

## Guide for Using Protocols

Protocol	Focus	Function	What Makes It Sing	Presenter Involvement
<b>ATLAS Looking at Student Work</b>	On student work in response to a relatively open-ended assignment	To get a fresh perspective on a student's work in the absence of much contextual information. Good for situations where the presenter is wondering about the student's work and the implications of that work for teaching/learning. This is the one protocol where it is possible to use work nobody in the group "owns," or work from students everyone in the group shares, since the teacher is relatively anonymous.	The person who brought the work gives a minimal, one-sentence overview of the student and the assignment before the group begins. If the person who brought the work is also the teacher of the student, s/he must be willing to sit back and listen, and must want to know what new sets of eyes see that the student is working on before joining the conversation. Otherwise, the person who brought the work joins the conversation from the very beginning.	The presenter bringing the student work gives a one-sentence description of the assignment and should describe only what the student was asked to do and avoid explaining what s/he had hoped for or expected to see. No presenter involvement until s/he joins the discussion and reflects with the group on the process and what was learned. The presenter brings work with the name and any teacher comments removed. This is usually a single piece of work from a student, or several pieces of work from a single student. It can also be a single piece of work from several students in response to the same assignment.
<b>ATLAS Looking at Data</b>	On some data	To get a fresh perspective on some data in the absence of much contextual information. This is the one protocol where it is possible to use data nobody in the group "owns," or work from data everyone in the group shares.	The person who brought the data gives a minimal, one-sentence overview before the group begins. If the person who brought the data "owns" that data, s/he must be willing to sit back and listen, and must want to know what new sets of eyes see that in the data before joining the conversation. Otherwise, the person who brought the data joins the conversation from the very beginning.	The presenter bringing the data gives a short description of the data avoids explaining what s/he had hoped for or expected to see. Participants share observations and Implications for their work.
<b>Consultancy</b>	On a dilemma faced by an individual or group	Helps the presenter think more expansively about a problem/dilemma s/he is facing. Can be used for educator work or student work. In either case, the focus is on the dilemma	The dilemma is important; the presenter thinks a solution is possible but doesn't know what it is; the presenter is willing to change his or her own practice to resolve the dilemma; the effectiveness of the "probing questions."	Presents the issue, responds to questions, sits out, and then comes back to the conversation. The presenter brings copies of student work, the assignment, and/or the assessment – all of which serve as artifacts, illustrating the dilemma.

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<b>Data-Dialogue</b>	On data for the purpose of group coming to a new understanding about the data, questions about the data.	This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments.	To use this tool effectively, participants will need to have grade level, school or district data reports. When examining the data, avoid making judgments. Base your observations, inferences and statements on specific evidence.	An "owner" of the data (the person bringing the data forward for the group to examine), provides overview of context and focus and answers any clarifying questions. Participants make written, the verbal observations of the data and then check in with presenter to make sure the focus is on the presenter's need. The group then makes inferences about the data, hears response from the presenter, discuss the implications for teaching and learning and debrief the protocol.
<b>Equity-Stances Activity</b>	On examining the work "equity" in student learning.	Use to examine some of the tough questions that arise when educators act to address equity in student learning that are often obscured by vague language.	This activity is multi-layered. Work to make sure that all 5 stances get discussed. The group may not get to a common definition of equity by the end of the protocol and this is ok. Care should be taken to make sure that participants have a sufficient degree of mutual trust and respect to engage in an exercise that attempts to directly highlight powerful differences between beliefs and actions.	This protocol may or may not have a specific presenter that brings forward an equity issue in the school. Facilitators should keep close to the protocol as there are many steps to it. The point of the protocol is to have very participant engage in all of the steps.
<b>First Classroom Visit</b>	To use visits to colleagues' classrooms to explore questions we may have about our own practice.	Use to gain insight into a question you may have framed related to your own teaching and practice.	Have a question that you feel some passion about- it may change after one or two classroom visits to your colleague's classrooms- that's fine. Let the teacher know prior to your visit what you are hoping to learn. (Note that they are not expected to shape their lesson around your question.) This is not an evaluative visit. Feedback should be focused on what the visit taught you about your own practice.	The visiting teacher should have a question about his/her own practice in order to frame their visit. Let the teacher you visit know what you are interested in learning about your own practice from visiting his/her classroom. Have a conversation with the teachers you visit after the visit about what you have learned. Keep a journal/notebook of notes and reflections from the visits for your own learning.
<b>Forming Ground Rules Protocol</b>	Clarifies group expectations of one another when working together.	Use ground rules and norms to provide an equitable space for group work on complex and potentially difficult issues. These	This protocol works well (especially with participants who are not used to establishing norms) when participants are given an opportunity to write down	There is no presenter. The facilitator should lead participants through steps of forming ground rules/norms. It is important to

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		are the understandings that each member of the group agrees to abide by when the group meets.	what they need in order to work productively in the group. If the list gets too long, ask the group if some of the norms can be combined to make the list more manageable. It is important to ask the group if they can and will abide by the list of ground rules. Refer to the ground rules during the meeting. Debrief at the end of the meeting of the norms is important. How well did we follow our norms?	periodically revisit the norms during the meeting and debrief them at the end of the meeting (how did we do following our norms? Were any easier to follow than others?) Norms can be kept meeting to meeting, but also adjusted if needed.
<b>NSEW Compass Points</b>	Understanding preferences in group work.	Similar to the Myers-Briggs Personality Inventory, the exercise uses a set of preferences, which relate to group behaviors, helping us to understand how preferences affect our group work.	The power of this protocol is to illustrate that our group work preferences all contribute to forming a well-balanced work team. Some work styles may clash with one another, but this is not personal. Rather, it is largely a matter of understanding how people work and what they value.	There is no presenter. Facilitator should make sure each group gets through the activity before reporting out (there may be some surprises among group members about which groups finish first, how groups present, etc.)
<b>Save the Last work for Me</b>	Use with text	The protocol is designed to build upon one another's thinking and NOT to enter into a dialogue around a text.	Timing is important- each round should last approximately 7 min. Follow the steps of the protocol closely, participants may be tempted to stray from the protocol.	Facilitator also participates in the protocol and keeps process moving and reminds folks to stay on protocol! Dialogue can happen after the protocol is finished.
<b>Three level of Text Protocol</b>	Use with text	Used to deepen understanding of a text and explore implications for participant's work.	Stick to time limits- emphasis on participants watching airtime. Each round takes up to 5 minutes per person in a group.	Facilitator should keep close track of time. This protocol can be used as a prelude to text-based discussion or by itself.
<b>Tuning</b>	Use on assignment, assessment, and samples of student work	To help educators figure out why student work doesn't reach predetermined goals or standards. The work can range from an individual educator's assignments to efforts to develop more effective assessments. Can also be used for any kind of educator work.	Goals or standards are clearly defined (a proxy of "perfect pitch"), and all of the students' work clearly does not reach those goals (that's why there is a need for tuning - to get students closer to the "perfect pitch"). The focus question is clear; the participants give substantive "warm" and "cool" feedback.	Presents context, answers clarifying questions, sits out during feedback, and then reflects out loud. The presenter brings a range of student work in response to the same assignment—with work that met the standards, and work that didn't. It is also important to have copies of the assignment, the assessment, and the goals/ expectations for the assignment.