

High Tech High Graduate School of Education

Protocols for Looking at Work

Video clip protocol

Choosing the video clip:

- Pick a video clip that is roughly 5-10 minutes long.
- You may want to fast forward through segments of your class.
- Some of the video should be on what the teacher is doing; some should be on what the students are doing.

Discussion protocol:

1. **Brief overview of the video clip.** Put this lesson into a larger context. What happened before the lesson? What is coming next? [2 minutes]
2. **Driving question.** What is the question that you want people to grapple with about this video clip? Why did you choose this clip? [2 minutes]
3. **Clarifying questions I.** Clarifying questions have brief, factual answers. Clarifying questions are for the person asking the question. [3 minutes]
4. **Watch the clip.** [5-10 minutes]
5. **Clarifying questions II.** [5 minutes]
6. **Discussion.** The presenting teacher sits outside the group and the group closes the circle. The group talks with each other about the dilemma and related issues in light of the questions framed for the group by the presenter. Begin with warm feedback. What did we see? What do we think about the question and issue(s) presented? [15 minutes]
7. **Response.** The presenter responds to what s/he heard. A whole group discussion might then take place, depending on the time allotted. [5 minutes]
8. **Debrief.** The facilitator leads a conversation about the group's observation of the process. [5 minutes]

Consultancy

1. The presenter gives a quick overview of the student work. S/he highlights the major issues or concerns, and frames a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the student work and related issues, are key features of this protocol.

(5 minutes)

2. The group examines the student work.

(5 minutes)

3. The consultancy group asks clarifying questions of the presenter — that is, questions that have brief, factual answers.

(5 minutes)

4. The group asks probing questions of the presenter — these questions should be worded so that they help the *presenter* clarify and expand his or her thinking about the issue or question s/he raised for the consultancy group. The goal here is for the *presenter* to learn more about the question s/he framed or to do some analysis of the issue s/he presented. The presenter responds to the group's questions, but there is no discussion by the larger group of the presenter's responses.

(10 minutes)

5. The group talks with each other about the student work and related issues in light of the questions framed for the group by the presenter. What did we hear? What didn't we hear that we needed to know more about? What do we think about the question and issue(s) presented?

Some groups like to begin the conversation with "warm" feedback— answering questions like: "What are the strengths in this situation or in this student's work?" or "What's the good news here?" The group then moves on to cooler feedback — answering questions like: "Where are the gaps?" "What isn't the presenter considering?" "What do areas for further improvement or investigation seem to be?" Sometimes the group will raise questions for the presenter to consider ("I wonder what would happen if...?" or "I wonder why...?"). The presenter is not allowed to speak during this discussion but instead listens and takes notes.

(10 minutes)

6. The presenter responds to what s/he heard (first in a fishbowl if there are several presenters). A whole group discussion might then take place, depending on the time allotted.

(5 minutes)

7. The facilitator leads a brief conversation about the group's observation of the process.

(5 minutes)

Tuning Protocol

1. Introduction.....5 min.

Facilitator briefly introduces protocol goals, guidelines, and schedule
Participants briefly introduce themselves (if necessary)

2. Presentation.....5 min.

The presenter has an opportunity to share the context for the student work:
Information about the students and/or the class — what the students tend to be like, where they are in school, where they are in the year
Assignment or prompt that generated the student work
Student learning goals or standards that inform the work
Samples of student work — photocopies of work, video clips, etc. — with student names removed
Evaluation format — scoring rubric and/or assessment criteria, etc.
Focusing question for feedback
Participants are silent; no questions are entertained at this time.

3. Clarifying Questions.....5 min.

Participants have an opportunity to ask “clarifying” questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student work. Clarifying questions are matters of “fact.”
The facilitator should be sure to limit the questions to those that are “clarifying,” judging which questions more properly belong in the warm/cool feedback section.

4. Examination of Student Work Samples.....8 min.

Participants look closely at the work, taking notes on where it seems to be in tune with the stated goals, and where there might be a problem. Participants focus particularly on the presenter’s focusing question.
Presenter is silent; participants do this work silently.

5. Pause to reflect on warm and cool feedback.....2-3 min.

Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
Presenter is silent; participants do this work silently.

6. Warm and Cool Feedback.....8 min.

Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.
Warm feedback may include comments about how the work presented seems to meet the desired goals; cool feedback may include possible “disconnects,” gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.
The facilitator may need to remind participants of the presenter's focusing question, which should be posted for all to see.
Presenter is silent and takes notes.

7. Reflection.....5 min.

Presenter speaks to those comments/questions he or she chooses while participants are silent. This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
Facilitator may intervene to focus, clarify, etc.

8. Debrief.....5 min.

Facilitator-led discussion of this tuning experience.

The Final Word

Purpose: The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue. This version of The Final Word was adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for NSRF–June, 2002.

Roles: Facilitator / timekeeper (who also participates); participants

Facilitation: Have participants identify one “most” significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process:

- Sit in a circle, and identify a facilitator/time-keeper.
- Each person needs to have one “most” significant idea from the text underlined or highlighted in the article. It is often helpful to identify a “back up” quote as well.

Modification to include writing: have each person take five minutes to do a journal-style writing on why they chose their particular passage.

- The first person begins by reading what “struck him or her the most” from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?
- Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:

to expand on the presenter’s thinking, and the issues raised for him or her by the quote,
to provide a different look at the quote,
to clarify the presenter’s thinking about the quote, and/or
to question the presenter’s assumptions about the quote and the issues raised (although at this time there is no response from the presenter).

- After going around the circle with each person having responded for less than one minute, the person that began has the “final word.” In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?
- The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter’s quote in the same way as the first presenter’s. This process continues until each person has had a round with his or her quote.
- For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about a forty minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6). End by debriefing the process in your small group.

General Audience Response Protocol

What strikes you about this work, for whatever reason?

What questions does this work raise for you?

- Questions for clarification (what do you mean when you say...?)
- Questions for elaboration (tell me more about...)

What suggestions do you have as the work moves to the next stage or draft?

Focus Point

Observation Protocol

Pre-Observation Conference:

1. Describe an issue that you are currently working on in your practice.

Examples:

- Structuring group work norms and roles effectively
- Assessing individual performance in group projects
- Designing authentic projects that connect to the adult world
- Using "habits of mind" to help develop critical thinking skills
- Facilitating rich class discussions (i.e. Socratic seminars)
- Using critique & revision to improve the quality of student work
- Teaching students effective problem solving strategies
- Using inquiry to guide students in answering meaningful ?s
- Differentiating instruction to challenge and support students
- Other???

2. Why is it an area of concern? What would you like to see happening?

3. What strategies have you already tried to address this issue?

4. What aspect would you like me to focus on during the observation?

Observation:

The focus should be on what the *students* are doing rather than the teacher.

Time	Observations	Questions?
	Write down everything you see students doing (i.e. explaining, questioning, writing, drawing, solving, presenting, building, moving, highlighting, organizing, sketching, analyzing, designing, etc.), without making any judgment statements or giving specific suggestions.	Write down any questions that are generated from your observations that might probe your partner's thinking about the issue.

Post-Observation Conference:

Reflection:

1. How do you feel the lesson went?
2. What were your goals for what students would know and be able to do by the end of the lesson?
3. How do they relate to the larger issue you are working on?
4. To what extent did students accomplish these goals? How do you know?
5. What would you do differently if given the opportunity to teach the same lesson again?

Re-play of observation:

Describe what you observed students doing and ask any questions that might probe your partner's thinking about the issue discussed during the pre-observation.

Discussion:

1. What questions do you still have about how to improve your practice?
2. What next steps can we take to develop strategies that might help?

Descriptive Protocol

◆Steps

Time: 1 hour (can be as much as 2 hours)

Roles: Presenting Teacher(s), Facilitator, Review Group

Preparation:

- Teacher designated for presentation or teacher volunteers
- Group determined (keep to 10 or less)
- Chairperson/facilitator designated
- Meeting of facilitator and teacher presenter for planning:
 - Choose the work (1 to 6 samples of one child's work).
 - Why has the teacher chosen this work? Is it indicative of what the child does?
 - Are there questions or dilemmas the presenter wishes to explore?
 - How will the work be presented to the group – how much background, etc?

Review Process:

1. Chairperson/presenter reviews the descriptive process. (5 minutes)

- This process is grounded in description, not judgment or evaluation.
- The major assumption is that all work bears the imprint and signature of the author and so offers important access to the maker's interest, ways of creating order, and point of view. The purpose is to understand this student's way of knowing.
- The process is formal. The group speaks in go-arounds. You are free to pass. Everyone listens carefully. There is no cross dialogue. Comments are kept short (if you keep hearing yourself say "and" you've said too much).
- Use action words, descriptive words and phrases.
- The chair sets the focus for each round, listens, takes notes for common ground.

2. Setting the Tone for Description. (5-15 minutes)

Since true description is difficult, start with a reflection/description exercise, such as:

- Group is given a word, object, or witnesses an event and responds with free association in a round, i.e., storm – impending, wet, wind ... or a doll – 6 inches, dark hair ...
- A 3-5 minute reflective writing, describing a word, object, event ...

If this is the first time the group has used this process, it may be wise to do several practice rounds with a short paragraph or piece of art work to practice responding descriptively. The skill of the group in being descriptive rather than evaluative dictates how much practice is needed.

3. Teacher/presenter puts the work out for reading by the group. (5-10 minutes)

- Teacher may choose to read some of the work aloud or have someone else do so.
- Amount of time needed depends upon amount of student work, complexity, and number of group members.

4. Teacher/presenter gives a brief introduction to the work. (5 minutes)

- The description tends to be less evaluative if the teacher does not give too much information, as too much pre-knowledge may prejudice the view of the work ... Often NO information is given other than the work itself.
- S/he may give the child's name, age, time in school, siblings and other pertinent background/context information, as desired or as may help the process. S/he may pose a question or dilemma for the group to consider concerning this student.

5. Rounds begin. (30 to 90 minutes)

- Each round (or rounds if the same focus is used for several rounds) is summarized by the facilitator and the focus for the next round set.
- Facilitator may vary the beginning person for rounds, and change the order from clockwise to counter-clockwise.
- Facilitator may choose to insert a clarifying question round, where group members can ask the presenter(s) clarifying questions -- not probing questions.
- A pause for presenter(s) to reflect on what they are learning, either silently or aloud to the group, can be interjected into the rounds.
- There is no absolute order, nor focus for rounds, except for literal description rounds which must always be done: "What do you see?" Six colors used; one cloud, two people, one with red pants

Descriptive Rounds:

Seventeen rounds is unrealistic, so obviously there is some careful selection that reflects the purpose of the review, and is appropriate to the work. **Literal Description rounds** are always done, as are the **Debrief/Feedback rounds**. The others are selected for appropriateness. Sometimes a particular focus within a round (i.e., "how the student is visible in the work") may be done more than once.

Literal Description Rounds

- General impressions
- Physical description – what do you see? (likely to be more than one round)

What Student is Working On Rounds

- Elements that seems apparent (style, rhythm, tone, form ...)
- Tasks student is trying to accomplish
- How the student is visible in the work
- What does the student appear to value
- What does s/he know how to do re: skills
- What does the student seem on the verge of understanding
- "I wonder"

Optional Teaching Focus Rounds

(Very difficult as evaluation is hard to avoid)

- Implications for teaching this child
- Changes teacher might make in instruction or curriculum practices, in assessment tools, or in attitude toward student

Debrief/Feedback on Process Rounds

- How did this work, or not
- What did you learn
- Suggestions for facilitation
- Time for presenter to say what was learned about this student