



Developing Focused and Authentic Collaboration Using Protocols

Learning Forward National Conference

Grapevine, TX
December 5, 2018



Essential Questions

- How can I support new teams in simultaneously building rapport and completing tasks?
- How can I support teams in creating a focused environment that facilitates authentic collaboration?
- How can I support teams in moving further along the backwards design process and working more intentionally and deeply in the areas that effect student outcomes?
- How can I support teams in maintaining conversations that include analysis of student work and are driven by evidence of student learning?



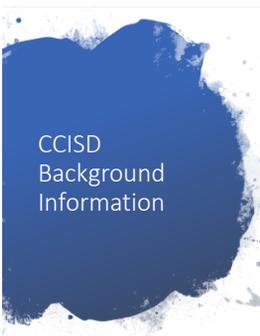
Participant Outcomes

- Understand and be able to identify when the use of a protocol may be needed to support a team in a variety of areas.
- Apply knowledge of protocols to promote a culture of learning on a team.
- Apply knowledge of protocols to promote a team focus on improved student outcomes.
- Experience and understand first-hand how to implement a protocol.
- Begin the process of drafting a protocol to meet a personal goal or team need with a long-term goal of using it to improve educator effectiveness.



Presenters

- Tracy Pattat
 - Clear Creek High School
 - Year 5 as Math Instructional Coach
- Andrea Gautney
 - Clear Springs High School
 - Year 5 as Math Instructional Coach



CCISD Background Information

- Demographics
- District Vision
 - Strategic Plan- JEPL
 - Coaching- Mission and Purpose
 - Backwards Design/PLC's
- Structure of District



The mission of instructional coaches in CCISD, a district that believes the teacher is the single most important factor in student achievement, is to ensure that each teacher experiences personalized, job-embedded professional learning to promote student success during initial instruction through professional learning focused on partnerships, teacher choice, reflection and collaboration.

Instructional Coaching: Mission Statement



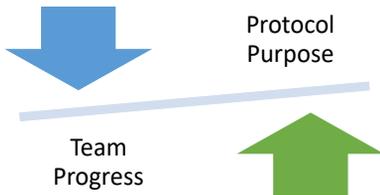
The purpose of instructional coaching in CCISD is to partner with teachers for personalized professional learning and to facilitate teacher self-reflection of instructional practice designed to increase student learning. Coaches are a catalyst for change. In a partnership role, coaches seek to engage colleagues in change by speaking honestly, through reflection and self-assessment. The coach's role is to support teachers' growth towards the principal's expectation of teaching and learning as outlined by our district.

Instructional Coaching: Purpose Statement



What led to the need?

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Phases of Data- Driven Instruction Camden County, Georgia (Bambrick- Santoyo, 2010)

	Characterized by:	Sounds like:
Phase 1	Confusion and overload	"This is too much!"
Phase 2	Feeling inadequate and distrustful	"How can two questions on a test possibly establish mastery of an objective? These questions are terrible!"
Phase 3	Challenging the test	"That is a poor question. Answer 'b' in a trick answer."
Phase 4	Examining the results objectively and looking for causes	"Which students need extra help and in what topic?" "What topics do I need to re-teach in different ways?"
Phase 5	Accepting data as useful information, seeking solutions and modifying instruction	Their inability to subtract negative integers affected their ability to solve the algebraic equation. I need to re-visit the concept of negative numbers and how to use them."

- What do notice about the information in the chart?
- Have you personally experienced any meetings that seemed to go this way?
- How did you feel when team members were stuck in the earlier phases?
- What did you hope for in terms of a solution?

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Protocols and sentence stems require "specific communication skills that encourage teachers to dig below the surface to consider ideas and perspectives that may not have occurred to them previously."

-Colton, A. & Goff, L. 2016

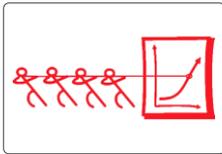


- Purpose/ Focus: What barrier are we trying to overcome by writing or implementing a protocol?
- Personalized: Is the protocol going to address what is most important to the team right now? Will the protocol support the team in accomplishing a goal?
- Results: Does the protocol result in a product? Will the protocol lead to other tasks?
- Roles: Does the protocol ensure that each person contributes or has a voice? Does the protocol ensure that each person has a task that supports the team goal?

Protocol Checklist

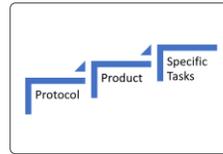
Interview Questions

- **Questions for Interviews about Protocols**
- Describe your team and your feelings about how it currently operates.
- Describe the conditions that lead to you implementing a protocol. What was a team meeting like before you implemented a protocol?
- Think about how the team functioned during the protocol. What major differences did you notice?
- After implementing the protocol, how did the team change?
- Do you see some other areas for improvement? Would a protocol possibly facilitate those improvements or changes?
- Do you have any additional comments?



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How are we doing? Partner Card Sort

Read each blue card aloud. Consider the prompts.

- What questions do you have?
- What assumptions do you have?
- What is the most important barrier to address?
 - Could a protocol the support the team with more than one barrier?
- What specific aspects of a protocol would support the team and the situation?



How are we doing? Partner Card Sort

Once the pair has discussed all four scenarios (the **blue** cards), take out the **pink** cards.

- Begin matching.
- Discuss your thinking
- Offer any other ideas that you may try with any of the teams.

A goal without a plan is just a wish.

Antoine de Saint-Exupery

Experience a Protocol

Goal-Setting Protocol

- Minimum of four per team
- Writing utensil

A Protocol to Plan a Protocol



How do we write our protocols?



- **Research**
 - Driven By Data
 - School Reform Initiative
 - Learning Forward
 - Departments of Public Instruction
- **Use each other!**
- **Make it up!**
 - Go with your gut feeling

Get Started! Create a Protocol

You may want to include...

Outcomes	Roles	Times
Questions	Verbal Sentence Stems	Other Non-Verbal Components
		Outside Work



- [Backward Design Protocol](#)
- [Best Practices Protocol](#)
- [CCA CBA Data Analysis Protocol](#)
- [Common Assessment Edit Protocol \(Andrea\)](#)
- [PreAP Vertical Alignment SAT Protocol](#)
- [Student Work Analysis Protocol](#)
- [Review Unit Test Protocol \(Tracy\)](#)
- [Algebra 2 Checklist Planning Protocol](#)

A sampling of protocols

References

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Rhode Island Department of Education Home. (n.d.). Retrieved from <http://www.ride.ri.gov/>

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Questions?

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Post-Session Evaluation

Take our 3 minute survey!

Your feedback will be used to:

- Understand the impact of our session
- Improve our facilitation

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NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our Kickup