

## RESOURCE E—AGREEMENTS AND PROTOCOLS

### Partnership Agreement for a Coaching Cycle

#### I. What Is Our Focus?

- What is our goal for student learning?
- What are the learning targets that capture what we want the students to know and be able to do?

#### II. How Will We Work Together?

- There are options for how we can work together in your classroom. Let's talk through these options and pick some that feel right to you.
- There are also options for how we can collect student evidence when we are working together in the classroom. How would you like to go about doing this?
- How will we reflect, both individually and collectively, about our work and students' growth?

#### III. How Will We Approach Co-Planning?

- We will need at least thirty-five to forty minutes each week for planning. What time works for you?
- It is helpful to create a planning system that works for you. How would you like to share this information? (Google Docs, planning template, etc.)

### Protocol for Unpacking Standards Based on Knowledge, Reasoning, and Skills

1. Once a goal for the coaching cycle has been determined, refer to the standard or standards that will be addressed. Pose the question: "What will students need to know and be able to do in order to meet this goal?"
2. In answering the question, create a list of potential learning targets.
3. Go through the list of targets one by one, asking the following questions:
  - Does this target represent factual or procedural knowledge that is to be acquired? (Knowledge)
  - Does this target require the skillful use or application of knowledge? (Reasoning)
  - Does this target address a performance that must be demonstrated in order to be observed or assessed? (Skill)

- Use the word bank along with these questions to help you categorize and refine the list of targets.

Knowledge	Reasoning	Skill
Explain, understand, describe, identify, name, tell, define, recall, match, know, recognize, label	Analyze, compare/contrast, synthesize, classify, infer/deduce, evaluate, interpret	Listen, perform, conduct, read, speak, assemble, operate, measure, model, use, conduct

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Stiggins, Arter, Chappuis, & Chappuis (2006)

### Protocol for Sorting Student Work

- If possible, make a copy of the set of class work for each participant. Otherwise, make fewer copies for participants to examine in pairs. Alternatively, the work can be divided among the group, and participants can write comments on sticky notes before passing their stack to the next person.
- Read through the entire set of class work, looking for trends relative to the learning targets.
- Discuss the trends that were noticed. Collectively, decide which ones are the most significant and needing further instruction—either whole or small group.
- Go back to the work to sort students according to the identified needs. If something pertains to the whole class, this will be addressed in whole group instruction.
- Plan for instruction based on the needs of each group.

### Protocol for Providing Strengths-Based Feedback in Teams

**Purpose:** *Provide strengths-based feedback on a lesson plan, student work, or a unit of study.*

#### 1. Presentation of Your Work (5–10 minutes)

The presenting teacher shares any of the following: an upcoming lesson, student data, a unit of study, a set of learning targets, or so on. Participants listen and take notes.

#### 2. Clarifying Questions (5 minutes)

Participants ask clarifying questions. Clarifying may sound like “Did I hear you say . . . ?” or “Can you tell me more about . . . ?”

**3. Value Statements (5 minutes)**

Participants make statements that highlight positive aspects of the plan. Valuing may sound like “It sounds like you have . . . ” “There is a lot of evidence of . . . ” or “You have developed . . . ”

**4. Possibility Thinking (10 minutes)**

Participants discuss the “and,” or next step, that will take the presenter further in their work. To do so, they build off of what’s working already. Possibility thinking may sound like “Where to next?” “How can we help?” “Would it make sense to . . . ?” Comments are made in an invitational manner, therefore sending the signal that the presenting teacher maintains ownership over what happens in the classroom.