

Guide for Using Adult Work Protocols

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Protocol	Focus	Function	Strengths	Presenter ¹ Role(s)
ATLAS Looking at Data	Assessment data analysis	To use assessment data to reflect on what students understand and how they are thinking	<ul style="list-style-type: none"> Encourages a structured conversation about teaching and assessment Identifies recursive instructional problem² 	<ul style="list-style-type: none"> Provides data and gives a brief statement about the data Reflects on suggestions from group about improving instruction
Charrette	Project or lesson in the middle of development	To improve a project or lesson while it is still in development	<ul style="list-style-type: none"> Facilitates collegial conversation to further develop a project or lesson, especially when ‘stuck’ 	<ul style="list-style-type: none"> Brings work-to-date on project or lesson Presents the issue and poses a question
Four A’s and Three Levels of Text	Published text or research	To deepen understanding of a text and explore implications for instruction	<ul style="list-style-type: none"> Reveals colleagues perspective of a given text Links theory to practice 	<ul style="list-style-type: none"> Provides text Facilitates each round of discussion focused on text
Learning Progressions	Learning progressions	To develop scaffold of student learning and support teacher dialogue about learning process related to goal/target	<ul style="list-style-type: none"> Constructs hypothesized scaffolding necessary for students to master learning goal/target Supports effective classroom formative assessment 	<ul style="list-style-type: none"> Identifies a learning goal/target with associated content standard Guides process for developing and refining learning progression
Lesson Planning	Lesson plan	To develop a common lesson based on selected student assessment	<ul style="list-style-type: none"> Facilitates teacher collaboration on a common lesson 	<ul style="list-style-type: none"> Identifies a learning objective linked to specific content standard and assessment
Peeling the Onion (adapted)	Research-based instructional strategy	To develop an understanding of a research-based instructional strategy in relation to a recursive instructional problem ²	<ul style="list-style-type: none"> Examines the depth of a problem or dilemma which may not be well- defined Considers a research-based strategy to solve recursive instructional problem 	<ul style="list-style-type: none"> Describes the problem or dilemma Asks questions to help focus the group’s response Reflects on group discussion, findings and implications for instruction
Tuning A Plan	Lesson plan	To receive feedback about the degree to which a planned lesson seems likely to help students successfully reach a learning goal	<ul style="list-style-type: none"> Examines and “tunes” lesson plan prior to delivery to students 	<ul style="list-style-type: none"> Presents the student learning goal and context for the lesson plan Reflects on group discussion

¹ May reflect role of facilitator if protocol involves collaborative work of a group, not the specific work of one teacher or a teacher’s classroom.

² A recursive instructional problem is a pressing area of need that a collaborating group finds challenging to teach and difficult for students to learn which threads through the curriculum and can be studied recursively over time.