



## Focused Collaboration at Work Course Syllabus



**To:** Course Participants  
**From:** DODEA Pacific East  
**RE:** Procedures for Registering for Graduate Credit  
**Date:** School Year 2021-2022

Please read and follow the “Registration Procedures” in the box below the “Course Information.” Correct information in your “User Account” on the university’s website is critical to receiving your transcript in a timely manner. Also, it is very important that you follow the website directions listed on the last page of this document to lessen the possibility of registration errors. The cost per credit hour is \$75 for SY 2021/2022.

### Course Information

<b>Course Title</b>	Focused Collaboration at Work
<b>Sponsoring Agency</b>	DoDEA Pacific East District
<b>Audience</b>	Current Pacific East DoDEA teachers, administrators, and ISS
<b>Course Dates</b>	September 7, 2021 - May 13, 2022
<b>Course Meeting Times</b>	<ul style="list-style-type: none"><li>• See Complete Schedule Below</li><li>• Sessions will occur on Wednesdays from 1500-1630.</li></ul>
<b>Semester Hours</b>	Section 001: 48 hours (3 credits) <ul style="list-style-type: none"><li>• Face-to-Face Sessions: 15 hours</li><li>• Book Study: 10 hours</li><li>• Planning for Focused Collaboration: 10 hours</li><li>• Collaborative Team Facilitation/Participation: 13 hours</li></ul>
<b>Course Costs: \$75 Per Credit Hour</b>	\$225
<b>Course Code:</b>	EDC-X704R - 003

### Registration Information

#### **Course Registration Procedures:**

- Important: As soon as you plan to participate for credit , please email the facilitator at

neva.wise@dodea.edu no later than September 17, 2021.

- Ensure your USD “Account Information” has only your official DoDEA email address and your name as it appears in the DoDEA Global Address Book.
- If you created a USD user account in the past and listed a personal email address or if your name has changed, please update your information.
- Ensure your home address is provided accurately. Updated transcripts will be mailed to the address you provide.
- Registration for this course must be completed by September 17, 2021.
- Registrations will not be accepted after September 17, 2021.

### **Course Description**

#### **Course Description:**

- In the book *Learning by Doing*, Rick DuFour et al. outline and describe the process teams must engage in to work as professional learning communities. In this course, participants will conduct an in-depth study of collaborative teams through reading *Learning by Doing*. Participants will facilitate or participate on a team as they engage in the work of Focused Collaboration. Participants will learn how to build a successful foundation for team collaboration, develop common assessments, plan as a collaborative team, and use data from common assessments to meet the needs of all students.

#### **Resources:**

- *Learning by Doing (3rd Edition)*, by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos, Solution Tree Press (2016)
- [DoDEA's Professional Learning Communities Guidance, by Department of Defense Educational Activity, Teaching and Learning Branch](#)
- [Focused Collaboration Facilitator's Handbook, by Pacific East District Instructional Systems Specialists](#)
- [Pacific East District Focused Collaboration Website](#)
- [Pacific East District Focused Collaboration Toolkit](#)

#### **Training Objectives are relevant to DoDEA's organizational goals in the following ways:**

- Participants will demonstrate an understanding of the research supporting the use of collaborative teams.
- Participants will demonstrate an understanding of the three big ideas and four critical questions of professional learning communities.
- Participants will demonstrate an understanding of the inquiry cycle undergone by collaborative teams.
- Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.
- Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.
- Participants will incorporate an intentional review and evaluation system within their collaborative team to assess the effectiveness of the facilitation.

- Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.
- Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.

### **Course Alignment to DoDEA Blueprint for Continuous Improvement**

This course aligns with the following organizational goals for DoDEA:

- Goal 2, Strategic Initiative 2.1.b: Integrate Continuous Improvement into the Daily Work of Districts and Schools: In order to make meaningful connections with the daily work of standards and assessment implementation and Professional Learning Communities/ Focused Collaboration, we will streamline, align, and focus the DoDEA Continuous Improvement Process.
- Goal 2, Strategic Initiative 2.1.c: Ongoing Professional Learning: In order to ensure teachers, school administrators, District educators, and professional support staff address student learning needs, we will conduct ongoing professional learning and support for Professional Learning Communities/ Focused Collaboration at every level with fidelity to expectations.
- Goal 2, Strategic Initiative 2.3 c: Culture of Shared Leadership: In order to assist leaders in establishing shared leadership within schools, we will advance the culture of shared leadership through professional learning that enables CILs, Administrators, and teacher leaders to share their expertise and learning.

### **Course Responsibilities:** (Course expectations and grading criteria)

- Attend and fully participate in designated professional learning sessions (PL)
- Read, reflect, and comment on readings provided by the instructor
- Contribute to sessions by participating in all activities & discussions
- Participant must complete all assigned readings and submit course assignments, including discussion posts, Instructional Rounds reflections, and final culminating paper.

### **Grading Criteria**

**90-100 A      80-89 B      70-79 C      60-69 D**

100% of course grade is based upon completion of assignments

All assignments are given credit when completed. If an incomplete or inadequate assignment is submitted, it will be returned and credit withheld until it is resubmitted with appropriate revisions. **All components are required to earn graduate credit for the course.**

### **Meeting Times/Place:**

This class will meet via Microsoft Teams on specified dates for ten 90 minute sessions beginning September 8, 2021 with the final course requirements due by May 7, 2022.

## Assignments and Session Descriptions

*Please complete readings before each week's meeting.*

### Session 1

September 29,  
2021

1500-1630

#### Topic 1: Course Introduction

- Overview of course expectations
- Digital access to course
- Assignments
- Supporting materials available
- Instructions for registration

#### Topic 2: Why Focused Collaboration?

- Research supporting collaborative teams
- "Why Should We Collaborate?" article from *Learning by Doing* (pg. 78)
- How can we collaborate more effectively?

#### Objectives:

- Participants will demonstrate an understanding of the research supporting the use of collaborative teams.

#### Reading:

- [DoDEA's Professional Learning Communities Guidance](#)

#### Assignment:

- Participants will use the reading and session discussion to develop a discussion post that addresses the question, "How can we collaborate more effectively?" Participants will also introduce themselves in the discussion post. Respond to two other participants. **(Due 10/6/2021)**

<p><b>Session 2</b></p> <p>October 6, 2021</p> <p>1500-1630</p>	<p>Topic 1: Focused Collaboration Foundations</p> <ul style="list-style-type: none"> <li>• Three Big Ideas</li> <li>• Four Critical Questions of a PLC</li> </ul> <p>Topic 2: Characteristics of Collaborative Teams</p> <ul style="list-style-type: none"> <li>• Six Characteristics of Effective Collaborative Teams</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the three big ideas and four critical questions of professional learning communities.</li> <li>• Participants will demonstrate an understanding of the inquiry cycle undergone by collaborative teams.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapters 1 &amp; 2 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 4-9 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Self-evaluate performance of collaborative team using “Critical Issues for Team Consideration” from <i>Learning by Doing</i> pg. 69 <b>(Due 10/13/2021)</b></li> </ul>
<p><b>Session 3</b></p> <p>October 13, 2021</p> <p>1500-1630</p>	<p>Topic 1: Collaborative Culture and Collective Responsibility</p> <p>Topic 2: Establishing Norms</p> <ul style="list-style-type: none"> <li>• Key Characteristics of norms</li> <li>• Processes to set norms as a team</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>• Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapters 3 &amp; 9 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 10-36 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Facilitate or participate in a Focused Collaboration session where a team collaboratively establishes norms, utilizing one of the three norm setting protocols from the <a href="#">Focused Collaboration Toolkit</a>.</li> <li>• Identify and establish team roles.</li> </ul>

	<ul style="list-style-type: none"> <li>• Submit team norms for feedback <b>(Due 10/27/2021)</b></li> </ul> <p>Select <b>ONE</b> of the two assignment options below:</p> <ul style="list-style-type: none"> <li>• Reflect on the importance of and process of establishing norms in the form of a discussion post. Respond to two other participants. <b>(Due 10/27/2021)</b></li> <li>• With permission from your team, record the session where the team establishes norms and submit it to the course facilitator. <b>(Due 10/27/2021)</b></li> </ul>
<b>Optional Session</b>  October 20, 2021  1500-1530	Topic: Question and Answer Session <ul style="list-style-type: none"> <li>• An optional open ended session for participants who may be struggling with facilitating a team as they develop team norms, identify and establish team roles, and develop agendas and record meeting minutes.</li> </ul>
<b>Session 4</b>  October 27, 2021  1500-1630	Topic 1: Focus on Learning  Topic 2: Identifying Priority Standards <ul style="list-style-type: none"> <li>• Purpose of identifying priority standards</li> <li>• Processes to identify priority standards</li> </ul> Topic 3: Developing Learning Targets <ul style="list-style-type: none"> <li>• Purpose of developing learning targets</li> <li>• Processes to unpack standards to develop learning targets</li> </ul>

	<p>Topic 4: Identifying Mastery Criteria</p> <ul style="list-style-type: none"> <li>• Purpose of identifying mastery criteria</li> <li>• Processes to identify mastery criteria</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>• Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>• Participants will incorporate an intentional review and evaluation system within their collaborative team to assess the effectiveness of the facilitation.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 5 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 36-54 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Facilitate or participate in a Focused Collaboration session where a team collaboratively identifies priority standards, learning targets, and mastery criteria for a unit and reflect on the process.</li> <li>• Utilize <a href="#">Unpacking Standards Protocol 3 Worksheet</a> to unpack a standard with a team and submit a copy for feedback from the course facilitator. <b>(Due 11/17/2021)</b></li> <li>• <i>Participants who do not have standards for their position will be provided with an alternative assignment.</i></li> </ul> <p>Select <b>ONE</b> of the two assignment options below:</p> <ul style="list-style-type: none"> <li>• Submit a reflection of engaging in this process and the benefits of this in the form of a discussion post. Respond to two other participants. <b>(Due 11/17/2021)</b></li> <li>• With permission from your team, record the session where your team engages in the process of collaboratively identifying priority standards, learning targets, and mastery criteria for a unit and submit it to the course facilitator. <b>(Due 11/17/2021)</b></li> </ul>
<p><b>Optional Session</b></p> <p>November 3, 2021</p> <p>1500-1530</p>	<p>Topic: Question and Answer Session</p> <ul style="list-style-type: none"> <li>• An optional open ended session for participants who may be struggling with facilitating a team as they identify priority standards, unpack standards, and identify mastery criteria.</li> </ul>

<p><b>Session 5</b></p> <p>November 17, 2021</p> <p>1500-1630</p>	<p>Topic 1: Developing Common Assessments</p> <p>Topic 2: Common Formatives vs. Common Summatives</p> <ul style="list-style-type: none"> <li>• Difference between formative and summative assessments</li> <li>• Process for developing common formative assessments</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>• Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>• Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Review Chapter 6 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 55-58 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Facilitate or participate in a Focused Collaboration session where a team collaboratively develops a common formative assessment and reflect on the process. Submit copies of collaboratively developed common formative assessment for feedback from the course facilitator. <b>(Due 01/05/2022)</b></li> </ul> <p>Select <b>ONE</b> of the two assignment options below:</p> <ul style="list-style-type: none"> <li>• Submit a reflection in the form of a discussion post. Respond to two other participants. <b>(Due 01/05/2022)</b></li> <li>• With permission from your team, record the process of collaboratively developing a common formative assessment and submit it to the course facilitator. <b>(Due 01/05/2022)</b></li> </ul>
<p><b>Optional Session</b></p> <p>December 1, 2021</p> <p>1500-1530</p>	<p>Topic: Question and Answer Session</p> <ul style="list-style-type: none"> <li>• An optional open ended session for participants who may be struggling with facilitating a team as they develop common formative assessments.</li> </ul>



<p><b>Session 6</b></p> <p>January 5, 2022</p> <p>1500-1630</p>	<p>Topic 1: Results Orientation</p> <p>Topic 2: Data Collection</p> <ul style="list-style-type: none"> <li>• Elements of quality data collection</li> <li>• Creating a data display</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>• Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>• Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 4 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 57-65 in Professional Learning Communities Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Following administration of common formative assessment, develop a data display to use for team data discussion. Submit data display (without PII) to the course facilitator for feedback. <b>(Due 01/26/2022)</b></li> </ul>
<p><b>Optional Session</b></p> <p>January 19, 2022</p> <p>1500-1530</p>	<p>Topic: Question and Answer Session</p> <ul style="list-style-type: none"> <li>• An optional open ended session for participants who may be struggling with facilitating a team as they develop a data display to share data.</li> </ul>

<p><b>Session 7</b></p> <p>January 26, 2022</p> <p>1500-1630</p>	<p>Topic 1: Engaging in Team Data Analysis</p> <ul style="list-style-type: none"> <li>• Data analysis protocols</li> <li>• Planning for a data discussion</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>• Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>• Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Review Chapter 4 of <i>Learning by Doing</i></li> <li>• <a href="#">Review pages 57-65 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Facilitate or participate in a Focused Collaboration session where a team engages in a data analysis of the results of the team common formative assessment. Reflect on engaging in team data analysis.</li> </ul> <p><i>Select <b>ONE</b> of the two assignment options below:</i></p> <ul style="list-style-type: none"> <li>• Submit a reflection in the form of a discussion post. Respond to two other participants. <b>(Due 02/16/2022)</b></li> <li>• With permission from your team, record the process of engaging in a data analysis discussion and submit it to the course facilitator. <b>(Due 02/16/2022)</b></li> </ul>
<p><b>Optional Session</b></p> <p>February 9, 2022</p> <p>1500-1530</p>	<p>Topic: Question and Answer Session</p> <ul style="list-style-type: none"> <li>• An optional open ended session for participants who may be struggling with facilitating a team discussion on results from a common assessment.</li> </ul>

<p><b>Session 8</b></p> <p>February 16, 2022</p> <p>1500-1630</p>	<p>Topic 1: What will we do when students don't get it?</p> <ul style="list-style-type: none"> <li>Planning for remediation and interventions based on team data</li> </ul> <p>Topic 2: What will we do when they already know it?</p> <ul style="list-style-type: none"> <li>Planning for extension and enrichment based on team data</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Participants will demonstrate an understanding of the work of Focused Collaboration through the design and development of plans for facilitating collaborative teams.</li> <li>Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Review Chapters 7 of <i>Learning by Doing</i></li> <li><a href="#">Review pages 69-71 in Focused Collaboration Facilitator's Handbook</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>Facilitate or participate in a Focused Collaboration session where a team plans for remediation and extension for students based on common assessment data.</li> </ul> <p>Select <b>ONE</b> of the two assignment options below:</p> <ul style="list-style-type: none"> <li>Reflect on this process and submit a reflection in the form of a discussion post. Respond to two other participants. <b>(Due 03/16/2022)</b></li> <li>With permission from your team, record the process of planning remediation and extensions for students and submit to the course facilitator. <b>(Due 03/16/2022)</b></li> </ul>
<p><b>Session 9</b></p> <p>March 16, 2022</p> <p>1500-1630</p>	<p>Topic 1: Self-Evaluation</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Participants will learn and apply effective facilitation techniques for leading a team engaging in the professional learning inquiry cycle.</li> <li>Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>Participants will revisit their self-evaluation regarding their current implementation of PLCs and re-evaluate their PLCs. Re-evaluations will be submitted to facilitator. <b>(Due 04/13/2022)</b></li> </ul>

<p><b>Session 10</b></p> <p>April 13, 2022</p> <p>1500-1630</p>	<p>Topic 1: Reflection and Next Steps</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will incorporate an intentional review and evaluation system within their collaborative team facilitation to assess the effectiveness of the facilitation.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Submit an action plan with one or two achievable steps toward becoming a high quality collaborative team by the end of the school year. <b>(Due 05/11/2022)</b></li> <li>• Reflect on the overall process of facilitating or participating in a collaborative team through a discussion post. Reflections will address the following questions: <b>(Due 05/11/2022)</b> <ul style="list-style-type: none"> <li>○ How have you grown as a Focused Collaboration facilitator or participant over this course?</li> <li>○ What were some of your successes in facilitating or participating in a collaborative team?</li> <li>○ What were some of your struggles in facilitating or participating in a collaborative team?</li> <li>○ What is an area you hope to grow in as a facilitator or participant?</li> </ul> </li> </ul>
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