



What's Working

Reflection and Analysis Protocol

This protocol can be used to analyze a success so that the lessons learned can be applied to future work. In schools, you can use the protocol to examine student work or educator practice. Participants usually work in groups of three but it can be used with two people.

Roles

Each person in your group should take turns assuming one of these roles: Timekeeper, Facilitator, or Reporter.

Presenter: Shares his/her success and answers questions.

Facilitator: Participates fully in the protocol. The facilitator also helps the group stay focused on how the practice described by the presenter is different from normal practice, keeps the process moving, explains the steps of the protocol, asks questions, listens, and takes notes.

Timekeeper: Keeps time for the protocol and participates fully in the protocol.

Protocol Steps

Step 1: Describe a success

Each group member writes a short description of a successful coaching collaboration that resulted in the improved lesson coaches brought with them today. You may find it helpful to use the Lesson Improvement Process Rubric and the Learning Activity Checklist to help identify the attributes of success. Include:

- A description of the collaborative experience and resulting student work.
- The process used to collaborate and how it reflects the Lesson Improvement Process Rubric.
- How the collaboration contributed to the effectiveness of the improved activity.

Step 2: Presenter describes the success

In triads, the first presenter describes his/her success and shares the improved lesson. The other participants take notes. The facilitator checks to make sure the presenter answered the question: How did the collaboration contribute to the effectiveness of the learning activity?

Step 3: Group asks clarifying questions

The group asks clarifying questions to help them understand the success. Presenter answers the questions.

Step 4: Group reflects on the success

The group discusses what they heard the presenter describing and offers their insights and analysis to the success using the Lesson Improvement Process Rubric as a reference. The presenter does not participate in this discussion, but does take notes.



DLC Spotlight

Resource Name:	Resource Name:	Resource Name:
Description of Resource:	Description of Resource:	Description of Resource:
Subject Area Addressed:	Subject Area Addressed:	Subject Area Addressed:
Grade level(s):	Grade level(s):	Grade level(s):
What problem could this resource address at my school:	What problem could this resource address at my school:	What problem could this resource address at my school:
What do I like about this tool and want to remember?	What do I like about this tool and want to remember?	What do I like about this tool and want to remember?
What challenges will I (or my collaborating teachers) have in using this tool?	What challenges will I (or my collaborating teachers) have in using this tool?	What challenges will I (or my collaborating teachers) have in using this tool?



Step 5: Presenter responds

The presenter responds to the group's discussion of what made this collaborative experience so successful and how it might be applied to future work.

Step 6: Appreciation

The group takes time to appreciate the good work done by a peer coach and describes how this might impact all of their work.

Step 7–8: Repeat protocol for the each group member

Another group member assumes the role of presenter and repeats steps 2–6.

Step 9: Debrief protocol in small group

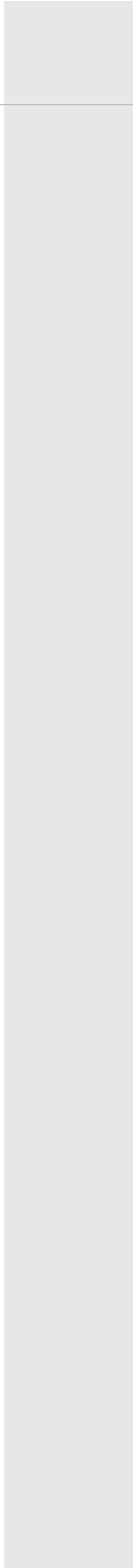
Answer these questions:

- What contributed to the success of each collaborative experience?
- How could you repeat this success in the future?
- How might you use this protocol with other teachers or students in your building?
- What can you do to improve this process?

Step 10: Whole group sharing

Each team picks a reporter to tell the large group what “kernels” of success their group discovered. The reporter may pass if all have been noted.

Adapted from the National School Reform Faculty (2002). *Success analysis*. Retrieved March 23, 2006, from <http://www.nsrffharmony.org/protocols.html>





Gallery Walk

Expectations

You will create a 7-10 slide PowerPoint presentation during the last session that describes your collaboration work this year. Your presentation should provide details about your collaboration, your collaborating teachers, and the steps you took to help them infuse DLC tools and/or resources into their classrooms. You should provide enough details so that other participants could reflect and learn from your experience. Your presentation will be shared in a Gallery Walk during our final session.

Use the storyboard below to help design your presentation. Use the questions below to guide your description of your collaborative work and progress toward meeting your goals.

Script	Pictures, Music, Artifacts <i>Royalty free music can be found at freeplaymusic.com or creativecommons.org)</i>
<p>Beginning: Your Collaboration Plan Tell about yourself, and your collaborating teachers. Describe your goals and how you structured your collaboration work.</p>	
<p>Middle: Progress Summarize your progress toward helping others use DLC tools and resources in the teaching and learning process. What can you show or tell? What can we see?</p>	



Script	Pictures, Music, Artifacts <i>Royalty free music can be found at freeplaymusic.com or creativecommons.org)</i>
<p>End: Reflection and Lessons Learned What collaboration strategies worked well? What would you change next time? How do you plan to continue to grow in your role as a T2T leader?</p>	