



Project I⁴: Virtual Regional Learning Exchange

Saturday, March 28, North Carolina Students

9:00 am – 12:30 pm

Project I⁴ Team: Matt, Lynda, Larry, Ken, Jim

Coaches: Paul, Monica, Brendan, Gloria, Annice, Michael, Maria, Larry, Janette, Jim, Ken

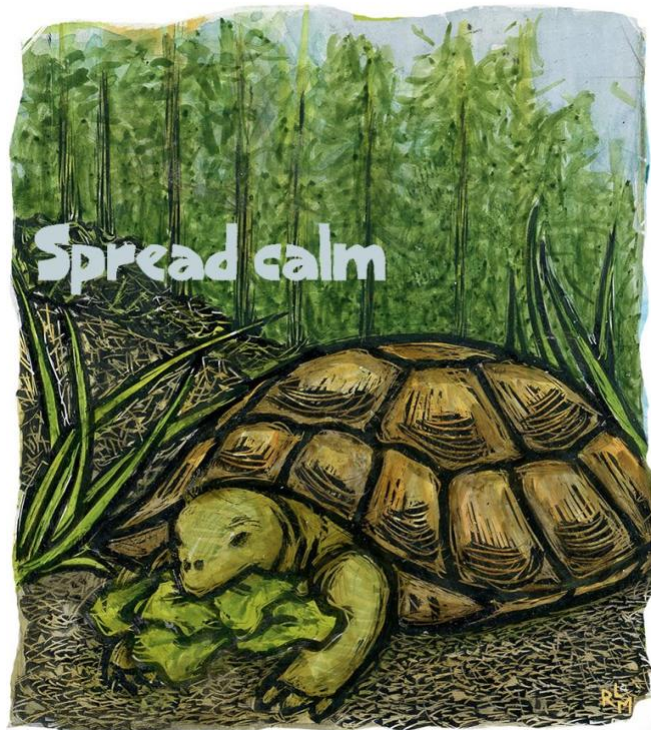


Outcomes	Agreements
Participants will: 1. Reflect on the role of leader in a crisis. 2. Analyze effective post-conference conversations 3. Set expectations for April-May work and engagement at the Summer Learning Exchange.	• Stay engaged • Foster equitable dialogue • Take appropriate risks • Listen and learn • Be patient with virtual learning environment • Mute your mic when not talking

Agenda

Time (PDT)	Activity	Links/Details
9:00 am	Welcome	Dynamic Mindfulness (Larry) Overview of the day (Matt) Whole group zoom link: https://zoom.us/j/822725658?pwd=WGw5NWFERitVTJ3bFBwcEptWDBKZz09 Introduction to Protocol (Lynda) for Breakout Rooms (Ken)
9:15 am		Transition to Groups
9:15 am	Calm and Solace Protocol	Breakout Rooms
9:45 am		Transition to Whole Group
9:45 am	Whole group Debrief	Coach shares a group highlight from whiteboard
10:15 am		Break
10:30 am	Conversations	Video Scenario #2 Whole Group Discussion in Breakout Rooms
11:30 am	Break/Quick Writes	How have the observations tools helped you get at equity issues in classrooms? https://ecu.az1.qualtrics.com/jfe/form/SV_0v03OlcMzSykOqx How has shifting to the use of evidence-based conversations changed your conception of instructional leadership? https://ecu.az1.qualtrics.com/jfe/form/SV_dd7uU2nGrH5w6BD
12:00 pm	Bringing it Home April-May assignments Summer @ ECU (capstone)	• Original Video-Take 2 (April 1-10) • Observation Tool Design Web Exchange—April Sessions TBD • CALL (April 10-26) • Final Reflection (due May 17) • Record conversation with teacher; directions will follow (due May 10)—Optional • Poster (June 29, use template) • Contingency Plans • What do you still need moving forward?
12:30 pm	Closing	Resilience Manifesto!

Calm and Solace Protocol



Ricardo Levins Morales is an incredible graphic artist based in Minneapolis who has been a beacon of hope in his many images of peace, resistance, and social justice! <https://www.rlmartstudio.com>
(Ken and Lynda buy posters and buttons from him all the time).

SOLACE is the beautiful, imaginative home we make where disappointment can go to be rehabilitated. When life does not in any way add up, we must turn to the part of us that has never wanted a life of simple calculation....SOLACE is not an evasion, nor a cure for our suffering, not a made up state of mind. SOLACE is a direct seeing and participation...SOLACE is not meant to be an answer, but an invitation, through the door of pain or difficulty, to the depth of suffering and simultaneous beauty in the world that the strategic mind by itself cannot graphs nor make sense of. To look for SOLACE is to learn to ask fiercer and more exquisitely pointed questions, questions that reshape our identities and our bodies and our relation to others from David Whyte *Consolations, a book of essays on 52 ordinary words*, pp. 217-19.

- **What do you observe about the image? (color, composition, objects)**
- **Which word or phrase in the “definition” of SOLACE captures a feeling you are having?**
- **How have you been able to be a creator of calm and solace for your family, friends, and school community?**

Conversation Protocol

Post-observation Conversation Analysis

Essential Question: *How can I continue to cultivate my skills facilitating post-observation conversations with teachers?*

Goals:

- Reflect on current experiences with post-observation conversations
- Analyze a post-observation conversation
- Identify elements of a high-quality post-observation conversation

BREAKOUT Groups NC

Breakout Groups	1	2	3	4	5	6	7	8	9	10
Coach	Paul	Monica H.	Brendan	Gloria	Ken	Larry	Jim	Annice	Michael	Maria
Group Members	Thad Janarde Jessica B. Shanika	Amy Carl Courtney Hugh	Leon Heather Krystal Kevin Tim	Carrie Lyndsay Ann Vickie Demetrius	Darryl Jennifer Ja. Rashida Teresa VA Amanda	Michael C. John Virginia Jennifer Jo. Monica J.	Jeremy Kendall Debra Jada Michael W.	Pamela Melissa M. Zach Johanna Derek	Robbin Becky Dina M. Aaron Tenika	Michael M. Denise Kelly Anne Norman Lori

Opening Circle Chat: (5 min)

How are the evidenced based, post-observation conversations you have been having in your EC-NICs, different from your typical post-observation conversation?

Whole Group (15 Min) - Video

As a whole group we will watch a simulated discussion between a principal and a teacher.

Annice Williams stars as the “Principal” and Monica Headen stars as the “Teacher”. In real life, they are both principals!

Small Group Analysis (25 Min) – Video Analysis

Conversation Guide - In your small-group conversation, be sure to use and cite evidence from the video.:

- Use the Guide to analyze the conversation. Pay attention to the four main parts of an effective conversation (Data analysis, decisions about changes to be made, clear plan of action, and follow-up questions). How were those parts represented in this video?
- Further, the Guide describes a number of elements of effective conversations. As you go through the guide, describe how those elements were represented in the video.
- Would you do anything different than what you saw on the video? Please describe?

Video Analysis Group Discussion Protocol

- Begin with reflection time for participants to collect their thoughts for the group analysis. (5 Min)
- Create a round table for all participants. Identify where each person is sitting at this table. (1 Min)
- Select one person to take notes. (1 Min)
- Go around the circle: each participant **presents and explains** one element, from the Conversation Guide, that was evident in the video. Go around the circle multiple times. (15 Min)
- Synthesize your ideas and thoughts and be prepared to present to the whole group (3 Min)

Whole Group (5 Min) - Takeaways

Each group will present significant ideas from the conversation.

Closing Circle (5 Min)

I used to think...but now I know

The Resilience Manifesto

from Elena Aguilar *ONWARD*

1. **A wellspring of resilience is inside us. We are stronger than we think.**
2. We were born with individual and collective resilience. Our quest is to find our way to these internal springs and nourish them.
3. **We cultivate resilience so that we can thrive, not simply to survive.**
4. Resilience is cultivated through daily habits and thoughts that strengthen dispositions.
5. It is a human right to explore and express emotions.
6. To help students build their emotional intelligence and resilience, we must simultaneously tend to our own emotional intelligence and resilience.
7. Powerful and effective educators talk about emotions at work.
8. How we interpret events and tell our story matters. In our interpretation, we exercise the freedom to choose our attitude.
9. We are all connected and responsible for each other: Caring for the other is caring for the self.
10. **We cultivate our resilience and become stronger so that we can help others become stronger; we cultivate our resilience so that we have energy to heal and transform the world.**