers. A senior leader, e.g., Principal or Assistant Principal (curriculum or instruction), must always attend.

A student who is brought to a CMM may be one whose profile was noticed on the Data Wall, or often a teacher is “stuck” on what instructional strategies to use with a particular student, and the CMM provides a platform of individuals with powerful suggestions for the teacher.

The power of CMM resides in the collective knowledge of the group and the expertise of the KO. It is important to consider that what may be valuable for one student's learning may also be useful for the teacher to use with other students (Necessary for one, good for all). This first meeting is only the first step in a time frame during which the teacher will try the strategies; leaders and the KO may do a Learning Walk and Talk in the class to observe progress and offer support or encouragement to the teacher and student. CMM participants are encouraged to support the teacher in the following three weeks in class and in common areas, especially in front of the staff room Data Wall. We never want to leave them feeling unsupported between CMMs. Everyone around the CMM table now owns the student!

The follow-up CMM, using the template in Appendix B, is for 15 minutes, three weeks after the initial meeting. The teacher will bring back another work sample and discuss how the recommended strategy worked or didn't. If it worked, the CMM cycle continues. If it doesn't work, we continue with further suggestions until we find a successful strategy. We never give up on one student! In this way, the CMM process is building teacher and leader capacity to teach all students.

Facilitation:

Time: 15 minutes

Allocation of Roles

Chair	Presenter/School Supervisor	Knowledgeable Other	Timekeeper/Recorder	Loop Back Responsibility

Establish **Operating Norms** for CMM, for example,

- ✓ Hear every voice around the table
- ✓ Invest in the learning of self and others—be “present”
- ✓ No put-downs—appreciations—respect others’ perspectives
- ✓ Non-judgmental—gather factual data and avoid going up the “Ladder of Inference”
- ✓ Professionalism over personality: refrain from speaking over each other
- ✓ Stick to the point—follow the Templates
- ✓ Maintain student-centered deliberations

Roles: Chair, Timekeeper, Recorder, Teacher presenter, Knowledgeable Other, Related Teachers to the student/grade/cohort

Case Management Meeting Process:

To facilitate an efficient process, it will be important to manage the suggested timing for each step:

- ✓ Chair states the Operating Norms for the CMM and allocates roles (2 minutes)
- ✓ The presenter of the student outlines the student’s learning, shares evidence in work sample data, and outlines the support being sought, or the teacher illustrates to the group why they are stuck with this student (4 minutes)
- ✓ Participants ask clarifying questions, giving yes, no, or very short answers only—no advice is given at this time (3 minutes)
- ✓ Presenter responds to questions and provides further information (3 minutes)
- ✓ Participants provide advice/suggestions re how practice could be strengthened: “One thing I would do is …” and why (4 minutes)
- ✓ Presenter selects one thing from the suggestions to work on in the short-term and one in the longer-term and why (4 minutes)
- ✓ Steps to be actioned by the presenter teacher are summarized and agreed evidence of implementation recorded (4 minutes)

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- ✓ Chair thanks the group for their contribution, checking in with the presenter teacher that they feel confident in going forward (1 minute)
- ✓ Commit to next meeting date for follow-up with same participants (2 minutes)

Choose a Leader or Presenter

Purpose:

Fun and random method of choosing a leader/presenter. May also be used as an ice breaker, promotes engagement and interaction.

Facilitation

- ✓ Invite participants to close their eyes and with eyes closed point at someone in their group
- ✓ Remind participants not to move their pointing finger and open their eyes
- ✓ The group member with the most points is the Leader/Presenter
- ✓ Encourage the chosen Leaders to stand up and lead the group with a clap to thank the leaders for taking on the role.

Circle of Practice

Purpose:

This process enables a group/school/system/cohort to create a visualization that displays strategies and processes being implemented. This process enhances discussion about next steps to increase implementation of strategies to 90% and discuss “why is this data so?” and “what are we seeing here?” and “what are the patterns emerging?”

Facilitation:

- ✓ Draw a large circle and a large rectangle below it
- ✓ Take a concept/strategy/practice that the group has been working on (e.g., teachers using the Gradual Release Model for Writing)
- ✓ Ask individuals to determine how they would rate the implementation of the practice. For markers in this process use Post-its, dots, ticks, words etc.
- ✓ Individuals are asked whether they consider the implementation of the concept/strategy/practice is used by their team
 - 90% of the time; if so, then a marker or the concept word is placed inside the circle
 - 60% of the time; if so, then a marker is placed on the line of the circle (this indicates they are having a go!)
 - less than 60% of the time; if so, then the marker is placed outside the Circle of Practice
- ✓ These markers provide a visual representation of each individual’s perception of implementation and enables a focused discussion
- ✓ The next step is to consider how to get what is outside the circle into the Circle of Practice
- ✓ Table group members problem-solve and record these in Next Steps—which is the rectangle below the circle

Process Variation

- ✓ Before placing the marker on the Circle of Practice, ask individuals to discuss with a partner where they are going to place their marker and why
- ✓ Participants step back and consider the visualization asking, “why is this data so?” and “what are we seeing here?”, and “what patterns are emerging?”
- ✓ Collectively, participants consider and determine next steps in response to the data on the Circle of Practice, then establish a plan of action or further inquiry
- ✓ After a period of time has been allowed for implementation of next steps, another gathering of participants should be organized to review the implementation of practices within the Circle of Practice. Participants use different markers to assess the position of strategies within the Circle of Practice; this allows for comparison
- ✓ Participants consider how the implementation of strategies has either improved, declined, or stayed the same
- ✓ Collectively, participants determine next steps
- ✓ Regular review of strategies on the Circle of Practice provides participants with insights into the implementation of practices and where the focus of their work is required

Coaching Line or Slide-the-Line

Purpose:

A process that allows the collective wisdom of the group to be accessed by other colleagues and participants. Also, it affirms with participants that there are KOs present who have wisdom/knowledge/insights to share.

Facilitation:

- ✓ Invite participants to stand, find a partner, and decide who is an A and who is a B
- ✓ Direct A's to form a line standing side-by-side, then B's form a line and each stand opposite their partner A. This is the Coaching Line
- ✓ Thank participants for forming two lines and check that all participants have a partner (each pair is an A and B pair)
- ✓ Nominate A's to be the “coaches” and B's to pose an issue/problem/concern for which they would benefit from the insights of the coach
- ✓ Inform pairs they have 3 minutes: first B's share their issue, A's listen and then coach the B's (3 minutes).
- ✓ Facilitator asks participants to switch roles; A's share their issue and B's coach (3 minutes)
- ✓ Invite Line A and Line B to slide along to form a new pair and meet a new person.
- ✓ Repeat this process at least twice, enabling each participant to give and receive coaching
- ✓ Thank participants for their involvement

Concept Map

Purpose:

Scaffolded process assisting participants to develop a visual (or graphic) representation of their thinking or knowledge, to organize ideas and to make connections between them. Participants use symbols, graphics, and words to visually record and represent their thinking.

Facilitation:

- ✓ Share with group the scaffolds for designing a Concept Map, using graphics, color, key words, bubbles, data, arrows, etc.
- ✓ Assign roles to the group as this is key to the process. For example: 1 = Leads; 2 = Scribes; 3 = Scouts for ideas; 4 = Gathers and organizes key ideas; 5 = Challenger; etc. This increases shared responsibility and accountability.
- ✓ Set a time frame for the task.
- ✓ Direct participants to identify and list key concepts before graphically mapping.
- ✓ Participants create a starting point for their Concept Map by placing the BIG Idea at the top of their chart paper and develop a Concept Map visualization that flows from top
- ✓ Example of a Concept Map task: Visually represent the impact of Professional Learning on teachers.
- ✓ Have participants use linking words on the lines that connect the concepts together.

Consulting Line (also see Coaching Line)

Purpose:

Process recognizing and supporting the positional thinking, knowledge, and expertise within the group. The process scaffolds opportunities for participants to enquire, clarify, affirm, question, and orally rehearse their thinking with other participants in the group. The Consulting Line may be used at the conclusion of new learning, to unpack prior knowledge, and as an opportunity to discuss challenges and solutions. The Consulting Line process encourages participants to move and engage with others.

Facilitation:

- ✓ Divide the group into two equal lines facing each other, one side A and the other side B. Each A and B, facing each other, become a partner pair. The focus of the task is shared to the group. For example: How can we find time in the school day to co-plan and co-teach?
- ✓ The facilitator informs the group that there will be 4 minutes, for example, for the discussion: 2 minutes for A, and 2 minutes for B. The facilitator invites A to start and calls for B to begin speaking when it is time. At the end of the 4 minutes, participants thank each other.
- ✓ For further rounds of A and B discussions, the facilitator invites the B line to stay still and for the A line participants to move two partners to the right of the B line and form a new AB partnership.
- ✓ Facilitator keeps time for further rounds.

Data Conversation

Purpose:

To reinforce the importance of using data when working with teachers and leaders as data provide valuable insights into the learning/performance profile of students, schools, grades, cohorts, networks, systems, states, and nations. “Generate data and use it in a way that makes the learner come alive in the minds and actions of leaders and teachers—on a large scale” (Sharratt & Fullan, 2022).

Facilitation:

- ✓ Remember the Operating Norms ... (see example above in the Case Management Meeting process)
- ✓ Choose a piece of relevant data
- ✓ The format for interrogating the data could be: What is a question? What is interesting about it? What is a concern? What is a surprise?
- ✓ Interrogate the data, without apportioning blame or judgement
- ✓ Create a stance of genuine inquiry: “Why is that so...?” and be prepared to take action
- ✓ Avoid defensive conversation (Operating Norm: Gentle on people and tough on ideas)

Double Entry Reflection

Purpose:

A process that can be applied to any case study/reading/video/podcast to develop greater insights and understandings.

Facilitation:

- ✓ Invite participants to fold a piece of paper in half lengthwise and draw a line down the middle fold, to make a Double Entry Template.
- ✓ While studying the reading, participants record on the left-hand side of the paper phrases or words that mean something interesting or something to be considered
- ✓ After recording words and phrases, participants take each of their entries and record on the right side of the page why they see these phrases or words as important

Process Variation:

- ✓ Use a video as a focus; fold paper in half with the headings “What did I hear?” “What do I think?” Key words and phrases recorded under the heading “What do I think?” while watching and listening to the video. After the video, complete the column “What do I think?”
- ✓ This scaffold supports participants to deepen their understanding and assists with focusing the discussion on the stimulus after the viewing.
- ✓ Share with table group; add any other comments that might have been missed.

Elbow Partners

Purpose:

Opportunity for participants to test out their thinking with a partner, with all voices being heard within the group in a short time frame.

Facilitation:

- ✓ Asks participants to turn to the person beside them for a minute or two to exchange an idea, thought or question.
- ✓ Reinforces the importance of really listening to each other.

Variation:

- ✓ “Turn and Talk” or “Turn and Ask” are similar processes

Elevator Door

Purpose:

Visual symbol to assist participants with the cue that they need to bring their comment, conversation, or discussion to a close. It can be used as an Operating Norm by a group or a fun symbol to bring the group or individual speaking to a close.

Facilitation:

- ✓ The facilitator informs the group that the Elevator Door process maybe used throughout the session to draw attention to the need for a participant or group to finish their conversation.
- ✓ The facilitator demonstrates, with their arms wide open, the open elevator door. Slowly bringing the hands together (generally about 30 seconds) illustrating that the elevator door is closing and the conversation needs to be finished when the hands come together.

Exit Ticket

Purpose:

Ideal way to end a PL session or lesson as it increases accountability of participants and provides the presenter/teacher/leader with an overall view of participants’ thinking. Information from this process can inform further instruction, presentation, commitment to action, or completing the sentence “My next best learning move is...”

Facilitation:

- ✓ Presenter/teacher/leader poses a question or asks for a specific reflection at the end of a PL session/day or a lesson.
- ✓ Participants are asked to respond to the session/day/lesson on a Post-it (this keeps responses tight). Example: “I am going to try in my learning space this week with my students.”
- ✓ Presenter/teacher/leader stands at the door and collects responses from the participants as they leave the room, or participants place all their Post-its on chart paper or a table to be gathered by presenter/teacher/leader.
- ✓ Presenter/teacher/leader reads Exit Tickets to assess participants’ learning in the session and adjusts learning for the next session in response to the data gathered from the Exit Tickets.

Find Your Number/Stand-Up, Hands-Up, Pair-Up (can add Square-Up)

Purpose:

An efficient, quick process used to randomly assign participants and organize them into a new group.

Facilitation:

- ✓ Invites participants to number off from 1 to 4 around the table, stand up, form a new group with participants with their same number.
- ✓ Facilitator assigns tasks to the newly formed groups.

Fold the Line

Purpose:

Process that recognizes and supports the positional thinking, knowledge, and expertise within the group. The process scaffolds an opportunity for participants to enquire, clarify, affirm, and question with other participants in the group. The Fold the Line process encourages participants to be active and engage with others. May also be used as an icebreaker.

Facilitation:

- ✓ Invite participants to form a single line around the room; nominate one person as the leader and ask the other participants to follow as the line is folded back onto itself. Participants end up facing a random partner.
- ✓ Once the line is folded, participants respond to a provocation from the session, e.g., “Operating Norms are important in staff meetings because...”; “From the Professional Learning today, I have learned...”; “Assessment is critical for student learning...”
- ✓ For a further round, one side of the line stays and one side moves; new partners are formed as in the Consulting Line.
- ✓ Facilitator keeps time for each round.

Process Variation as an Ice Breaker:

- ✓ Ask participants to form a single line in order of their birthdays, beginning with January and ending with December. Creates lots of fun. When the line is in order, invite participants to Fold the Line (above).
- ✓ The facilitator may pose a provocation or continue the ice breaker with some questions that promote interaction early in a group gathering, for example: Share your worst cooking disaster; your favorite flower and why; a concert/play/film that makes you feel good.
- ✓ Participants “slide the line” (above) to form new partners; the facilitator may ask new questions.

Four-Column Matrix

Purpose:

To use a scaffolded tool that supports participants to be reflective of their learning and create a record for future reference and application of use by participants.

Facilitation:

- ✓ Invites participants to record “the what” (Content), “the how” (Processes used to get at the content), and “the why” (Application) that they have been participating in throughout this learning session.
- ✓ This “Thinking Matrix” helps participants keep track of the processes and record how they will use them in their own context
- ✓ Consider the application of these processes to use with other staff and students.
- ✓ Reinforces that learning is supported through scaffolded and purposeful processes.

Content	Process	Application: How I can use it	Notes to myself

Four Corners

Purpose

Participants are presented with a controversial statement or question; they express or defend their opinion with respect to it. Encourages a variety of views to be expressed and heard.

Facilitation

- ✓ Participants are provided with a provocation, hypothesis, statement; for example: “All students can learn and improve.”
- ✓ Four different views on this statement are posted in the four corners of the room:
 1. All students can learn and improve when they have the right teacher.
 2. All students can learn and improve when they have personalized learning.
 3. All students can learn and improve when they have excellent intervention strategies.
 4. All students can learn and improve when they have wrap-around services that support their learning and well-being.

- ✓ Participants choose the statement they most agree with and stand with others who have chosen this statement, forming groups in the four corners of the room.
- ✓ Participants discuss their thinking and agree on three key points that support their opinion.
- ✓ After the discussion, each corner shares their opinions with the entire group.
- ✓ Leaders can give participants an opportunity to change their minds after hearing the arguments spoken in other corners.

Four Square Chart

Purpose:

Quick process to assign tasks to a group and share thinking.

Facilitation:

- ✓ Participants number off around tables from 1 to 4.
- ✓ Each corner of the room has a number: 1, 2, 3, and 4.
- ✓ Participants proceed to their corresponding corner number and determine the spokesperson for the group.
- ✓ Each corner is assigned a task by the facilitator, with five minutes to determine a response.
- ✓ Each group shares their group response with the larger group.

Examples

- ✓ 1's describe a coach being a learner, 2's describe a coach being a planner, 3's describe a coach being a researcher, 4's describe a coach being a teacher
- ✓ 1's unpack "All students can learn and why," 2's unpack "Teachers can learn and why," 3's unpack "Some students need intervention and why," 4's unpack "Some teachers need intervention and why."
- ✓ Leader invites participants to discuss their assigned quadrant task and share their thinking with the whole group.

Four-Step Process

Purpose

A framework that assists with unpacking or solving a problem or co-constructing Success Criteria.

Facilitation to Co-construct Success Criteria (SC)

- ✓ Participants/students are introduced to the 4-step framework below to be used for the task; a strong and weak example of Writing, for example, is used to co-construct SC, following these steps:
 1. Brainstorm: Why is this Writing sample better than this one?
 2. Sort and categorize;
 3. Make a T-chart;
 4. Revise and refine co-constructed SC

Process Variation to Problem-Solve

1. Unpack and understand the problem;
2. Make a plan;
3. Timeline, declare a champion, and highlight milestones in the plan;
4. Revise the plan and make adjustments

Gallery Walk

Process

Once groups have completed a task such as Concept Mapping, and have placed their chart paper on a wall, a Gallery Walk gets people out of their seats and moving, creating an active engagement mode of sharing and unpacking the thinking of others in the group. It is powerful in enabling participants to talk and discuss in pairs or in a small group while they are on their feet. The facilitator can gauge the depth of task understanding by walking around to listen to conversations and observe the group interactions.

Facilitation

- ✓ Direct participants to stand in front of their presentations around the room. The group rehearses their presentation and when invited by the facilitator, one member of the group stays with the work, and the rest of the group members move to another presentation (one stays and the rest stray).
- ✓ The “stayer” in the group meets with the new group to explain and answer questions about their chart paper visual.
- ✓ Continue rotating groups to maximize insights and the thinking of each other in the room.

Process Variation

- ✓ After each rotation the “stayer” taps someone from their own group to become the new stayer and present to a new group. This shares accountability.
- ✓ The facilitator may direct participants to review the presentations in pairs with a set task, e.g., each pair is allocated 10 ticks to affirm something on the presentation and at the end of the walk, the collective thinking of the room can be observed.
- ✓ Participants may add a Post-it/dot/tick to highlight, affirm, or make a *positive* comment.
- ✓ Participants may be invited to view the presentations in silence while music is played.

GINTOT (Gee, I Never Thought of That)

Purpose:

Scaffold/ framework that challenges participants to identify in an artefact a GINTOT. It is a process that provides insights into the thinking of others and opens opportunities to discuss and explore diverse insights.

Facilitation:

- ✓ Participants choose a partner for the process
- ✓ Each participant carries Post-its for recording GINTOTs; the pair discusses and studies the artefacts (e.g., during a Gallery Walk, Case Study, student annotated work samples) and record on a Post-it any agreed GINTOTs
- ✓ Participants return to their group to share GINTOTs and hear the GINTOTs of others

Give 1 Get 1

Purpose:

A process that involves all participants actively and intentionally seeking and sharing information with other participants. This process encourages collaboration and provides opportunities to learn from others in the group.

Facilitation:

- ✓ In response to a task, participants note 1 or 2 ideas on a piece of paper
- ✓ Participants are invited to find a partner and share 1 idea; the idea of each is recorded and noted. When prompted by the facilitator, participants move on and find a new partner, repeating the process of Give 1 Get 1

Graffiti

Purpose:

A written process that quickly records the thinking and ideas of the group and may be combined with other above processes for more deeply unpacking the stimulus.

Facilitation:

- ✓ Participants are invited to consider the stimulus, important to give the group “think time” or
- ✓ Invite participants to turn to an Elbow Partner to test out their thinking before committing their written response to the Graffiti Chart
- ✓ Facilitator invites participants to record their thinking/idea/question in response to the stimulus onto the chart paper/whiteboard/collaborative space
- ✓ The chart papers are then passed on to the next table group to add their insights
- ✓ This continues until chart paper goes around room and returns to the original owner
- ✓ The group is invited to step back and view the collective insights of the group on the Graffiti Wall

Heads Up/Numbered Heads

Purpose:

To ensure that participants are not put on the spot, they are made aware that they may be asked to share their thinking with the larger group. A pre-warning—Heads Up—to participants allows time for participants to prepare their thinking before being called on to publicly speak.

Facilitation:

- ✓ May identify a Numbered Head or nominate an individual participant who will be asked to give feedback to the larger group
- ✓ When seeking feedback from the group, nominate a Numbered Head (e.g., Number 5) at the beginning of the task to be ready to give feedback to the large group
- ✓ Alternatively, the facilitator may move to the group and ask for a volunteer to speak on behalf of the group.

- ✓ The facilitator reinforces with the group the importance of providing participants with a Heads Up so that participants feel comfortable when called onto speak to the group

If-Then-Is Evidenced by Statements

Purpose:

Process to sharpen thinking and insights. Take a hypothesis (If) and add a conclusion (Then), which assists participants to understand cause and effect. Then add “is evidenced by” to the statement.

Facilitation:

- ✓ Invite participants to consider “if-then, is evidenced by” statements applied to a reading or some data to be unpacked, and develop a hypothesis statement. For example: “If all teachers engage in Professional Learning focused on differentiating instruction according to student needs, then there will be improved understanding of concepts, evidenced by increased student results. If student voice is considered a priority in the school, then there will be less teacher talk and more student voice in learning spaces, which will be evidenced by doing Learning Walks and Talks.”
- ✓ This process highlights cause and effect

Jig Saw

Purpose:

Opportunity for participants to teach others in the group about a section of a reading they have been assigned. While a reading is usually used for this process, other source materials (e.g., videos, diagrams) may also be divided up and assigned for a Jigsaw.

Facilitation:

- ✓ Each participant is apportioned a section of a reading and given time to read and make notes on the key points of the reading. When each participant has completed the different sections, participants come together to share their insights with each other
- ✓ Using Numbered Heads to assign readings assists facilitation of the Jigsaw
- ✓ A more complete Jigsaw is when each person in the Home (Table) Group gets a number (1-4); then similar numbers gather in an “Expert Group” to discuss their thinking on their part of the reading and then come back to the Home Group to share their information in order

Learning Journey Map

Purpose:

Scaffolded process assisting participants to develop a visual representation of a Learning Journey as a critical reflective tool. Participants use symbols, graphics, and words to visually record and represent their Learning Journey Map. This process prompts participants to visually evaluate, review, and identify milestones of their Learning Journey.

Facilitation:

- ✓ Share with group the scaffolds for designing the Learning Journey Map using graphics, color, key words, bubbles, etc.
- ✓ Use “mural paper” or chart papers glued together to form a longer piece of paper
- ✓ Assign roles to the group, as this is key to the process to develop shared responsibility and accountability, and also facilitates working to a time frame (see suggested roles in the above CMM process or Concept Mapping process)
- ✓ Direct participants to identify and list the elements of their Learning Journey before graphically mapping
- ✓ Participants create a starting point for their Learning Journey and use key words, phrases, symbols, graphics, connecting arrows, and dates for a precise visualization of the Learning Journey

Lightning

Purpose:

Quick process to hear the immediate thinking of the group. Participants are alerted to this process having some of the characteristics of lightning: quick, flashy, precise, and unpredictable.

Facilitation

- ✓ Participants are invited to respond to the provocation, video, or artefact and respond like Lightning.
- ✓ The facilitator reinforces that this process is not about detail, but quick immediate sharing.

Lightning Feedback

Purpose:

Quick process to hear many voices in the group. Participants are alerted to this process having some of the characteristics of lightning: quick, focused and unpredictable. Participants will be asked to provide Lightning Feedback to a provocation, artifact, video, etc.

Facilitation:

- ✓ Participants are invited to respond to the provocation, video, artefact, etc. with Lightning Feedback
- ✓ Protocols for this process: Participants jump into a quiet space to call out their answers quickly without a detailed narrative; others must wait for the previous participant to finish before jumping in; everyone else must avoid leaving spaces in the feedback. This quick-moving process enables participants to hear lots of insights from the group in rapid succession.

Lightning Talking

Quick process to get the table group talking and hear an outpouring of ideas. Participants are alerted to this process, which has some of the characteristics of lightning: quick, flashy, precise, and unpredictable.

Facilitation

- ✓ Participants are invited to respond to the provocation, video, artefact with Lightning Talking
- ✓ The facilitator reinforces that this process is not about detail; it is about quick immediate sharing. The conversation is designed to have no space

- ✓ Participants in their table group quickly respond to a stimulus; everyone is to be heard in the first round. The listening participants then choose one of the Lightning Talks to respond to, keeping their response quick

Process Variation:

- ✓ Fishbowl: Select a few participants to join the activity “inside” the Fishbowl, while others stay “outside” to record ideas they hear, such as “students learn best when ...”. Participants fire off their ideas by Lightning Talking

Lightning Thinking

Purpose:

This process is about getting the thinking of individuals in a group in a flash.

Facilitation:

- ✓ Invite participants to share their thinking to a stimulus, response, provocation, or question in an unfiltered couple of sentences. Swiftly move around the group to hear lots of voices.
- ✓ Facilitator keeps the process going by nodding and quickly moving onto another participant to share.
- ✓ Facilitator keeps the process snappy and fast.

Process Variation:

- ✓ Facilitator invites a participant to share their thinking to a stimulus, response, provocation, or question. The next participant picks up that response and builds/refines/adds to it with couple of sentences. Swiftly move around the group to build a story.

Mind Map

Purpose:

Scaffolded process during which participants visually record their initial brainstorming and thinking about a specific focus, using key words, symbols, graphics, connecting arrows, and lines. Assigning roles in this process increases participation and accountability. It is important the task is precise for participants. Mind Mapping enables participants to connect existing knowledge and explore possibilities to gain new knowledge.

Facilitation:

- ✓ Shares with group the scaffolds for designing the Mind Map: graphics, color, key words, bubbles, symbols, phrases, connecting arrows, and lines
- ✓ Give the group a precise task, e.g., “After reading the case study, create a Mind Map for improving teaching and learning in a school.”
- ✓ Assign roles such as Leader, Timekeeper, Questioner, Scout, Presenter, Scribe, Designer, etc. so there is shared responsibility and accountability
- ✓ Identify a time frame for the task
- ✓ Invite participants to have a central image or theme in the middle of their chart paper, with ideas radiating from the central image
- ✓ There may be multiple connecting and interconnecting points in the Mind Map to illustrate thinking and connections

Minds ON!

Purpose:

Minds ON! is used as a point of focus at the beginning of a PL session.

Facilitation:

- ✓ Use a stimulating beginning to focus the learning. For example, a video, photo, quote, or a piece of art that demonstrates what the session will be about
- ✓ Allow 3–5 minutes for discussion
- ✓ Perhaps invite participants to turn to their Elbow Partner and share, e.g., “That made me think about . . .”

Name 5 Things

Purpose:

A process that enables participants to compare similarities and differences to a common stimulus. This process reinforces agreements and highlights the diversity of thinking.

Facilitation:

- ✓ Provide participants with a packet of Post-it Notes
- ✓ Invite participants to read/view/listen to a stimulus
- ✓ Invite participants to record 5 Things that surprised or affirmed their thinking in the stimulus
- ✓ Nominate one participant to share one of their recorded 5 Things; participants cross out one of their 5 Things if similar. Move around the table, hearing different responses and crossing off similar ideas.
- ✓ Remaining ideas demonstrate diversity of thinking in the group

Numbered Heads

Purpose:

To ensure all members of a group are accountable to the group by having an allocated role. Shared responsibility and opportunity to experience different roles when working in a group. The randomness of using Numbered Heads in a presentation keeps the members of the group accountable and involved.

Facilitation:

- ✓ Each person at the table numbers off, generally 1–6. If the group is larger than six, numbers are doubled up and pairs work together, or number 1–8. NOTE: any more participants than 8 at a table group makes it difficult to hear every voice
- ✓ Allocate roles to each number, e.g., 1 = Leader; 2 = Materials Gatherer; 3 = Scout (checking out other groups—give them a time limit for scouting); 4 = Clarifier; 5 = Summarizer; 6 = Group Spokesperson.
- ✓ Ensure that throughout workshops, roles are allocated to other numbers, and additional roles may be substituted to suit the task, e.g., Timekeeper, Speaker, Scribe, Reporter
- ✓ Important to have each number accountable for the group task
- ✓ Accountability: Have members sign their names on the final product if they agree with the information and feel their colleagues can articulate the meaning of the product as well

NUQ: Noteworthy, Unique, Question

Purpose:

A decoder process used by participants to unpack and bring clarity to a reading, an artifact, or a diagram for greater meaning and insight. The process helps participants locate key concepts and unpack the reading, artifact, or diagram. It also provides a scaffold for focused discussion.

Facilitation:

- ✓ Directs participants to unpack their data sources, reading, artifact, or diagram using NUQ (N for Noteworthy, U for Unique, Q for Question) in order to decode for clarity, and record the importance in the margins (marginalia)
- ✓ Invites participants in a discussion to compare their decoding, seeking similarities and divergence of thinking
- ✓ The process may also be used to scaffold a conversation
- ✓ Variations of decoders that may be used:
 1. Noteworthy Unique Question Surprise NUQS
 2. Positive Minus Interesting PMI
 3. Wondering Insight Noted WIN
 4. Surprised Understood Explore SUE
 5. Make your own to suit the situation

NUQS: Noteworthy Unique Question a Surprise

Purpose:

A decoder process used by participants to unpack and bring clarity to a reading, an artefact, or a diagram for greater meaning and insight. This process assists participants in locating key concepts and assists with unpacking the reading, artifact, or diagram. This process enhances focused discussion.

Facilitation:

- ✓ Direct participants to unpack, using a four-square on chart paper, their data set, reading, artifact, or diagram using the titles in each square: Noteworthy, Unique, Question, a Surprise. N = What is Noteworthy? U = What is Unique? Q = What is a Question? S = What is a Surprise?
- ✓ Allocate a time frame for participants to complete the material using the decoder
- ✓ Invite participants to discuss and compare their decoding, seeking similarities and divergences of thinking
- ✓ The process enables a conversation to be scaffolded and focused
- ✓ Other variations of decoders may be used (see above)

Operating Norms

Purpose:

A set of principles/rules/guidelines that are agreed upon before and adhered to during team interactions. The purpose is to establish a culture of learning, which begins by building TRUST through agreement on how the team's work will be done and on the expected behavior of all participants when working in a team. This is a key process for building a team as it provides "safety" for respondents who may otherwise be tentative or nonresponsive.

Facilitation:

- ✓ Facilitator explains the purpose of Operating Norms for strong teamwork (e.g., builds cohesion, sets the parameters for the team's operation, defines the expected behaviors of the group, and enables participants to call each other out when Operating Norms are not being used or are being abused). Operating Norms enable teams to build trust, allows all voices to be heard, and assists communication
- ✓ Highlight that Operating Norms are generally a maximum of 5 or 6, and these Norms are visited at the beginning of each meeting; the best Operating Norms are co-constructed
- ✓ Invite participants to brainstorm what they consider important principles/rules/guidelines when working in a team
- ✓ These are then listed, and the Facilitator/Leader invites the group to categorize similar thoughts and ideas, grouping key concepts
- ✓ The group considers the summarized list and chooses 5 or 6 Operating Norms that they agree will work for their team. This step of the process may require groups to work on their Norms to make them explicit. For example, teams may choose "Open Communication" as a norm, so it would be important that the group spends time unpacking and describing this Operating Norm so that there is a clear understanding within the group of what the Operating Norm means. This step is critical for the strong use of Operating Norms
- ✓ Remind participants of the agreed Operating Norms at the beginning of each meeting/gathering
- ✓ Periodically review the Operating Norms to determine whether the Norms need varying or strengthening

Pie Chart

Purpose:

Visualization that uses the pie divisions to highlight categorizations. Makes for a quick reference and highlights comparisons.

Facilitation:

- ✓ Participants use a full circle to display a piece of data that would be beneficial to see in another representation.
For example, 900 kindergarten students, graphed on a pie chart:
 - the fraction of students below the Reading Benchmark of 1–7,
 - the fraction of students at Benchmark 8–18, and
 - the fraction of students at Benchmark 19 or above
- ✓ Displaying the data in this form supports an inquiry stance to data. Participants ask, "Why is this data set so?" It is important that when working with data, one moves from making judgments to taking an inquiry stance. Pie charts assist inquiry.

Placemat

Purpose:

Opportunity for a group of 4–6 participants to record their own thinking and find similarities in thinking within the group.

Facilitation:

- ✓ Invite participants to gather around a single piece of large chart paper. Draw a circle in the middle and draw rays out from the circle representing the number of participants in the group (4–6)
- ✓ Each participant works independently on the section of the chart paper closest to them, responding to the task given by the facilitator
- ✓ When all participants have recorded their thinking, the participants share their thinking within the group and decide on the key ideas that participants agree on, placing these agreements in the center circle
- ✓ A spokesperson for the group shares key ideas with the broader group

Post-It Pile Up

Purpose

Quick process enabling all members of a group to contribute and categorize ideas. The idea is not to overthink the provocation but to provide an instant response

Facilitation

- ✓ Provide table groups with packets of Post-its
- ✓ Set a time for the task (e.g., 2 minutes)
- ✓ Participants individually write a “top of the head” response onto Post-its in response to a stimulus, video, data, case study, etc.
- ✓ Each idea is recorded on a new Post-it
- ✓ When time is up, the groups read and sort the Post-its into ideas and categories.
- ✓ Participants discuss the outcome of sorted and categorized Post-its

Post-It Share It

Purpose

Focused process for group sharing across table groups.

Facilitation

- ✓ Participants make their own notes in response to reading, Case Study, video, data, illustration, diagram, etc.
- ✓ A nominated participant records 3–4 key insights from the group on a large Post-it
- ✓ The recorder takes the Post-it to a new table group and shares the insights recorded on the Post-it
- ✓ Post-its are displayed together on a wall. Participants are invited to read all the Post-its, viewing the collective insights of the whole group

Post-It Sort It

Purpose:

An efficient and quick process for a group to respond to a stimulus/provocation and organize and categorize ideas.

Facilitation:

- ✓ Provide each participant in the group with lots of Post-its.
- ✓ Present a stimulus/provocation and invite individuals to write their responses on individual Post-its and place Post-its in the middle of the table (e.g., Students learn best when ____)
- ✓ Participants write as many responses as they can think of in the given time frame
- ✓ Participants sort Post-its into categories to observe the collective thinking of the group

Quote Walk-About

Purpose:

To familiarize participants with key concepts in a piece of text, to share their own thinking and hear the thinking of others. Allows for diversity of thinking to be shared and is a simple method to increase engagement in a group.

Facilitation

- ✓ Select quotes from a book or a Case Study—print one quote on each card—and distribute them to each table group (enough for each person to have one)
- ✓ Participants read quotes and select one that they want to discuss and make connections to
- ✓ Asks participants to stand up, find a partner that they haven't spoken to that day, share their chosen quotes with each other and articulate why the quote resonates
- ✓ Have participants make connections to their work when unpacking the quotes
- ✓ Multiple rounds to meet and share with new partners allow for wider engagement.

Role Play

Purpose:

Participants are assigned roles in a scenario to promote creative exploration of a theme/artifact/scenario.

Facilitation:

- ✓ Present the scenario with detail
- ✓ Allocate roles for the Role Play and allow participants discussion time about the role and the characteristics of the role that they will display in the Role Play
- ✓ Enact and review the Role Play to highlight strategies proposed in the Role Play
- ✓ Role-playing is a powerful opportunity to experience being in someone else's shoes
- ✓ This works well when simulating a Case Management Meeting

Say Something

Purpose:

Quick process to respond to a portion of a reading, a section of a topic, a video podcast, etc.

Facilitation:

- ✓ Participants invited to read, listen or view a source material and be prepared to share “something” about it with the group.
- ✓ The Say Something can be making a text-to-text, text-to-self, or text-to-the-world connection
- ✓ Set the expectation that all participants are expected to Say Something about the source material
- ✓ Quick process to hear the collective thoughts of every individual in the group; this process is not a discussion

Solution- Focused Conversation

Purpose:

A process that encourages participants to discuss a problem, difficulty, or challenge with a view to bringing a solution from having a discussion.

Facilitation:

- ✓ A participant shares a problem, difficulty, or challenge with a partner
- ✓ The role of the partner is to assist their partner to consider their problem, difficulty, or challenge with a focus on what can be done differently using existing skills, strategies, and ideas
- ✓ The conversation needs to be focused on what can be done differently, shifting the focus off the problem and onto a solution
- ✓ The facilitator encourages participants to commit to doing something different with their problem, difficulty, or challenge. This commitment is shared only with the partners engaged in the conversation

Speedy Response

Purpose:

Quick process to hear many voices in the group. Participants are alerted to this process having the characteristics of speed (quick, focused, and precise). Participants will be asked to respond to a provocation, artifact, video, etc., and asked to share with the group a Speedy Response. Before sharing their Speedy Response, participants will be encouraged to turn and talk to a partner about the provocation. This step provides talk time so that participants have some oral rehearsal for their Speedy Response

Facilitation:

- ✓ Participants are invited to respond to the provocation, video, artefact etc., by turning and talking with other participants
- ✓ Protocols for this process are outlined:
 - Participants call out their answers without detailed narrative;
 - Wait for the previous participant to finish before jumping in;
 - Avoid leaving time gaps in the Speedy Response;
 - Keep it going, hearing lots of insights/ideas across the group

Stand and Clap

Purpose:

Showing affirmation and appreciation is an important part of collaboration and team building. This quick process draws attention to a feature, item, issue, etc. that requires affirmation, and it also creates physical movement within a group—sometimes an important necessity. This process can be further enhanced by inviting participants to make eye contact with participants in their group or another group, while clapping. The eye contact component of the process is a connector for participants.

Facilitation:

- ✓ The facilitator invites participants to stand up, raise their hands high, and applaud other participants to show appreciation and affirmation for a task or stimulus
- ✓ The important part of this process is to encourage participants while clapping to fasten their eyes on other participants, making connections with other participants beyond their group

Stand Up, Hand Up, Pair Up

Purpose:

Encourages participants to exchange ideas while moving around the room and engaging with other participants in the larger group. A quick process to get participants moving, listening, and talking to others. May also be used as an ice breaker.

Facilitation:

- ✓ Pose a question, comment, or idea
- ✓ Before participants respond, invite participants with responses to Stand Up and put their Hand Up. Encourage participants to follow their hand and Pair Up with a partner
- ✓ When used as an icebreaker, the facilitator may pose 3 questions for participants to explore with other participants, e.g., 1. What is your favorite sound? 2. Name something you have achieved; 3. What is your most used app? Why?

Stand Up, Hand up, Pair Up, Square up

Purpose:

Encourages participants to exchange ideas while moving around the room and engaging with other participants in the larger group. A quick process to get participants moving, listening, and talking to others. May also be used as an ice breaker.

Facilitation:

- ✓ Pose a question, comment, or idea
- ✓ Before participants respond, invite participants to Stand Up and put their Hand Up. Encourage participants to follow their hand and Pair Up with a partner
- ✓ Restate the task, advise the time frame, and reinforce the importance of each partner having equal time to speak

- ✓ When the first pair complete their task in the time frame, ask participants to put their Hands Up and join with another set of partners to Square Up
- ✓ Restate the task and advise the Square Up partners of the time frame for the task and the importance of each participant's voice being heard

Stay and Stray or Scouting

Purpose:

Enables participants to share their thinking and stay together as a group. Encourages a nominated participant, the Stray/Scout, to venture out to gather ideas from other groups and bring insights/information back to their group. The Stray/Scout may also be the team spokesperson who strays to other groups to share their group's thinking. This process assists participants to access the knowledge and insights of all participants working in the learning space.

Facilitation:

- ✓ When assigning a task, nominate a participant to be a Stray/Scout and nominate the rest of the group to be the Stayers
- ✓ While the group is completing the task, the Stray/Scout is advised that they may go and listen in on other groups' discussions or view artefacts and bring back new thinking to their Stay group
- ✓ When the Stay group has completed their task in the allocated time, the Stray moves to a new group to share the task/artifact from their group. The Strays may move around to multiple groups

Stem Response

Purpose:

Process for gauging and assessing the thinking/response of individuals to an open-ended statement.

Facilitation:

- ✓ Participants are given a set of stem starters, and invited to complete the stem and discuss their response first with an elbow partner, then with the table group
- ✓ Important to point out to participants that there are no right or wrong answers; this process is about surfacing thinking for discussion
- ✓ Examples of stem starters:
 - ✓ I observed a student this week
 - ✓ One thing I would never teach the same again and why
 - ✓ A piece of data that I regularly use
 - ✓ A process that I use with my students that creates collaboration
 - ✓ I agree with because ...
 - ✓ I disagree with ... because

Summarizing Statement

Purpose:

Process to highlight in a one-sentence statement the main point of a stimulus. It is also a good idea to have a Summarizer at the end of a PL session. It often helps to know what the key takeaways were from the session.

Facilitation

- ✓ Leader/Teacher/Presenter shares a stimulus, video, article, or data graphs with participants
- ✓ Invite participants to write a one-sentence statement summarizing the key points of the stimulus
- ✓ These summaries may be shared at the table group or displayed on a board for all participants to read

Synectics

Purpose:

Making connections and meaning associated with a visual/topic/statement.

Facilitation:

- ✓ Participants are asked to consider statements/visuals to create understanding and meaning, and consider their own responses. For example:
 - When I see struggling students, I think about
 - When parents do not understand it is like
 - Difficult students are the same as
 - Being a school leader is like
 - Data analysis is similar to
- ✓ The power of this process is in the construction of the item to be completed or compared. It also allows issues to be floated and tried out in a safe environment

Tag a Friend

Purpose:

This process provides more opportunities for participants to experience presenting and leading a group. This process increases accountability among all participants to understand the group's work.

Facilitation

- ✓ Leader/Teacher/Presenter invites groups to stand beside their poster/chart paper/anchor chart that will be shared with the larger group
- ✓ Each group chooses a leader; the chosen leader rehearses the meaning of their work with their group. Group rehearsal is important so that everyone can hear and understand the meaning of their work. Participants can assist the presenter with ideas for the presentation (5 minutes). This is the rehearsal stage for the group
- ✓ The Leader/Teacher/Presenter invites each group to move onto another poster, and the leader remains with their group's chart

- ✓ Each leader presents their group's poster to the new group in 3 minutes
- ✓ Before this new group moves to another chart, each leader standing in front of their group's poster Tags a Friend from their original group. This means the leader, when instructed by the facilitator, moves to their original group and Tags a Friend. The Tagged Friend leaves their group and becomes the presenter for their original group's chart. The relieved presenter rejoins their original group, and when directed by the facilitator, all groups move on to a new presenter.
- ✓ The new presenters present their groups' charts to new groups
- ✓ Repeat this process to view all chart presentations. This review could end by using the Gallery walk (see above)

T Chart

Purpose:

A graphic organizer, the T Chart assists participants in comparing and contrasting thinking, facts, pros and cons, strengths and weaknesses of a topic. The T Chart helps participants construct understanding visually.

Facilitation:

- ✓ Provide participants with a blank T Chart or have participants fold paper in half, and assign a task (e.g., unpack a Case Study or a reading, organize prior and unknown knowledge on a topic, determine strengths and weaknesses of an idea)
- ✓ Recommended headings are assigned to each side of the T Chart (e.g., Agree/Disagree, Known/Unknown, Clear/Confusing)
- ✓ A completed T Chart demonstrates the visual thinking of the participants in a group

Think Pair Share

Purpose:

Before participants are expected to respond to a concept/idea/provocation/stimulus, participants will have an opportunity to Think, then find a partner to Pair with to test out their thinking and Share. This process supports each participant in testing out and refining their thinking with another participant.

Facilitation:

- ✓ Invite participants to take some think time before responding to a concept/idea/provocation/stimulus.
- ✓ Participants seek out a partner to share their thinking

True or False

Purpose:

A process to stimulate thinking, talking, and movement in a group.

Facilitation:

- ✓ Participants are provided with a statement that is either True or False, but not both
- ✓ It is best to use one main idea only in the statement; combine it with graphics if possible

Example:

1. Place several statements around the room and ask participants to choose a True or False card and stand beside that statement that they believe is either True or False
2. When participants are gathered under a statement, they discuss with other participants why they chose True or False for this statement
3. The process may be repeated to get people moving, talking, and positioning their thinking. Participants move to another statement and choose a True or False card to note whether the statement is True or False. Participants are asked to share with other participants gathered at the statement why they chose True or False.

Turn and Talk

Purpose:

A quick process to encourage participants to talk to those closest in their group.

Facilitation:

- ✓ Ask participants to turn to those near them to form a random group for the discussion; could be a 2–4 person small group within a group
- ✓ Small group formed for discussion

Venn Diagram

Purpose:

A graphic depicting the similarities and differences between concepts/sources. A Venn diagram is two circles that overlap. In the overlap area, commonalities among the sources/concepts are recorded.

Facilitation:

- ✓ Participants are asked to draw two intersecting circles (the middle being a smaller overlapping area)
- ✓ Review of the concepts/sources is to be expressed using the Venn diagram. Items that are unique to a concept/source are recorded in each of the circles to demonstrate their unique characteristics. What is common to each concept/source is recorded in the overlapping, middle area
- ✓ The Venn diagram demonstrates what is unique to each concept and what is common to both concepts. It helps the higher-order thinking skill of compare and contrast
- ✓ There are many uses in PL sessions (such as looking at data) and in the classroom (which words or sounds are similar and which are different)

Y Chart: Looks Like/Sounds Like/Feels Like

T Chart: Looks Like/Sounds Like

Purpose:

Process to support participants to be precise in their thinking.

Facilitation:

- ✓ Presenter/Teacher/Leader chooses either a Y or T Chart, then chooses from the Looks Like/Sounds Like/Feels Like heading that fits the task
 - ✓ Provide each table group with chart paper, headings, and a task
- Examples:
- a.** On your Y Chart with the headings Looks Like/Sounds Like/Feels Like, complete the chart by responding to the statement.
 - 1.** When teachers are feeling success in their learning spaces, it Looks Like/Sounds Like/Feels Like
 - 2.** When students learn in a collaborative way, it Looks Like/Sounds Like/Feels Like
 - b.** On your T Chart with the headings Looks Like/Sounds Like, complete the T Chart by responding to the statement.
 - 1.** When teams are working together in Professional Learning sessions, it Looks Like/Sounds Like ...
 - 2.** For my learning to improve, it Looks Like/Sounds Like