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| STAGE 1 – DESIRED RESULTS | |
| **Workshop Title: Creating Significant Learning Environments with Relational Capacity**  **Established Goals: Create positive classroom cultures by integrating relational capacity into school wide curriculum.**  **By the end of this training, participants will be able to:**   * **Create welcoming, engaging high-energy classroom environments where students feel a sense of ownership in their learning.** * **Build stable communities rich in trust, honesty, loyalty and love through the use of leveled relational capacity strategies.** * **Engage students in constructing and monitoring high expectations and classroom norms by way of thoughtful, purposeful inquiry and problem solving skills.** * **Facilitate students in their understanding and explanations of how differences benefit the classroom community by developing self-directing, self-advocating students who comprehend the power of multiple perspectives and their relation to the real world.** * **Develop students’ abilities to utilize collaborative structures during blended and project based learning opportunities.** * **Model for students effective questioning techniques that guide student use of higher-order thinking skills necessary for success in a global society.** | |
| **Understandings:** *Participants will understand that…*   * **Establishing a level of trust and safety among classroom communities is vital to its success.**      * **Communities rich in relational capacity do not happen by chance but through intentional focus on each element of the classroom dynamic.** * **Carefully moving students through the four stages of RC (1. Safe Shaping, 2. Controlled Chaos, 3. Scope and Sovereignty, 4. Group Actualization) requires teachers to assess students’ needs and purposefully plan activities related to the current stage of learning.** * **Strong inquiry skills empower students to ask thought provoking questions, gather relevant information, process the input and apply the output to new situations.** * **Collaborative learners embrace diversity and use challenges that occur with differing opinions as opportunities to deepen thinking and broaden learning.** * **Developing technology skills are crucial to student achievement when managing complex projects in and out of school.** | **Essential Questions:**   * **What is relational capacity?** * **Why is RC important to creating significant learning environments?** * **What are the foundations of building RC?** * **What are the four stages of RC?** * **How does inquiry and collaboration fit into the relational capacity design?** * **What role does technology play in creating significant learning environments?** * **Why is it important for teachers to be able to assess the current needs of their students to move them through the stages of relational capacity?** * **Is it okay to proceed forwards and backwards through the four stages of relational capacity?** * **Why is it important to understand your current level of support for integrating relational capacity into your classroom?** * **In which ways can RC activities be modified to fit core class curriculums?** |
| Participants will know:   * Key terms – relational capacity, inquiry, collaboration, significant learning environment, culture * Foundations for building relational capacity * Four Stages of Relational Capacity * Relevance of each activity in building relational capacity * Opportunities for technology integration, collaboration and scaffolding in each RC activity | Participants will be able to:   * Determine the key roles relational capacity plays in creating significant learning environments. * Analyze foundations for building relational capacity such as inclusive room design, class themes/mottos, whole-class interactions, mutual accountability and establishing group traditions. * Participate in collaborative activities related to each stage of relational capacity. * Reflect and connect on collaborative activities and how they can be incorporated into school wide curriculum. * Increase collaboration, increase scaffolding and integrate technology throughout the learning environment. |

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| STAGE 2 – ASSESSMENT EVIDENCE | |
| **Performance Tasks:**  **Stage 1: Safe Shaping - focuses on developing a safe environment, learning names, making connections and initiating student ownership of the classroom.**  **Name Tents – allow students and teachers to learn about each other by creatively creating a physical name card that stands up on each desk.**  **Class Mission Statement – student-driven creation and display of a mission statement that captures the core beliefs of the class.**  **Social Contracts – students will collaborate to outline the rights and responsibilities of each member of the class community to be followed throughout the year.**  **Mingle Bingo – students combine social interaction with bingo to learn names, discover similarities and form bonds necessary to build RC.**  **Stage 2: Controlling Chaos – focuses on creating a safe space for managing conflict and practicing conflict resolution skills.**  **Question Beach Ball – RC is developed further by sharing more personal information in a fun, friendly environment.**  **Making Words With Friends – participants will work as a team to complete action-based tasks while managing group dynamics and conflict.**  **Philosophical Chairs – participants will engage in high-level dialogue and debate while learning to respect differing points of view.**  **Stage 3: Scope and Sovereignty – focus on autonomous acknowledgement of success, adherence to a shared vision and formation of novel ideas and solutions.**  **Magic Carpet Ride – participants work together to form solutions to a complex challenge.**  **Maze – participants complete in a group challenge where they each submit a solution to the problem and learn by trial and error from their classmates how to solve the maze.**  **Fishbowl Speeches – participants will develop their ability to think creatively and speak spontaneously in front of a group.**  **Who Is Telling The Truth? – participants will build on their impromptu speaking skills in front of a group.**  **Stage 4: Group Actualization – focuses on understanding the value of multiple perspectives while embracing high performance expectations and elevating levels of trust and honesty.**  **Pencils of Density – participants will develop trust through collaboration in order to accomplish a task.**  **Sum of All Skittles® - participants will share positive reflections on the semester to foster the development of a caring community.**  **My Friends – participants will develop stronger peer relationships by communicating their appreciation of their fellow participants.**  **Socratic Seminar – participants will deepen their levels of trust and understanding of complex ideas through rigorous and thoughtful dialogue.** | **Other Evidence:**  **Prompts will be used in completing the following tasks:**  **Question Beach Ball**  **Making Words With Friends**  **Philosophical Chairs**  **Fishbowl Speeches**  **Sum of All Skittles®**  **My Friends**  **Work Samples - Class mission statements will be displayed and referred to throughout the year as a reminder of a shared vision of success.**    **Quiz - Pre-Assessment Relational Capacity Quiz and a**  **Post Assessment Relational Capacity Quiz** |
| **Participant Self-Assessment and Reflection**  **Participants will complete a Pre-Assessment Quiz rating their current level of support for relational capacity in the classroom.**  **At the end of the workshop, participants will complete a Post Assessment Quiz rating their current level of support for relational capacity in the classroom.**  **Participants will reflect and connect after each stage of relational capacity activities and discuss implementing activities in their curriculum.** | |

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| STAGE 3 – LEARNING PLAN |
| **Summary of Learning Activities:**   1. **Participants entering the room will be instructed to sign-in, find a seat and create a Name Tent that includes their full name, how many years in education, grade level(s) and subject(s) taught, favorite food and one burning question regarding relational capacity.** 2. **Participants will one by one, stand and deliver their name tent to the group.** 3. **Presenter will briefly introduce Stage 1 of Relational Capacity as the Safe Shaping stage where activities are low-risk and high comfort.** 4. **Participants will “break the ice” by engaging in the Stage 1 Relational Capacity activity Mingle Bingo. Each participant gets a bingo card with squares representing different interests. While music is playing, participants mingle with their classmates and find categories of common interest in which to add their names to each other’s cards. Participants may use photos from their cell phone to fulfill bingo card square requests.** 5. **Participants will return to their seat to discuss and debrief the value of the activity in creating positive classroom environments.** 6. **Participants will work together to create a class mission statement and social contract to be displayed and followed for the remainder of the training. Participants may use mission statements from their district or a corporation as a model for completion. As a class, participants will circle key words and phrases then brainstorm all elements to compile into one concise statement.** 7. **Participants will take a pre-assessment quiz to rate their current level of support for relational capacity.** 8. **Participants will reflect and connect Stage 1 activities for classroom use.** 9. **Presenter will briefly introduce Stage 2 of Relational Capacity as the Controlling Chaos stage where activities are of moderate-risk and moderate-comfort.** 10. **Participants will engage in Question Beach Ball, an inquiry activity where individuals will build on their comfort level by sharing more personal and vulnerable information with the group in a fun and friendly manner.** 11. **Making Words With Friends is an activity where participants will combine Scrabble® and Wheel of Fortune® rules to work in small groups on a specified task of creating words from general categories given by the presenter. Participants must manage conflicts that arise within their groups throughout this activity.** 12. **Presenter will go over rules of engagement for Philosophical Chairs. Participants will develop inquiry, oral language and argumentation skills through participation in an informed debate on controversial topics while considering others’ views.** 13. **Participants will reflect and connect Stage 2 activities for classroom use.** 14. **Presenter will briefly introduce Stage 3 of Relational Capacity as the Scope and Sovereignty stage where activities are of high-risk and low-comfort.** 15. **Participants will complete in the activity Magic Carpet Ride where the entire class will place both feet on one side of a king sheet with their goal being to flip the sheet over without anyone stepping off the sheet. Collaboration is the key along with following the instructions of the natural leaders that emerge from the group.** 16. **Participants will complete the activity Maze where again they will be faced with overcoming failure as a group. A large grid is taped off on the floor. Teams must use trial and error to successfully step their way from start to finish in the correct pattern. Participants are challenged to try their own solution while learning and troubleshooting from each unsuccessful attempt until the correct path through the maze is determined.** 17. **In Fishbowl Speeches, participants will be given the opportunity to develop their creative thinking skills by verbally delivering an impromptu speech on a variety of topics. Participants will randomly draw topics from a fishbowl then study their topic for 30 seconds before presenting a 1 minute speech over their topic. Speeches will be informational, persuasive and entertaining in nature.** 18. **Participants will reflect and connect Stage 3 activities for classroom use.** 19. **Presenter will briefly introduce Stage 4 of Relational Capacity as the Group Actualization stage where activities are of very high-risk and low to no comfort.** 20. **Participants will complete the activity Pencils of Density where each person is given a new unsharpened pencil. The group must form a circle and hold their pencil in their left hand at shoulder height pressing against their index finger. Then each person places the tip of their right index finger against the other end of the pencil being held by the participant to their right. The pencils should be suspended between participants’ fingers forming a complete circle that rotates, squats, sits and stands all without dropping a pencil and breaking the circle. Participants will find this challenging and even frustrating but will deepen their level of group trust and collaboration.** 21. **Presenter will go over the activities Sum of All Skittles® and My Friends. Informing participants that these activities are most effective when completed towards the end of the semester or school year. Each activity focuses on group reflection of individual and community growth with verbal affirmations of peer help throughout this process.** 22. **Participants will reflect and connect Stage 4 activities for classroom use.** 23. **Presenter will go over rules of engagement for Socratic Seminar. Participants will develop a deeper understanding of complex ideas through rigorous and thoughtful dialogue. Socratic Seminar focuses on a common text which participants have analyzed and prepared questions to spur a group discussion over the topics presented in the text. Participants must rely on their critical thinking, reading and inquiry skills for success in this inquiry-based activity.**      1. **Participants will revisit all activities and discuss ways to integrate technology, identify opportunities for collaboration and chances to increase scaffolding into each lesson. Participants will use the legend (TI) to indicate areas for technology integration. (C) will be used to designate areas for collaboration opportunities. (+S) will mark areas where scaffolding will increase in the lesson.** 2. **Participants will create a Make and Take Tech Toolbox containing technology integration tips for all activities covered in the training.** 3. **Presenter will wrap up all stages of relational capacity with an overall reflect and connect discussion.** 4. **Participants will complete a post-assessment quiz rating their current level of relational capacity support then compare their results to their pre-assessment quiz. Participants will stand and deliver one personal glowing area regarding relational capacity and one area of continued growth.** 5. **Participants will conclude the training by completing a professional development survey over the quality of the training in order to receive their certificate of completion and continuing education hours.**   Resources for training provided by: Bendall, P., Bollhoefer, A., & Koilpillai, V. (2015). *AVID Critical Thinking and Engagement: A Schoolwide Approach*. San Diego: AVID Press.      **My thoughts on using the Understanding by Design model to create a staff development workshop…**  **The concept of backward mapping was truly beneficial in designing learning environments with well-formed objectives properly aligned with activities and assessments. It helped to start with a BHAG in mind and then funnel my ideas down to major components in the form of six concise learning objectives. From there, I was able to purposefully match the appropriate activities and assessments to their learning goals keeping the end in mind throughout the entire process. I have a tendency when starting a project to get off on the wrong track if I do not carefully plan my approach. In using the Understanding by Design plan, I was able to stay on a more focused and intentional line when navigating my assignment. It seemed the more purposeful planning I did, the more I learned. Now that I better understand backward mapping, I hope to incorporate it more readily into my AVID curriculum. My students as most students have the propensity to procrastinate when given a project. I feel if I guide them through the backward mapping process they will encounter the same benefits of deeper learning as I did in completing this task.** |