

HCL PAC

May 25, 2017

Norms of Collaboration

Annotated



1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you - "So... or" "As you are... or" "You're thinking..." - and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be..."

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles, planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that other intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Outcomes

- English Pathway
- Survey Results
- Next Year's Budget and Plan

English Pathway

- Why don't we have a pathway for students to take accelerated classes in English before 11th grade?

HCL Survey Results

Teachers (140 e-mailed)

Families (794 e-mailed)

Budget and Plan Given our Survey

STAFFING		
Program Service	Budget	Description
Elementary HCL Liaisons	\$166,600	FTE distributed across elementary schools supporting MTSS model (increase to all schools) 1.7 FTE
Middle School HCL Liaison	\$39,200	FTE to support middle schools (.4 reduce Rhonda or other...) .4 FTE
High School Counselor Support	\$88,200	FTE to support shifting focus from Case Manager model to school-based model. FTE contingent upon additional FTE to create .5 or 1.0 at each high school. .9 FTE
Administrative Assistant	\$13,240	Continued
TOTAL: \$307,240		

Identification, Qualification and Student Learning Plans		
Program Service	Budget	Description
MDT <i>per WAC and board policy</i>	\$1000	Portfolio of evidence-focus on multiple data points identify diverse population
Assessment Process	\$11,000	Online testing with CogAT

Thank you!

A partnership
can make a

HUGE

difference.

Help us
to help others.