

LEARNING TOGETHER CONSULTANCY PROTOCOL

Adapted from the Consultancy Protocol (developed by the School Reform Initiative; see Appendix B), this protocol is typically used to provide a host leadership team feedback in developing an equity goal, problem of practice, or strategy for achieving equity. It may be used to prepare for an equity visit or to reflect on strategies developed as result of an equity visit. It is usually conducted as a full group, with small groups developing feedback for the presenting team. It typically takes 75–90 minutes.

PURPOSE

- To focus deep analysis and reflection on a significant piece of a district's in-progress efforts focused on a problem of practice or equity focus related to equity and instruction.

Note: Not meant to be a showcasing of completed or exemplary work.

ROLES

- *Facilitator*—Supports process, including reviewing purposes, introducing and transitioning between steps, and keeping time.
- *Presenting team*—Members of school or district leadership team who have been involved in identifying the work-in-progress for feedback.
- *Reflectors*—All other participants.

Note: For larger groups, it is helpful to break into groups of 4 or 5 to develop feedback.

MATERIALS

- Copies of the protocol
- Chart paper and markers for each small group of reflectors
- Optional: Equity-Focused Feedback Template (see Appendix C)

STEPS

- ***Review of purpose, roles, and steps (by facilitator)—3–5 mins.***
- ***Presentation—15–20 mins.***
 - Possible topics for presenting team include:
 - Before an equity visit: data used to inform development of an equity focus or problem of practice: (e.g. student demographics, current strategies, professional development for teachers)
 - After an equity visit: initial plans or next steps in response to feedback from visit.
- ***Questions for presenting team—10–20 mins.***
 - Reflectors ask clarifying questions; presenting team members respond briefly and factually (5–10 mins.).
 - *Clarifying questions* can generally be answered succinctly, sometimes with a yes or no answer. Example of a clarifying question: How many levels of Algebra 1 does the school now have?
 - Reflectors ask probing questions; presenting team members respond (5–10 mins.).
 - *Probing questions* require team members to think deeply, often questioning their assumptions. Example of a probing question: What factors do you believe are contributing to the underrepresentation of African American boys in Advanced Placement classes?
- ***Feedback—20–25 mins.***
 - In small groups, reflectors discuss presentation and responses to questions and develop feedback for presenting team. Feedback includes “warm” comments, e.g., strengths or potential strengths in work-in-progress presented, as well as “cool” comments and questions, e.g., pointing to potential gaps, questioning assumptions, and suggesting changes related to presenting team’s goal(s) (15–20 mins.).
 - A volunteer for each small group records feedback on chart paper.
 - Recorder for each group shares feedback comments in large group (5 mins.).

Variation: Members of the reflecting team circulate and listen in on small-group discussions but do not interact with groups as they develop feedback.

- ***Reflection—10–15 mins.***

- Presenting team members reflect on the feedback, typically addressing a small number of comments or questions that are most relevant to their goal(s).

Variation: This segment can be conducted as a mini fishbowl discussion, with reflectors listening in on a discussion among the presenting team members.

- ***Debrief process—5 mins.***

- Presenters and reflectors reflect on the process of using the protocol, including what changes/adjustments might make it more effective in future uses.



Available for download at resources.corwin.com/equityvisits