

IOWA CITY COMMUNITY SCHOOL DISTRICT

Ed Committee

Highlighting: The Office of Professional Development



**IOWA CITY COMMUNITY
SCHOOL DISTRICT**

All In for All Kids

Meet the Team



Sarah Fairfield

PK-12 Curriculum &
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Our Objectives Today

We hope you walk away with

- Knowledge of acknowledging, organizing and abstracting paraphrases to conversations
- The ability to describe the functions of ICCSD's Office of Professional Development

How we will approach our learning

- Take you through the same learning process our teachers and leaders experience when they engage in professional development in ICCSD

Adult learning principles would suggest that *experiencing* this learning is more impactful than simply hearing about it.

Opening

“

A parent catches you when you're out for a walk. "I'm not asking for special treatment. I just want my child to grow. I've already talked with teachers and the principal, but the problem persists. I just want the board to consider solutions that ensure even academically ready students are challenged."



With 1 -2 people close to you:

Read: this “quote” from a sample constituent.

Discuss: What would you most want this person to know or feel after talking with you?

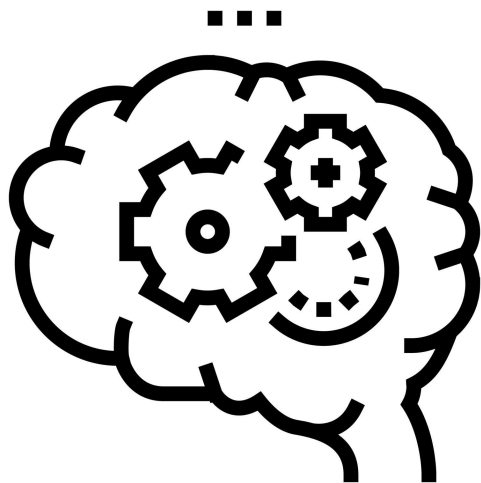
Paraphrasing



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What is paraphrasing?



“

A **rewording** of the thought or meaning expressed in something that has been said or written.

Why We Paraphrase



Understanding

The speaker feels that the listener is fully attending to and deeply understanding them. The topic of conversation is clear because the speaker has a chance to confirm or revise.



Movement

The listener holds up the speaker's current reality for them to examine in order to hold space for the speaker to reflect and create a more nuanced understanding of their thinking.

Type, Stance, & Effect

3 Kinds of Paraphrases	Stance	Effect
Acknowledging	<i>Mirror</i>	To name or clarify the speaker's thoughts or actions

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Acknowledging	<i>Mirror</i>	To name or clarify the teacher's thoughts or actions
Organizing	<i>Prioritizer</i>	To help the speaker determine (a) what's there and (b) what's most important

Type, Stance, & Effect

3 Kinds of Paraphrases	Stance	Effect
Acknowledging	<i>Mirror</i>	To name or clarify the teacher's thoughts or actions
Organizing	<i>Prioritizer</i>	To help the teacher determine (a) what's there and (b) what's most important
Abstracting	<i>Seer</i>	To surface underlying values, beliefs or gaps that might need to be addressed in order to fulfill our goals

“Rules” for paraphrasing

Rule #1: One sentence long

You are *filtering* what they say and offering back what’s most important. You are *not* saying back everything they’ve just said

Rule #2: Start with “You” (NOT “I hear...”)

This reflects that you are leaving yourself OUT of the conversation: it’s about the speaker, not about you.

Rule #3: Getting it wrong is just as effective as getting it right.

Paraphrasing is an offer, so it is okay to get it wrong. The speaker will just examine it and correct you. In fact, getting it wrong often helps people clarify their thinking.

Types of Paraphrases

Acknowledging

Stance: Mirror

You're feeling dismissed because programs that matter to you and your kids aren't being funded adequately.

You're thinking that

You're wondering if...

You're (name a feeling) because...

You're concerned about...

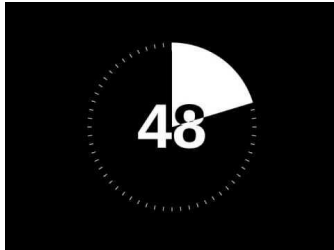
With a partner:

Partner 1: Talk for a minute in response to the prompt.

Partner 2: Offer an **acknowledging** paraphrase

Prompt:

What has been the hardest part of your job in the last month?



Acknowledging

Stance: Mirror

You're feeling dismissed because programs that matter to you and your kids aren't being funded adequately.

You're thinking that

You're wondering if...

You're ***(name a feeling)*** because...

You're concerned about...

PRACTICE

Types of Paraphrases

Organizing

Stance: Prioritizer

*There are two main issues:
First, clarity about how
decisions are made. Second,
transparency about how
money is spent.*

So there are three issues...

You have closure on _____,
and you're ready to move on to
_____.

First you're going to _____,
then you will _____.

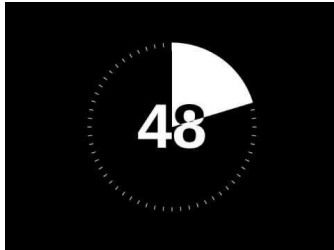
With a partner:

Partner 1: Talk for a minute in response to the prompt.

Partner 2: Offer an **organizing** paraphrase

Prompt:

What is a typical day like for you? (Work or personal)



Organizing

Stance: Prioritizer

First, clarity about how decisions are made. Second, transparency about how money is spent.

So there are three issues...

You have closure on _____, and you're ready to move on to _____.

First you're going to _____, then you will _____.

PRACTICE

Types of Paraphrases

Abstracting

Values, Beliefs, Concept Labels, Goals

Stance: Seer

You believe schools have a responsibility to know about and respond to community values.

It's important to you that...

A belief you hold is...

The goal you have is...

What you're really talking about is how best to **support** your student.

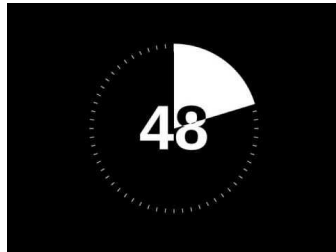
With a partner:

Partner 1: Talk for a minute in response to the prompt.

Partner 2: Offer an **abstracting** paraphrase

Prompt:

What makes you excited about getting out of bed and coming to work each day?



PRACTICE

Abstracting
Values, Beliefs, Concept Labels, Goals

Stance: Seer

You believe schools have a responsibility to know about and respond to community values.

It's important to you that...

A belief you hold is...

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What you're really talking about is how best to **support** your student.

Where is your thinking about paraphrasing now compared to when we started?

Acknowledging	Organizing	Abstracting Values, Beliefs, Concept Labels, Goals
<p>Stance: Mirror</p> <p><i>You're feeling dismissed because programs that matter to you and your kids aren't being funded adequately.</i></p>	<p>Stance: Prioritizer</p> <p><i>First, clarity about how decisions are made. Second, transparency about how money is spent.</i></p>	<p>Stance: Seer</p> <p><i>You believe schools have a responsibility to know about and respond to community values.</i></p>
You're thinking that	So there are three issues...	It's important to you that...
You're wondering if...	You have closure on _____, and you're ready to move on to _____.	A belief you hold is...
You're <u>(name a feeling)</u> because...	First you're going to _____, then you will _____.	The goal you have is...
You're concerned about...		What you're really talking about is how best to support your student.

Work & Impact of the OPD



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What is the Office of Professional Development?

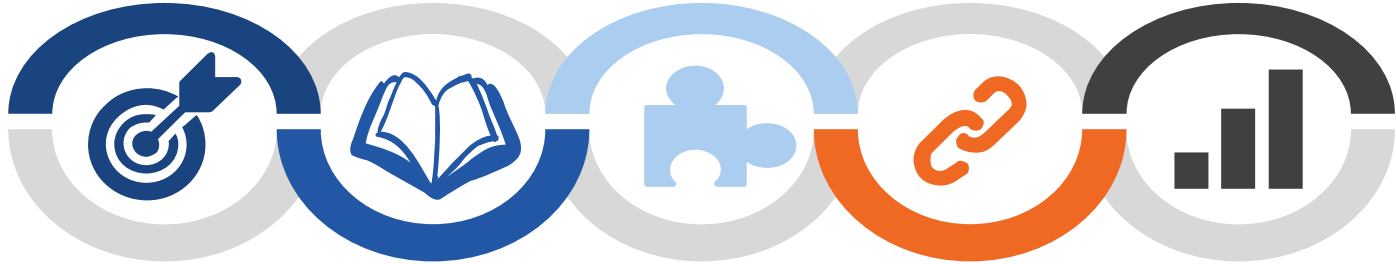
Fostering a culture of learning where every ICCSD staff member grows in ways that elevate student achievement and enrich every classroom experience

Teacher and Staff Professional Learning

Design and deliver ongoing learning opportunities that strengthen classroom and staff practices.

District Coordination & Communication

Ensure cohesive planning, scheduling, and communication of professional learning districtwide.



Instructional Leadership Development

Build the capacity of instructional leaders through coaching and targeted professional learning.

Curriculum Alignment & Initiatives

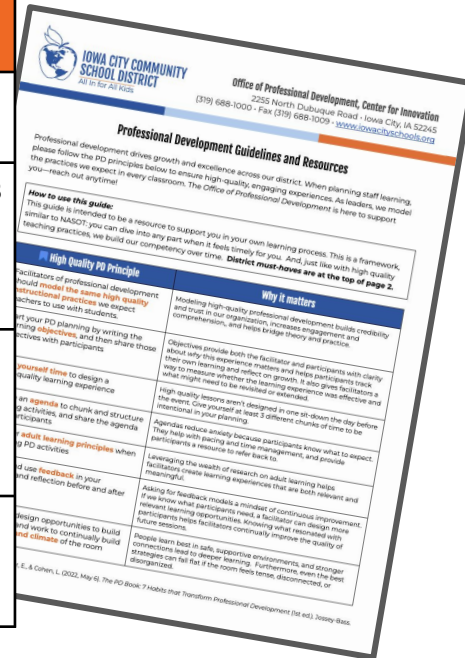
Lead and support consistent, standards-aligned curriculum implementation across the district.

Operations, Data, & Evaluation

Manage PD systems, budgets, and data to measure impact and improve effectiveness.

How OPD is impacting professional learning

ICCS D Checklist of <i>Must-Haves</i> for Delivering District Learning		
❑	Write clear objectives for the PD.	Objectives will name what learning participants will walk away with.
❑	Create an agenda with the objectives at the top and learning activities outlined.	Share agendas ahead of learning. Aim for 48 hours in advance if participants need to prepare or bring something. Aim for 24 hours in advance if not.
❑	Create a plan for asking for feedback from participants about the learning experience.	Only ask for feedback you plan to <i>use</i> . What do you, as the facilitator, need to know to better meet your participants' needs in the future?
❑	Prioritize participant engagement using adult learning principles .	A goal to strive for is 20% new input and 80% active participant processing.



What people are saying about ICCSD Professional Learning

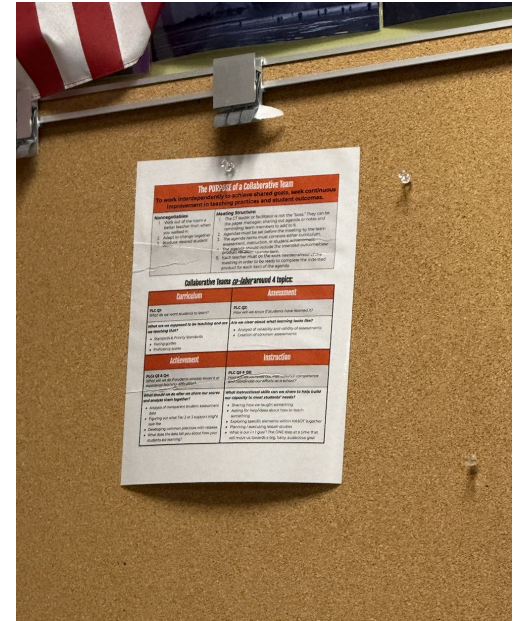
The power of feedback

Sharing your summary of the [November 4th] feedback was really insightful. I'm not sure that kind of information has ever really been shared back to teachers. We fill out surveys so frequently and it is rare for us to then see what our peers also had to say. I appreciate the time that you took to process the survey results and to send us that digest version.



The power of modeling high quality PD

(We) collected our first set of data for our CDP around adult learning, and I just wanted to share our results as a celebration. The way your office has modeled and explicitly taught strategies for effective PD helps us coaches grow a ton, so your influence is reflected in this data, too.



What teachers said about November 4th District-Wide PD

The power of collaboration

Thank you for the opportunity to learn from our peers! I always get so much out of this day's PD! I appreciate the effort that went into planning today. I loved the scheduler tool we used. Bravo!



The power of adult learning Principles

I thought all of the presentations were well done and very informative. I feel like I'm walking away from the day with resources and ideas I can use to improve my classroom tomorrow which is exactly what I want from PD.



The power of high quality PD

This was one of the most productive PD Days I have ever experienced as an educator in almost 25 years of teaching. Thank you for providing these opportunities for us!



Closing: Application

Individual Brainstorm:

How might you be able to apply the paraphrasing practice you did today to support your daily work, personally or professionally?

Be prepared to share with the group.



Your Feedback