Protocols: Processes to help groups achieve understanding through dialog.

Qualities of Protocols for Learning:

- Facilitated
- Structured
- Agreed upon Norms

	Protocols for Examining Student Work:	Protocols for Examining Professional Practice:	Protocols for Addressing Issues and Problems:	Protocols for Effective Discussions/Examining Texts:
3 A's (or 4 A's) Protocol				X
ATLAS	X			
Chalk Talk		X	X	X
Charrette	X		X	
Collaborative Assessment Conference Protocol	X			
Consultancy	X	X	X	
Inside/Outside (Fishbowl)			X	
Issaquah	X			
Observation Protocols	X	X		
Peeling the Onion			X	
Probing Protocol			X	
Rounds	X			
Standards in Practice Protocol		X		
Success Analysis Protocol		X		
SWOT Protocol			X	
Text Rendering				X
Text-Based Seminar				X
The Last Word				X
This I Believe to Be True				X
Three Levels of Text				X
Triad Protocol		X	X	
Tuning	X		X	
Vertical Slice Protocol	X			
Zones of Comfort, Risk, Danger		X	X	

There are hundreds of protocols and variations of protocols. You can take any and adapt to your needs!

Excellent Resources:

Annenberg Institute for School Reform: www. Annenberginstitute.org

Easton, L. (2009). Protocols for professional learning. Alexandria, VA: ASCD.

Coalition of Essential Schools. www. Essentialschools.org

National School Reform Faculty Resource Book: Adult Learning in the Service of Student Achievement. www.NSRFharmony.org.

Example:

The Consultancy Protocol

Purpose: To help a leader think more expansively about a particular, concrete dilemma through a structured process.

Consultancy Outcome: The presenters will start to investigate potential interventions to address inequity at their schools. An action plan will result.

Presentation of Dilemma: 10 min.

Presenters give overview of the dilemma

- Participants jot down "clarifying" & "probing" questions
- Presenters pose "focus question" at the end

Clarifying Questions: 5 min.

Questions that have BRIEF, FACTUAL answers

- Who, what, where, when
- For *participants'* understanding
- To respond to dilemma better

Probing Questions: 10 min.

Questions that are meant to *expand thinking* about the dilemma

- "how" & "why" (may refer to hand out)
- We want the Presenters to learn more about his focus question or do more analysis of the dilemma
- Presenters will NOT respond to probing questions (at this time)

Presenters jot down questions for his/her notes.

Presenters will <u>read aloud </u>1-2 questions that are causing them to think more deeply about dilemma

Presenters re-state focus question to the group

Group Discussion: 10 min.

- Questions that are meant to *expand thinking* about the dilemma
    - "how" & "why" (may refer to hand out)
    - We want the Presenters to learn more about his focus question or do more analysis of the dilemma
    - Presenters will NOT respond to probing questions (at this time)
- Presenters jot down questions for his notes
- Presenters will <u>read out </u>1-2 questions that are causing him to think more deeply about dilemma
- Presenters re-state focus question to the group

Final Word: 5 minutes

Presenter REFLECTS on what he/she
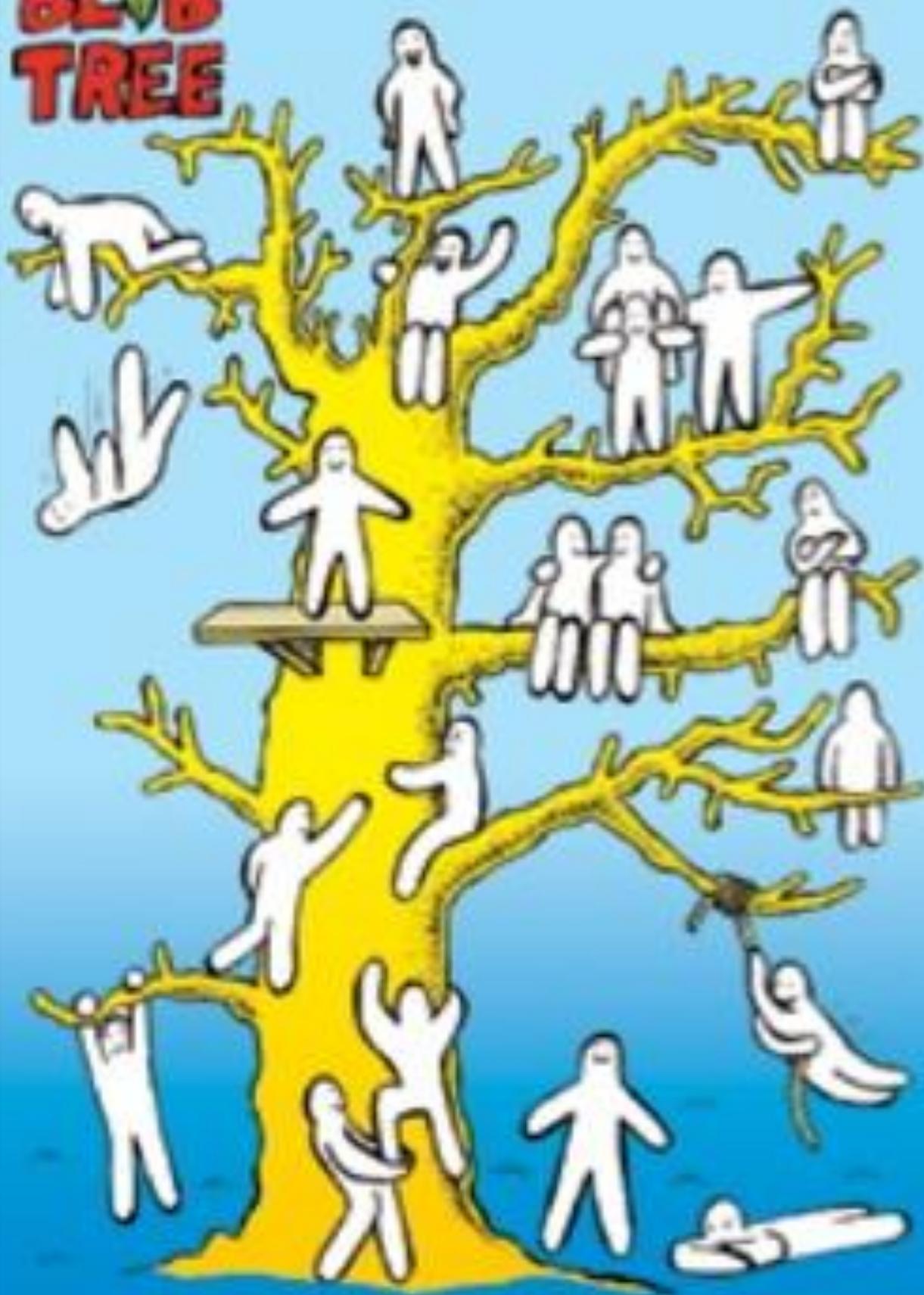
- Heard
- Is now thinking

This is NOT a time to defend or explain work

This a time to REFLECT on

- Most useful suggestions
- How his thinking has changed

Collaborative Practices	
Collaborative planning	Teams in my school work in grade groups, content groups, or cross-curricular groups. Teams in my school have planning at the same time and have already established goals and outcomes for their work Resource: Outcome handout—adapted from *Learning by doing,* 2010
Professional reading	
Journal reflection	
Common formative assessments	
Analyzing student data	
Peer observations with reflections on best practices	
Modeling	
Lesson study	
Coaching	
Collaborative problem solving	
Learning from student work	
Examining assessments	

Consider your role in the three essential areas we discussed today, and devise a SMART goal around each of the areas.	
Trusting Relationships	
Consistent Process	
Significant Work	

Outcomes for Professional Learning Teams

The following list will be useful in directing your teams' attention to issues that impact practice and in generating products that flow directly from the dialogue within the teams. This should be seen as a suggested list of tasks that should be prioritized and aligned with your school's goals.

1. My team has identified team norms and protocols to guide us in working together.
2. My team has analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain.
3. My team has reached consensus on the knowledge, skills, and dispositions (essential learning) that students will acquire as a result of (a) our course or grade level and (b) each unit within the course or grade level.
4. My team has aligned the essential learning with state and district standards, considering alignment with Common Core State Standards, and the assessments required of our students.
5. My team has identified course content and topics we can eliminate or abbreviate to devote more time to the essential curriculum.
6. My team has agreed on how best to sequence the content of our courses and have established pacing guides to help students achieve the intended essential learning.
7. My team has identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. My team has identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. My team has developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. My team has developed frequent common formative assessments that help us determine each student's mastery of essential learning.
11. My team has established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. My team uses the results of our common assessments to assist each other in building our strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. My team uses the results of our common assessments to identify students who need additional time and support to master our essential learning, and my team works within the systems and process of our school to ensure they receive that support.
14. My team has agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course or grade level, and my team continually practices applying those criteria to ensure we are consistent.
15. My team has taught the criteria we will use in judging the quality of student work, and has provided students with examples.
16. My team has developed or utilized common summative assessments that help us assess the strength and weaknesses of our program.
17. My team has established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. My team formally evaluates our adherence to team norms and the effectiveness of our team at least twice a year.