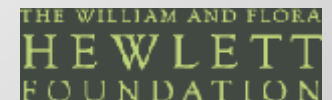


# Welcome to DL Tuning Protocol on Academic Mindsets

We will begin at 4:00 pm PST, Wednesday  
November 6, 2013



# Agenda

- Introductions, Overview
- Consultancy Protocol

# Tuning Protocol Overview

- Overview of the dilemma [3 minutes]
- Question prep [2 minutes]
- Clarifying questions (via chat; presenter responds on video) [6 minutes]
- Question prep [2 minutes]
- Probing Questions (via chat; presenter responds on video) [6 minutes]
- Group Conversation [10 minutes]
- Debrief [5 minutes]
- Closing the Loop [2 minutes]

# Norms

## General:

- Hard on the content, soft on the people.
- Be kind, helpful and specific.
- Step up, step back (monitor your airtime).

## On-line:

- Use a headset.
- Turn off your microphone when not speaking.
- Limit multitasking; focus on the conversation.
- Do a close-up video.

# The Dilemma

Brette Wossner: Seattle Schools

***How do I effectively communicate and integrate academic mindset activities into my classroom that develops student awareness and reflection for their individual growth?***

# Clarifying Questions

6 minutes

*Clarifying questions* are simple questions of fact. 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 many students do you teach?
- What is the discipline structure in your school?
- How many students does this question center on?

# Question Prep and Response Format

2 minutes

1. Brainstorm questions for the presenter
2. Participants enter their questions in the chat at <http://dlmooc.deeper-learning.org/live/>

*Please try to paste questions that have not already been asked.*

# Probing Questions

6 minutes

*Probing questions* are intended to help the presenter think more deeply about the issue at hand. The presenter often doesn't have a ready answer to a genuine probing question.

Examples of *probing questions* could be:

- What is your biggest worry with this issue?
- How do students currently reflect on their growth?

Other possible *probing questions* begin with:

- How did you decide/determine/conclude...?
- What's another way you might...?

Probing questions should not be “advice in disguise”, such as “Have you considered...?”



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*Please try to paste questions that have not already been asked.*

# Group Conversation

10 minutes

The conversation is not directed to the presenter. It is directed to the group and focuses on the presenter's dilemma.

- **Group Instructions/Questions:**

- Begin with warm feedback. What are the strengths in this situation?
- What are the gaps? What isn't the presenter considering?
- What recommendations does anyone have in response to the question posed by the presenter?
- Make a list of the recommendations and post them  
<http://dlmooc.deeper-learning.org/live/>

# Presenter Reflection

5 minutes

- The presenter has the opportunity to respond to the discussion.
- It is not necessary to respond point by point to what others said.
- The presenter may share what struck him or her and what next steps might be taken as a result of the ideas generated by the discussion.

# Debrief

5 minutes

- The debrief is not a time to continue discussing the dilemma.
- Instead focus on questions like...
  - Did we have a good question?
  - Did we stick to the question?
  - Did our probing questions push the presenter's thinking?
  - Was there a moment where we got off track?
  - How did we do with following the norms?
  - Was there a moment where the conversation made a turn for the better?

# Closing the Loop

3 minutes

Participants what they have learned from participating in this protocol and how it could inform their own practice.

Post your reflections here:

<http://dlmooc.deeper-learning.org/live/>

Thank you!

DL MOOC Starting January 2014

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<http://dlmooc.deeper-learning.org/>