RESOURCE A. TEMPLATE FOR DOCUMENTING STUDENT LEARNING

LEARNING GOALS	SUCCESS CRITERIA

Demonstrations of Learning	**Misconceptions**
Cognitive Strategies Used by Students	**Metacognitive Strategies Used by Students**

RESOURCE B. TEAM SUCCESS ANALYSIS PROTOCOL

During this protocol, it is important to help the school staffs stay focused on how the successes, described by each team, were different from more routine work. The analysis of what led to success and identifying trends across teams are the purposes of the protocol.

There is an assumption that teams have been established and working together, over time, to achieve a common outcome.

> *Success* is defined as something that proved to be highly effective in achieving an outcome important to each team.

Total Time: 1 hour

Step 1 (5 minutes)

Group Configuration: School Teams

Together, teams identify and write a short description of a success they have experienced in terms of their work (with students, using a common teaching strategy, peer coaching, engaging in cycles of inquiry, etc.).

Guiding Questions

- What are the specifics of the success?
- What made the experience different from others like it?
- What did it mean in terms of your team's work (as teachers, administrators, coaches, with students, with your colleagues, using a common teaching strategy, peer coaching, etc.)?

Step 2 (25 minutes)

Group Configuration: Mixed—representatives from different school teams

In groups of four to five, participants take turns describing their team's successful experiences in as much detail as possible. As each presenter shares his or her team's story, the others take notes and are provided an opportunity to ask clarifying questions. During this round, each participant is provided the opportunity to reflect upon the successes shared. The purpose of this step is to uncover why teams were so successful—to see more in the successes.

Guiding Questions

- Why did your team think . . . ?
- What was different about . . . ?
- Why did your team decide to . . . ?

Step 3 (10 minutes)

Group Configuration: Same as above

The group reflects on the success stories and discusses what they heard each presenter say and offer additional insights and analysis of the successes. The group of four to five identifies and lists the factors that contributed to each team's successes. The group then discusses briefly how what they have learned might be applied to the work of the entire staff.

Step 4 (10 minutes)

Group Configuration: Faculty/School Staff

Each group of four to five shares their list of factors that contributed to each team's successes with the larger group (entire faculty). The large group looks for trends across groups and then discusses what it would mean to consciously create conditions that lead to successes.

Step 5 (5 minutes)

Group Configuration: School Teams

Teams come back together to celebrate their success and briefly discuss next steps based on the discussion from Step 4.

Step 6 (5 minutes)

Group Configuration: Faculty/School Staff

The staff debriefs the protocol.

Guiding Questions

- What worked well?
- What misconceptions or confusions emerged?
- What adaptations to this protocol might improve the process?
- How might we apply what we learned to other work?
- How might others (teachers, administrators, students) use this process to reflect on their work?

Source: Adapted from the National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/success_analysis_reflective_0.pdf

RESOURCE C. OBSERVER AS LEARNER PROTOCOL

During this protocol, an observer is invited into a peer's classroom to observe student learning. The observer's primary purpose is to learn how to improve his or her own practice by observing students. A secondary purpose of this protocol is to increase efficacy through vicarious experiences.

Note: This protocol might be used by peer coaches in conjunction with a Template for Documenting Student Learning (Resource A) as part of the Peer Coaching Cycle. If peer coaching is not established, this protocol would stand on its own. If peer coaching is an established practice, this protocol might be considered during the Observe-Converse-Document stage in the Peer Coaching Cycle (see Figure 4.3) and the purpose of improving practice would be extended to both parties involved.

> Up to two to three teachers might observe students in a colleague's classroom at the same time.

Step 1: Orientation

If the lesson that is going to be taught was not co-planned, a preconference would help to orient the observer as to what will be happening. What are the learning goals for the lesson? What was previously taught? How much time will the lesson take? The observer determines if he or she wants to focus on all students, a small group of students, or one to two students of interest.

Step 2: Observation

The observer watches the lesson taught and listens to and interacts with students as they engage in learning. The observer makes note of the successes experienced by students.

Step 3: Reflection

The observer reflects on the following questions:

- What factors contributed to students' success?
- What challenges were overcome?

- How will what I learned today impact my classroom practice?
- What will I do differently?
- What do I need to remember to do again?

Source: Adapted from the National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/observer_as_learner.pdf

RESOURCE D. EVIDENCE ANALYSIS PROTOCOL

The Evidence Analysis Protocol provides a format for organizing teachers' conversations by clearly defining who should be talking when and about what. While at first it may seem rigid and artificial, a clearly defined structure frees the team to focus its attention on what is most important—evidence of student learning. The facilitator's aim is to shift conversations from generalized talk about student's progress and polite sharing of teaching strategies to more in-depth conversations about the connections between the two.

> The term *evidence*, rather than *data*, is used throughout this protocol. The term *data* is often associated with numbers. When using the broader term *evidence*, school improvement teams are encouraged to consider both qualitative and quantitative information.

Selecting Evidence to Share

Student learning evidence is the centerpiece of the team's discussion. The following guidelines can help in selecting artifacts that will promote the most interesting and productive team discussions. Evidence of student learning includes the day-to-day assessments and evaluations teachers make about student learning. Sources include student work products, observations, and conversations. Standardized tests also provide a rich source of student learning data. Presenters might select one or a few students of interest to help manage the process.

Total Time: 50 minutes

Step 1: Getting Started (5 minutes)

The educator sharing the student learning evidence gives a very brief statement of the work and avoids explaining what he or she concludes about it.

Step 2: Describing the Evidence (10 minutes)

The facilitator asks: What do you see?

During this period the team gathers as much information as possible from the evidence. Team members describe what they see in student learning evidence, avoiding judgments about quality or interpretations.

Note: If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based. It may be useful to list the team's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during the interpretation phase.

Step 3: Interpreting the Evidence (10 minutes)

The facilitator asks: What does the evidence suggest?

Follow-up questions might include:

- What do you see or hear that suggests students understand, almost understand, or do not understand?
- Which students are understanding, almost understanding, or not understanding?
- What does that tell us?
- What do you see or hear that you did not expect to find?
- What are the assumptions we make about students and their learning?

During this period, the group tries to make sense of what the evidence says and why.

The team should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.

Step 4: Implications for Classroom Practice (10 minutes)

The facilitator asks: What are the implications of this work for classroom practice?

This question may be modified, depending on the evidence.

Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom.

Follow-up questions might include:

- What steps could be taken next?
- What strategies might be most effective?
- What else would you like to see happen?
- What kinds of assignments or assessments could provide this information?
- What does this conversation make you think about regarding your own practice?

- About teaching and learning in general?
- What are the implications for equity?

Step 5: Reflecting on the Evidence Analysis Protocol (10 minutes)

Presenter Reflection:

- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did the team provide?
- How can you make use of your colleagues' perspectives?

Group Reflection:

- What questions about teaching and assessment did looking at the evidence raise for you?
- Did questions of equity arise?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at this evidence?

Step 6: Debrief the Process (5 minutes)

The facilitator asks:

- How well did the process work?
- What about the process helped you see and learn interesting or surprising things?
- What could be improved?

Source: Adapted from the National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/atlas_looking_data_0.pdf

RESOURCE E. DIVERSITY ROUNDS PROTOCOL

The purpose of this protocol is to acknowledge the various ways in which a staff is diverse and explore the implications for collective work as it relates to improving student achievement.

Total Time: 40–60 minutes (depending on the number of rounds)

Step 1: Introduction (5 minutes)

The purpose of the protocol is shared. Participants are informed that the facilitator will call out categories for subgroups to form. The facilitator indicates that the subgroup categories will be *vague* and that it is up to individuals to define for themselves which subgroup they will go to.

Step 2: Forming Subgroups (10 minutes)

The facilitator chooses categories, generally going from lesser to greater levels of sensitivity. Categories should fit the staff's purpose. Once the subgroup has formed, they have a brief discussion about the impact of this particular identity on their collective work.

Examples: Where you are from; the kind of high school you went to; birth order; your hobbies; the kind of student of mathematics you were; area of study for your undergrad; your teachable subjects; your gender; your ethnicity.

Step 3: Reporting (5 minutes)

After members of each subgroup have talked among themselves, they report out.

Step 4: Regrouping (10 minutes or more, depending on the number of rounds)

The facilitator announces a new category. Groups reform and have the same discussion about impact of this new identifier. Facilitators determine how many rounds to call for subgroups.

Step 5: Debriefing (10 minutes)

Participants discuss feelings that emerged during the activity, along with any insights about the meaning and impact of diversity and its effects on professional experience. What are the implications for their collective work as it relates to meeting the needs of each and every student? How can the staff build on individual strengths and diversity to accomplish their collective goals?

Source: Adapted from National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/diversity_rounds_0.pdf

RESOURCE F. DEVELOPING A SHARED VISION PROTOCOL

> *The future is not a result of choice among alternative paths offered by the present, but a place that is created—created first in mind and will, created next in activity. The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination. (Schaar, 1989, p. 321)*

One purpose of this protocol is to vision into the future and tell what it would look like in the very best-case scenario. Another is to initiate discussion into the steps, players, actions, and timelines it will take to be successful.

Goals

- To expand and clarify the vision of what a team is really trying to accomplish
- To identify opportunities and avenues for focused improvement
- To guide purposeful actions and reduce wasted efforts

Presentation is made by members of a team who have similar investments in and context to that which is presented. The team should not focus on obstacles, but rather the opportunities, and stay positive throughout.

Total Time: 45 minutes

Step 1: The Team Presents What It Is They Are Trying to Accomplish (5 minutes)

The team shares what they are trying to do and how it might look when it is all done.

Step 2: Probing Questions (10 minutes)

The team raises probing questions to the whole group with perhaps no real expectation of answering them in this step. The idea is to extend the thinking about what they want to accomplish.

Step 3: Project Into the Future (10 minutes)

The team considers a timeline that would seem appropriate and thoroughly describes what it looks like, sounds like, and feels like having accomplished this endeavor.

Tips: Talk in present tense and describe the best-case scenario. The team does not yet describe how. Focus on the sights, sounds, behaviors, and feelings surrounding this accomplishment.

For example:

- 5 years later in a school's reform efforts
- The end of a team's project with students

Step 4: Look Back (10 minutes)

The team looks back to describes how things were when the project started.

Discuss how the team addressed the starting place and how they moved from that to the projected present.

Tips: Talk in past tense. Think about issues, culture, conversations, teacher's work, student achievement, and so on. Try to remain as tangible as possible. Teams might chart this conversation. It is helpful to put dates at the top of the chart to identify the time period to which the group is referring. Directly relate the previous description of how it looked when it started. Consider discussing how, when, with what resources, and by whom.

Step 5: Return to Projected Future (5 minutes)

Discussion revolves around whether the project can get any better than it is or whether this is as good as it could possibly be. Again, the team thinks about how it will look, sound, and feel if it can get even better.

Step 6: Debrief the Process (5 minutes)

The facilitator asks:

- How did this protocol work for you?
- What might you do differently next time?

Source: Adapted from the National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/future.pdf

RESOURCE G. SCHOOL VISITS PROTOCOL

This protocol provides a means for visitors to a school to have a meaningful interchange with hosting educators about their observations of the school. This protocol can help hosting educators harvest learning from their visitors and deepen the learning of the visitors themselves. The protocol can be used while school is in session or after school hours.

Total Time: 60 minutes

Step 1: School Walk (20 minutes)

Pair up in cross-school pairs and walk through the host school.

Make nonevaluative observations, avoiding qualitative judgments about what is seen.

As your team walks around, discuss the following questions:

- What do you see?
- What don't you see?
- What do you wonder about?
- What do you think this school is working on?

If you are a member of the school's faculty, don't give a tour, explain, apologize, or show off. Look at your school and participate in the protocol with a beginner's mind.

Step 2: Sharing Observations (20 minutes)

Return to the large group and share your findings on the questions in sequence.

Step 3: Host Reflections (10 minutes)

People in the group who work in the school reflect aloud on what they heard that surprised and interested them and what they saw during their walk that was new.

Step 3: Implications for Education (5 minutes)

Discuss the implications of the observations for education.

Step 4: Debriefing the Protocol (5 minutes)

Debrief the protocol. Was it valuable? How could it have been better? How might this protocol be put to use in the future?

Source: Adapted from the National School Reform Faculty. (n.d.).
Retrieved from http://www.nsrfharmony.org/system/files/protocols/school_walk_0.pdf

RESOURCE H. WORLD CAFÉ PROTOCOL

The World Café Protocol provides a simple, effective, and flexible format for large group conversations.

Total Time: 60 minutes (5 minutes for introduction and 18–20 minutes per round)

The environment (modeled after a café) should include small round tables with four to six chairs at each table. Large chart paper and markers should be available at each table.

Step 1: Welcome and Introductions (5 minutes)

The facilitator begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café etiquette, and putting participants at ease.

Participants are informed that there will be three rounds of discussion, prompted each time by a question(s). People are encouraged to consider the question, listen to other's perspectives, and share their own. Participants are encouraged to capture the conversation on the chart paper using words, images, or symbols. They are encouraged to connect ideas and using probing questions to fully understand each other's ideas and/or contributions. Each table group is asked to nominate (or have someone volunteer) to host the conversation. The table host will remain at the same table for all three rounds and it's his or her responsibility to welcome new people (for each new round) and summarize previous conversation (referring to what was captured on the chart paper).

Step 2: Round 1 (18–20 minutes)

The process begins with the first of three rounds of conversation for the small group seated around a table. The facilitator shares the first of three questions and sets a timer for 18 to 20 minutes.

Step 3: Move to Round 2

At the end of the 20 minutes, each member of the group moves to a new table of his or her choice. The group does not move as a whole. The host remains at the table, welcomes new participants, and briefly shares what was discussed during the first round.

Step 4: Round 2 (18–20 minutes)

The facilitator shares the second of three questions and sets a timer for 18 to 20 minutes. Participants are encouraged to record their thoughts, ideas, and suggestions on the chart paper.

Step 5: Move to Round 3

At the end of the 20 minutes, each member of the group moves to a new table of his or her choice. Again, the host remains at the table, welcomes new participants, and briefly shares what was discussed during the second round.

Step 6: Round 3 (18–20 minutes)

The facilitator shares the final question and sets a timer for 18 to 20 minutes. Participants are encouraged to record their thoughts, ideas, and suggestions on the chart paper.

Step 7: Harvest

After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using the chart paper in the front of the room.

Source: Adapted from http://www.theworldcafe.com/key-concepts-resources/world-cafe-method

RESOURCE I. ASSIGNMENT ANALYSIS PROTOCOL

Purpose

This protocol is particularly useful when a team is learning to:

- effectively plan, create, and assess the outcomes of powerful lessons; and
- increase the rigor of instructional and assessment practices.

Preparation

Select an assignment to be analyzed for its effectiveness. Keep in mind that the assignment may be under scrutiny. Depending on the level of comfort that is established within the group, it may be helpful to begin this process with an assignment that was not developed by any individual member of the team.

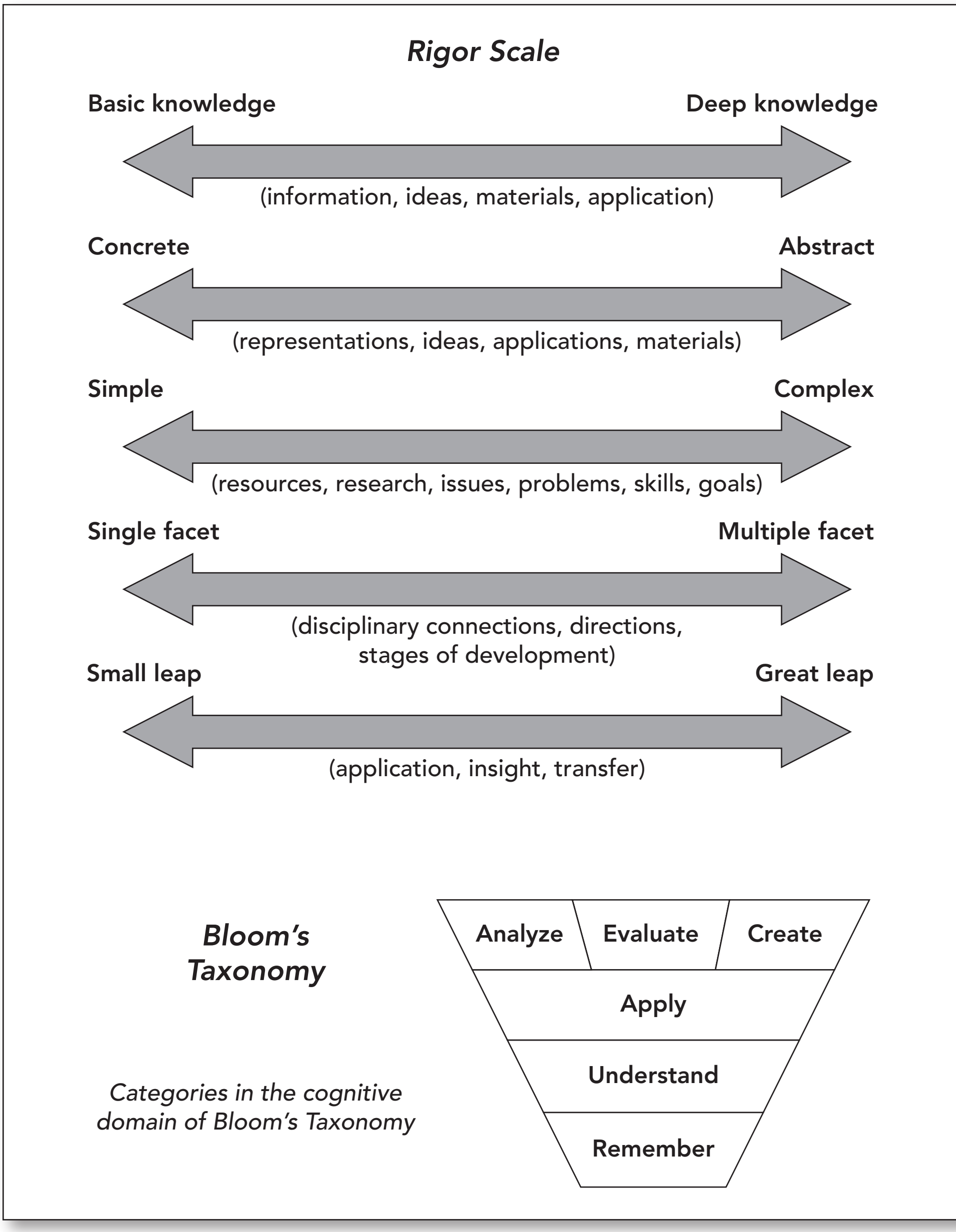
Process

Step 1: Examine Curriculum Expectations

- Post and collaboratively review the identified expectations from the curriculum that are being targeted through the current instruction.
- Brainstorm the likely success criteria for the various expectations.

Step 2: Analyze the Task

- Take a couple of minutes to read and reflect on the task that is up for discussion.
- Collaboratively create a chart or organizer first, jotting down which expectations are targeted through the assignment, then link the related success criteria to the evidence that will be used to determine if students have learned the desired outcomes.
- On the basis of your own experience, break down the task. List what students have to know and be able to do to complete the task successfully. Be as specific as possible.
- Engage in working on the task while noting the knowledge, skills, and abilities required to successfully complete the task.
- Determine the level of thinking required. What are the levels of Bloom's Taxonomy that apply to this assignment? Justify your selection(s).
- Assess for desired level of rigor. Using the rigor scale, determine whether the task is appropriately rigorous.



Step 3: Analyze the Lesson

- Discuss the following questions:
  - How did the teaching prepare students for this task?
  - What scaffolds were provided?

- ○ What could be added to the instruction to better prepare students to successfully demonstrate their knowledge, skills, and/or abilities?
- ○ Does the instruction provide students with the opportunity to demonstrate what they know and can do based on the curriculum expectations?

Step 4: Revise the Assignment Accordingly

Revise the assignment, prompt, or task according to your work in Steps 1–3.

Step 5: Debrief the Process

What did your team discover? How did the process work for the team?

Source: Adapted from Learning Forward Ontario. (2014). The power of protocols. Retrieved from http://learningforwardontario.ca/files/Power_of_Protocols.pdf

RESOURCE J. THE ENABLING CONDITIONS FOR COLLECTIVE TEACHER EFFICACY QUESTIONNAIRE

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

1 = Strong Disagree	2 = Disagree	3 = Somewhat Disagree
4 = Somewhat Agree	5 = Agree	6 = Strongly Agree

1.	Teachers are entrusted to make important decisions on school-wide issues.	1	2	3	4	5	6
2.	Improvement goals are established and understood by all faculty.	1	2	3	4	5	6
3.	Administrators help us carry out our duties effectively.	1	2	3	4	5	6
4.	The staff holds shared beliefs about effective instructional approaches.	1	2	3	4	5	6
5.	Teachers are provided authentic leadership opportunities.	1	2	3	4	5	6
6.	I know about the classroom management strategies my colleagues use in their classrooms.	1	2	3	4	5	6
7.	There is consensus on school goals among staff.	1	2	3	4	5	6
8.	The staff agrees about what constitutes effective classroom instruction.	1	2	3	4	5	6
9.	The leaders show concern for the staff.	1	2	3	4	5	6
10.	There is a system in place to ensure high levels of success for all students.	1	2	3	4	5	6
11.	The staff agrees about assessment strategies that are the most effective.	1	2	3	4	5	6
12.	There are systems in place for tracking and monitoring at-risk students.	1	2	3	4	5	6
13.	I know about the feedback my colleagues provide to students.	1	2	3	4	5	6
14.	The leaders protect the staff from issues that detract us from focusing on learning and teaching.	1	2	3	4	5	6
15.	Teachers have a voice in matters related to school improvement.	1	2	3	4	5	6

(Continued)

(Continued)

1 = Strong Disagree	2 = Disagree	3 = Somewhat Disagree
4 = Somewhat Agree	5 = Agree	6 = Strongly Agree

16.	Students meet with success because of interventions that are in place.	1	2	3	4	5	6
17.	I am aware of the teaching practices used by others on staff.	1	2	3	4	5	6
18.	Teachers actively participate in setting school-wide improvement goals.	1	2	3	4	5	6

Scoring:

Overall Score—sum of the scores for all 18 items divided by 18.

Advanced Teacher Influence Scale

Sum of items 1, 5, and 15 _____ divided by 3 = _____

Goal Consensus Scale

Sum of items 2, 7, and 18 _____ divided by 3 = _____

Teachers' Knowledge About One Another's Work

Sum of items 6, 13, and 17 ____ divided by 3 = _____

Cohesive Staff

Sum of items 4, 8, and 11 _____ divided by 3 = _____

Responsiveness of Leadership

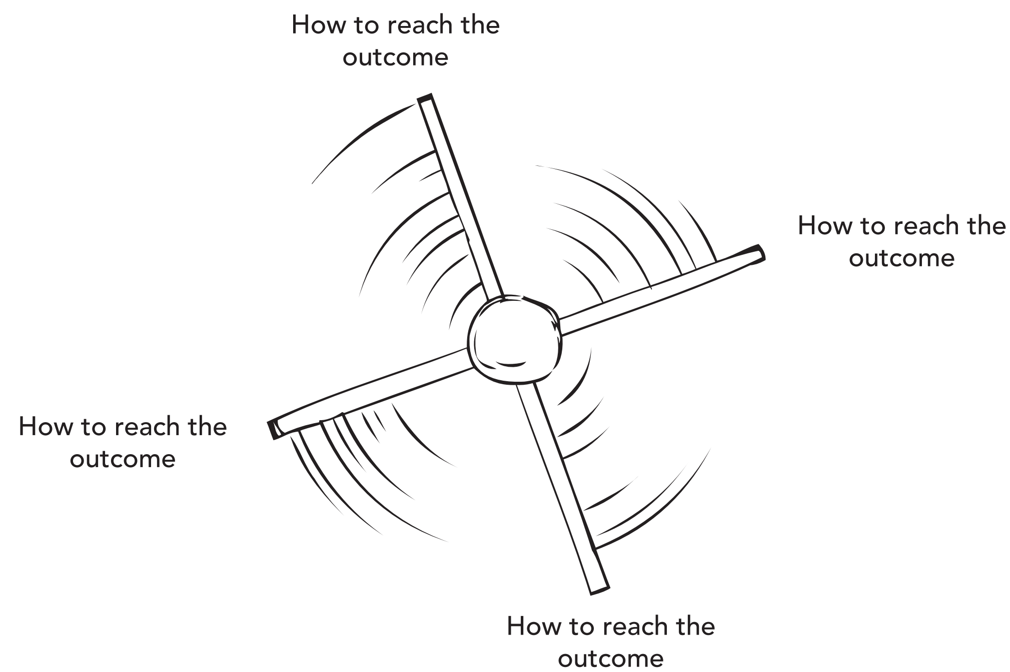
Sum of items 3, 9, and 14 _____ divided by 3 = _____

Effective Systems of Intervention

Sum of items 10, 12, and 16 _____ divided by 3 = _____

RESOURCE K. LEADERSHIP THEORY OF ACTION

Title: (What the Leadership Theory Is About)
Subtitle: (Outcomes of Successful Actions)



Source: Adapted from Bushe, G. (2010). *Clear leadership: Sustaining real collaboration and partnership at work* (Rev. ed.). Boston, MA: Davis Black. Propeller image courtesy of erich007/iStock/Thinkstock.

RESOURCE L. CHARACTERISTICS OF COLLABORATIVE LEADERSHIP INQUIRY CONTINUUM

Select a place along each continuum that you believe best represents your collaborative inquiry team regarding each statement.

A. Collaborative

1. Norms that enable effective collaboration are in place.

   Beginning Developing Applying Innovating

2. When meeting as a learning team, our work together is owned by every member of the team.

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3. Decision-making authority is dispersed among individuals.

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4. Diversity of opinion is promoted and evident in our shared work.

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B. Reflective

5. Routines that encourage and enable leaders to consider and reflect on their leadership practice are in place.

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6. Change agents consistently use evidence to self-assess and reflect.

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7. Team members experiment with small moves and reflect on how well they are working.

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8. Actions and interactions are more intentional based on reflection.

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C. Learning Stance

9. Team members not only promote but also fully participate in each stage of the collaborative inquiry cycle.

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10. Leaders' time together is focused on teachers' learning and/or leadership practice.

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11. Team members are open to new ideas and actively seek new information from relevant sources to help inform next steps.

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12. Team members find value in the process.

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D. Process Is Driven by Practice

13. Our work involves examining our own and each other's practice.

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14. We use practice to discover strategies that work.

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15. We draw on outside ideas in relation to how they related to our own situation.

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16. Work is connected to and impacting the work of the professional learning community and wider school improvement efforts.

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E. Actions Informed by Evidence

17. Analysis of relevant and current data is deemed important and is an ongoing priority for the team.

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18. The team considers leadership actions (in light of evidence) and determines approaches that are successful and those that need to be changed.

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19. The team considers multiple sources of evidence to gain a well-rounded picture of their inquiry.

    Beginning Developing Applying Innovating

20. Current evidence is collaboratively examined and provides a basis for considering next steps for the team's inquiry.

    Beginning Developing Applying Innovating

Source: Adapted from Donohoo, J. (2013). *Collaborative inquiry for educators: A facilitator's guide to school improvement*. Thousand Oaks, CA: Corwin.