

DEVELOPING PATTERNS AND WONDERINGS PROTOCOL

This protocol is used by small teams during equity visits, after the teams have observed in classrooms, conducted interviews, and completed other evidence collection activities. It typically takes 50–60 minutes.

PURPOSES

To support teams of participants in an equity visit (or related practice) in:

- Reviewing evidence collected from various data collection activities.
- Developing patterns and wonderings to share with the host leadership team.

ROLES

- Each small group (4–5 participants) includes:
 - *Facilitator*—Supports the group’s process, including reviewing purposes, introducing and transitioning between steps, and keeping time.
 - *Recorder*—Records the patterns and wonderings (usually as a set of bullet points on chart paper or in an electronic document).
 - *Presenter*—Reports briefly on the group’s patterns and wonderings in the whole-group share out; answers any clarifying questions from the whole group.

Note: Facilitator, recorder, and presenter also participate in discussion.

MATERIALS

- Copies of the protocol
- Chart paper and markers for each small group (or a laptop/tablet)
- Individuals’ note-taking sheets from data collection activities

STEPS

- ***Review purpose, roles, and steps (by facilitator)—2–3 min.***
- ***Review of evidence collected—5 min.***
 - Each team member reviews their notes, identifying possible patterns and wonderings related to the problem of practice and equity focus.
- ***Develop patterns & wonderings—40–45 min.***
 - Individuals take turns sharing evidence related to the problem of practice. This may be done in a number of ways, including
 - By evidence collection role, i.e., evidence related to students, evidence related to teachers, evidence related to content
 - Classroom-by-classroom, i.e., team members share evidence in relation to each classroom visited, typically in the order they were visited
 - Teams consider how evidence from interviews and other evidence collection activities relate to patterns/wonderings and/or suggest additional patterns/wonderings.
 - Recorder charts emerging patterns and wonderings.

Notes:

- Teams often spend the bulk of time on identifying patterns, saving at least 5 or 10 minutes for wonderings.
 - Patterns are typically grouped by instructional core category: *Student, Teacher, Content*.
 - All patterns shared in the large group should be supported by evidence the team agrees on.
 - No individual teachers, students, or other individuals should be identified in the patterns or wonderings.
- ***Debrief process—3–5 min.***
 - Facilitator leads brief reflection on how process of protocol worked for group, including suggestions for using it in the future.