DEBRIEFING

PURPOSE:

1. Consider evidence collectively
2. Come to agreement on what we saw

PROCESS:

1. Descriptive
2. Analysis
3. Prediction
4. Next Level of Work
ON YOUR OWN:  (5-10 minutes)

1. Review your notes

2. Star relevant data — P.O.P.

3. Select 5-10 starred data pieces
   • Put each piece on a sticky note
DESCRIPTION

AS A TABLE: (30 minutes)

1. Share individual observations
   1. By classroom?
   2. By problem?

2. Use descriptive voice
   • What did you see/hear that makes you say/think that?
DESCRIPTION

AS A TABLE: (10–15 minutes)

Group Your Evidence

• “Makes sense to you”

• Label groupings
  ♦ Single piece can be a “group”

• “Fits in more than one group?”

Parking Lot:

+ or –
Superintendent’s Network
SITE VISIT

ANALYSIS

AS A TABLE DETERMINE:

• Patterns

• Contrasts

• Evidence/P.O.P.
  • By P.O.P. if more than one

• What do you wonder?

WHOLE GROUP:

• Share above with whole group
ANALYSIS

EACH TABLE REPORTS OUT:

- Evidence/P.O.P.
  - By P.O.P. if more than one

- Patterns (your table)

Parking Lot:

+ or −
PREDICTION

AS A TABLE:

• “If you were a student at this school and you did everything you were expected to do, what would you know and be able to do?”

WHOLE GROUP:

• “Three before me.”

• Host will be taking notes.
THE NEXT LEVEL OF WORK

WHOLE GROUP:
- Host Superintendent context review
- Participant Questions
  - Resources
  - Past efforts
  - Other initiatives

AS A TABLE: “PEERS’ EYE” RELEVANT/PRACTICAL

Chart I
- Three columns on poster paper:
  - Next week
  - Next month
  - By end of the year

  * For each P.O.P.

Chart II
- Post significant observations unrelated to P.O.P.

Chart III
- Post compliments to be shared with staff
  * Clearly label each chart
Next Level of Work—
Reflective Questions

<table>
<thead>
<tr>
<th>Reflective Questions ARE:</th>
<th>Reflective Questions ARE NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open ended</td>
<td>Yes/No or single response</td>
</tr>
<tr>
<td>Judgement free</td>
<td>Contain bias</td>
</tr>
<tr>
<td>Uses positive presuppositions “As a district with new and experienced teachers...”</td>
<td>“As a district with inexperienced staff...”</td>
</tr>
<tr>
<td>Uses explorative language: “What might be some possible ways to...”</td>
<td>“Can’t your district...?” Shouldn’t... Couldn’t?</td>
</tr>
<tr>
<td>Invites thinking at upper levels of knowledge</td>
<td>Questions that are recall/factual levels</td>
</tr>
</tbody>
</table>

Examples

- How do you know professional development in questioning skills of teachers is effective? And what are the success criteria for good questions?

- How do teachers decide how and when to integrate the new strategies into the curriculum?

- How do you monitor the progress of each student to determine if they are successful with the objective or activity?
Next Level of Work

Reflective Questions (25-30 minutes)

Individually (5 minutes)
- Write out 4-6 Reflective Questions [on sticky pads]
- “Invite the host site to think about: ”

Table Group (10 minutes)
- Share your questions and combine like questions
- Group final questions:
  - Leadership
  - Structural
  - Instructional
- Circle the highest leverage question in each category

Large Group (10 minutes)
- Report out your high leverage [circled] questions