<table>
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<th>Brief Protocols to Guide Conversations</th>
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**Reflections:**
Wows and Wonders:
A Protocol for Looking at Student Work in Teams
(Wows and Wonders is a modified version of the Tuning Protocol)

Before you begin, select a facilitator and timekeeper to keep the conversation on task and moving. Remember your group norms.

1. **Presentation of student work: 3-minutes**
   Participants listen while the Presenting Teacher presents the work, for example:
   - assignment or prompt that generated the student work
   - student learning goals that inform the work
   - evaluation format (rubric, test, etc.) if appropriate
   Presenting Teacher gives the ‘focusing question’ – what feedback he/she wants

2. **Clarifying Questions: 2-minutes**
   Participants ask the Presenting Teacher clarifying questions, matters of fact (How many students do you have in this class? What kind of prior experience did this student have?)

3. **Examination of work: 3 minutes**
   Participants look at the work (without talking) taking notes on the strengths they see and the questions they have, while keeping in mind the focusing question – what feedback the teacher wants.

4. **Feedback: 20 minutes total time**
   **WOWS! 10 minutes:** While the Presenting Teacher only listens and takes notes, the participants talk among themselves expressing positive/affirming feedback and expressing the strengths they see in the work, such as:
   - I like the way…
   - It is exciting to see…
   - The student really seems to…
   - The obvious strengths are...
   **WONDERS! 10 minutes:** While the Presenting Teacher only listens and takes notes, the participants talk among themselves posing questions to help or to push the thinking of the Presenting Teacher, such as:
   - I wonder why…
   - The gap between what was intended and what is seems to be…
   - I wonder what would happen if …

5. **Reflection: 5 minutes**
   Presenting Teacher talks about what s/he has learned from the feedback. This is not a time to defend oneself, but a time to explore further interesting ideas that come out of the Feedback.

6. **Debrief: 5 minutes**
   Facilitator leads an open discussion about the experience.

This protocol can also be used for looking at a teacher’s work or a team’s work.
Following Protocols While Looking at Student Work

Presenting Teacher

- Choose a piece of student work
- Choose the protocol
- Choose a facilitator
- Reflect on and prepare a focus question
- Run copies of the SW for all team members
- Steps back during protocol and really listens

Team Members

- Do not speak directly to PT
- Use 3rd person as if PT were not present
- All participate
- All are expected to take turns bringing SW
- All are expected to facilitate at some point
- Focus on the PT’s question
- Observe guidelines of chosen protocol

Facilitator

- Sits close to presenting teacher
- Writes focus question and posts
- Follows protocol
- Diplomatically “turns” conversation
- Ensures presenting teacher receives feedback sought
- Keeps time or assigns this role to another team member

Things to Consider

- Practice first-old piece of SW/assignment/lesson
- Remember that LASW is to benefit the PT
- Designed for teacher reflection
- SW may be a result of a problematic assignment, i.e., “What other ways could this be taught?"

Abbreviations:

LASW        Looking at Student Work
PT          Presenting Teacher
SW          Student Work

This protocol can also be used for looking at a teacher’s work or a team’s work.
Red Flag Data
Activity Guide

Overview:

All schools, including very good ones, get better by first looking at where they are. This activity is a process for looking at data to get an accurate, fact-based picture of our current state; this picture helps us focus on first steps to get us to our goal. The intent is not to blame; it is simply to identify what the data tells us about where we are now and where we need to go.

Outcomes:

As a result of this activity, participants will:

- know how to read student test score data accurately
- be able to make fact-based statements about student achievement, based on data
- identify some controllable practices that affect the data.

Materials:

- Red Flag Data Part I Taking A Look At Where We Are
- Red Flag Data Part II Examining Our Practices
- Red Flag Data Part III Implementing Something That Affects Our Data.

Steps:

1. Taking a look at where we are

   - Make statements about students’ performance, based strictly on the data. Focus on describing the trend or situation, NOT on causes or solution.

   - Chart statements on a flipchart entitled, “Red Flag Data.”
2. **Examining our practices**

- As a group, select one statement to work on, and place that statement in the box on the worksheet entitled, “Examining our practices.”

- Brainstorm on factors that affect the data. Focus on factors that you and/or your team can control. Write those factors in the ovals.

3. **Create a Focus for Action**

- As a group, cross reference the factors identified and create a short list (15 or less).

- As a group, take the short list and narrow to five or less factors that are a combination of short term and long term actions.

- Begin work on five or less factors immediately.
RED FLAG DATA — PART I

Steps

Taking a Look at Where We Are

• Learn how to read the data

• Make statements about what the data tells us about our students’ performance

• Focus on what statements can be made from the data, not why it happened or what to do about it

• Chart statements on a large sheet of paper called Red Flag Data.
Examining Our Practices
Factors which affect our red flag data and over which we have control

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data

Affects our data
Examining Our Practices
Factors which affect our red flag data and over which we have control

- General Decline in Student’s Reading Performance Over 3 Years In All Grades
  - Lack of Instructional Time in Literacy
    - Affects our data
  - Minimal Classroom Libraries
    - Affects our data
  - Lack of Curriculum Materials
    - Affects our data
  - No Student Incentives to Read
    - Affects our data
  - Content Teachers Often Don’t Have Reading Expertise
    - Affects our data
  - Too Many Schoolwide Programs and Initiatives
    - Affects our data
  - No Common Set of Teaching Practices
    - Affects our data

Adapted from materials developed by Focus on Results
RED FLAG DATA – PART III
Implementing Something That Affects Our Data

What do we need to start?

What do we need to stop?

What do we need to continue and strengthen?
RED FLAG DATA – PART III
Implementing Something That Affects Our Data

**What do we need to start?**
- Visit Other Schools
- Discuss Assignments
- Read Articles
- No Common Set of Practices affects our data
- Provide P.D. in Literacy
- Visit Each Others Rooms
- Share Student Work

**What do we need to stop?**
- Administrivia @ Meetings
- No Common Set of Practices affects our data
- Unfocused P.D.
- Classroom Isolation

**What do we need to continue and strengthen?**

Adapted from materials developed by Focus on Results
IMPACT Professional Learning Community Teams (IPLTs)

4 Step Protocol

For schools starting from scratch or are looking for a tighter protocol for the collaborative teams to follow when working in a PLC format—They can adopt the IMPACT Professional Learning Team (IPLT) model. It has for simple steps that are from making their learning process simplistic:

1. **Charting & Examining Evidence**: It is critical for all effective collaborative teams to have a system & method for collecting & charting their data & evidence of student learning from assessment tools. This step allows teachers & school teams to have a snap shot at where their students, related to proficiency of expected standards for a current unit of study.

2. **Formulating Inferences Into Student Learning**: Once data & evidence have been charted, it is critical that teachers & teams can accurately verbalize what quality inferences & suppositions related to student learning they can collectively make. This is where analyzing student work as well as the quality of the assessment that has been used is so critical.

3. **Determine Actions & Strategies**: Determining & implementing effective strategies are the most critical actions of any collaborative team or PLC in their ability to impact student learning. It essential that team align their strategies specifically to address inferences they have made in student learning (gaps & next steps).

4. **Establishing Indicators of Success**: Once adult actions & instructional strategies are agreed upon (how often they will occur & to what degree), teams must make specific determinations as to what will indicate these adult actions are **working!** By investing time to pre-determine what evidence in both student work & behaviors they should expect to see in their students if their strategies are successful.