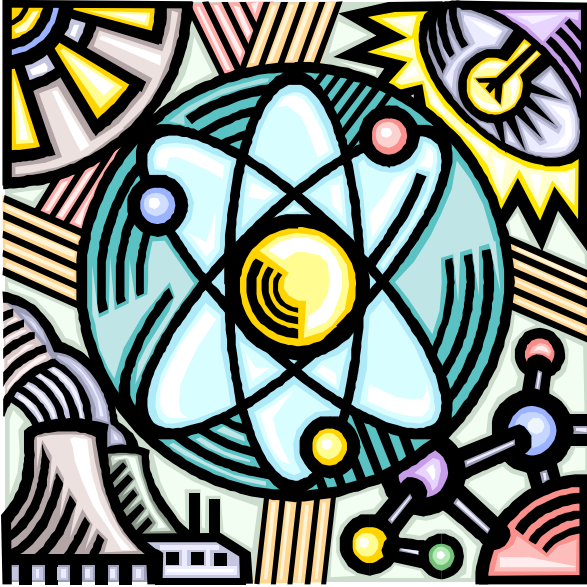


*From Professional Development to
Professional Learning:
Experience the Power!*



Emerge Community-
of-Practice Event
One-to-One Laptop
Learning Initiative

Coast Edmonton East Hotel, Edmonton
Alberta, Canada
October 20, 2008

*Lois Brown Easton
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*From Professional Development to Professional Learning:
Experience the Power!*

DESCRIPTION

The “technology” of professional development is changing. Training and professional development are necessary for some things (think CPR), but for changes to occur in this increasingly complex work of education, educators need to engage in professional **learning**. As they learn more from research and practice about how students learn, they also come to understand more about how they need to learn.

At this **workshop**, participants will experience two powerful designs for professional learning themselves – deeply enough that they will be able to facilitate these designs with the educators with whom they work. They will use one design to understand successes they have experienced; they will use the other design to look at student work and/or educator practice. They will learn about several other powerful designs. They will explore the differences between professional development and professional learning and understand how professional learning fits within the current movement towards PLCs.

ESSENTIAL QUESTION

How can educators enhance their own professional learning in order to enhance the learning of all students?

ANTICIPATED LEARNER OUTCOMES

Participants will

- Understand how professional learning helps educators help student learn;
- Have a deep understanding about the differences between **professional development** and **professional learning**;
- Know the 12 **qualities of professional learning**;

- Match the **NSDC standards** to the professional learning designs they have experienced;
- Know the relationship between professional learning and **PLCs**;
- Be able to **facilitate** at least two powerful designs with the people with whom they work; and

PROPOSED AGENDA

8:00 - 8:30	Breakfast and Registration
8:30 - 8:45	Opening Plenary
8:45 - 9:45	Microsoft roadmap
9:45 - 10:00	Networking break
10:00	Welcome, introductions, opening activity (30-60-90) Experiencing a professional learning design: The success protocol Reflection & debriefing Professional development and professional learning: Examples & non-examples Matching to NSDC Standards
12:00 - 1:00	Lunch
1:00	Experiencing a professional learning design: The tuning protocol Reflection & debriefing
2:15-2:30	Networking break
2:30	Jigsaw on Powerful Designs for Professional Learning
3:30	Last word protocol
3:45	Evaluations
4:00	Workshop concludes

ABOUT YOUR FACILITATOR

Lois Easton works as a consultant, coach, and author. She is particularly interested in learning designs – for adults and for students. She recently retired as Director of Professional Development at Eagle Rock School and Professional Development Center, Estes Park, Colorado. Easton was Director of Re:Learning Systems at the Education Commission of the States (ECS) from 1992 to 1994. Re:Learning was a partnership between the Coalition of Essential Schools (CES) at Brown University in Providence, Rhode Island, and ECS. Prior to that, Easton served in the Arizona Department of Education as English/Language Arts Coordinator and then became Director of Curriculum and Instruction, and then, Director of Curriculum and Assessment Planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to educational journals. Her book *The Other Side of Curriculum: Lessons From Learners* was published by Heinemann in 2002. She is editor of (and contributor to) a book published by the National Staff Development Council in August 2004, *Powerful Designs for Professional Learning*, which came out in its second and revised edition in 2008.

Corwin Press published her third book, *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed* in 2008. She is completing a fourth book for ASCD on protocols.

She can be reached 4643 Burgundy Lane, Boulder, CO 80301. Her phone number is 303-527-2733; her fax number is 303-484-4620. You can email her at leastoners@aol.com.

SOME PROFESSIONAL LEARNING RESOURCES

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York-Barr, J, Sommers, W., Ghere, G. and Montie, J. (2001). *Reflective practice to improve schools*. Thousand Oaks, CA: Corwin Press.

SOME PROFESSIONAL LEARNING WEBSITES

Annenberg Institute: <http://www.annenberginstitute.org/>

Association for Supervision and Curriculum Development: www.ascd.org

Coalition of Essential Schools: www.essentialschools.org/cs/resrouces/view/ces_res/57

Colorado Critical Friends Group: www.coloradocfg.org

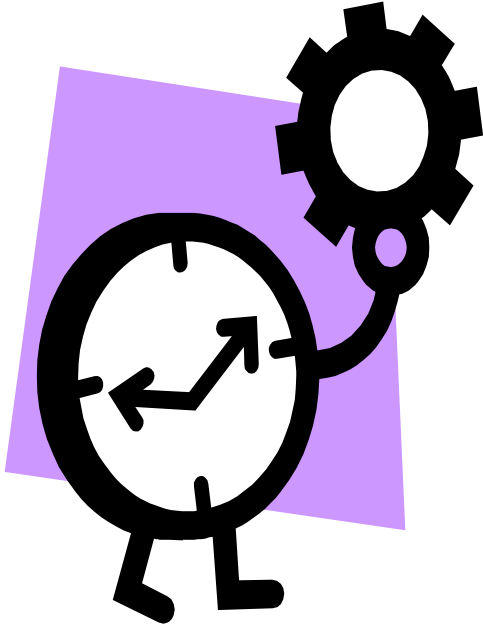
Looking At Student Work: www.lasw.org

Maine Department of Education:

www.elm.maine.edu/development/tools/atlas.stm

National School Reform Faculty: <http://www.nsrharmony.org/>
National Staff Development Council: www.nsd.org
Rutgers: cesp.rutgers.edu/events/CFG03-1.html
Star Tech Program: www.startechprogram.org/stech/lasw.html
Colorado Critical Friends Group: www.coloradocfg.org

30 - 60 - 90



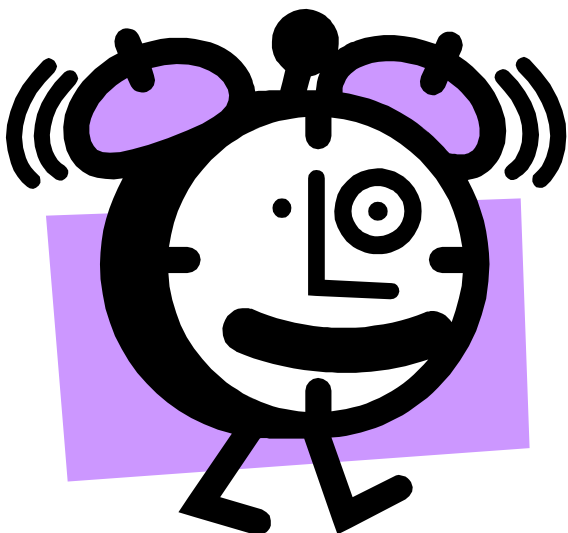
Think of something that went very well for you this past year: an instructional strategy, a lesson, an assessment, a classroom management technique, an experiment, an interaction

30 Seconds

Find someone you don't know very well in 30 seconds and each of you take 30 seconds to share what went well with you. Make a note about what you heard.



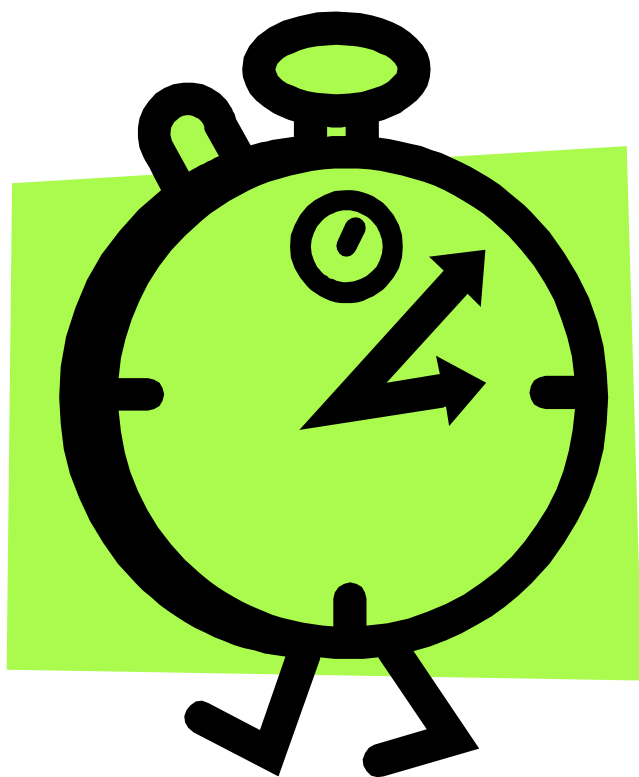
60 Seconds



Take 30 more seconds to find someone else you don't work with a lot. Each of you take 60 seconds to talk about what went well for you as well as what went well for the person you met before this round.

90 Seconds

Take 30 seconds to find someone else you haven't talked with yet. Each of you take 60 seconds to describe what went well for you as well as what went well for the 2 people you've already talked with.



Now return to your own table. . .

and each of you share one thing that went well this past year for someone in this room (any one you talked with during 30-60-90 or yourself). Listen carefully to what others describe.

SUCCESS ANALYSIS PROTOCOL
FOR EXAMINING PROFESSIONAL PRACTICE¹

SOURCE OF PROTOCOL:

This protocol was designed by Daniel Baron who was co-director of the National School Reform Faculty (NSRF). Baron expressed appreciation to Vivian Johnson who inspired this protocol.

OVERVIEW OF PROTOCOL:

This protocol is a nice way to celebrate successes (sometimes protocols focus overmuch on dilemmas or problems), but without the vapidness of “show ‘n’ tell.” Participants work to understand why something is successful. Participants create “cases” of professional practice that demonstrate successful decision-making or problem-solving. They collectively gain an understanding of reasons for success in order to apply these strategies to future work.

NUMBER OF PARTICIPANTS: Any number of people can participate; they will work in groups of 3 or 4. A facilitator is needed to keep all sub-groups working smoothly. No one person is a presenter; several people are.

TIME REQUIRED: This protocol can be done in 45 minutes to 2 hours.

STEPS (with approximate timing for hour-long protocol):

Preliminary Step (Can be done ahead of time; otherwise, add 15 minutes):

All participants prepare a “case” by reflecting on something that has gone right. The case should be specific about all of the facts as well as reflective about what might have contributed to the success – including what the participant did. “Success” can be defined as

¹ From Lois Brown Easton (in press). *Protocols for PLCs*. Alexandria, VA: ASCD.

a process that proved to be highly effective in achieving the intended outcome.

Participants may welcome a definition of success as they prepare, either before coming to the group or as part of the group's process.

Step One: Getting Into Groups (about 5 minutes)

The facilitator has the entire group divide into equal groups of 3 to 4 (more in each group if there is time, as each person will be presenting in the group and more people means more presentations and more time). These groups can be self-selected, randomly assigned through "numbering off," job-alike, or purposefully diverse.

Step Two: Round One: Sharing (about 5 minutes)

One of the participants in each group agrees to go first, sharing his/her case orally as well as in writing (if available). Other participants in each group take notes.

Step Three: Round One: Clarifying Questions (about 5 minutes)

Other participants in the small group ask questions that help them gain more understanding about the case being presented. These are clarifying questions only -- those that can be answered by facts.

Step Four: Round One: Analysis and Discussion (about 10 minutes)

While the presenter in each group listens quietly, taking notes, the others discuss the case, surfacing their insights about why the case was successful. They should discuss what the presenter did to make the situation successful, as well as other factors. They may want to describe how what was done is different from typical practice. In some variations of this protocol, the presenter converses with the others, answering questions and offering opinions.

Step Five: Round One: Reflection (about 10 minutes)

At this point, the presenter lists the factors that have contributed to success of the case that was described. If the presenter has been involved in the discussion in Step Three, all of the participants work together to summarize the factors. The participants can help the presenter reflect by asking these questions, courtesy of NSRF:

- Why do you think...?
- What was different about...?
- Why did you decide to...?

Before going on to the next case, participants should take a moment to appreciate the success of the presenter.

Step Six: Continued Rounds (each round = about 30 minutes)

In each group, the next participant becomes a presenter and shares a case with others in the group. The group follows Steps Two through Five. The group continues this process until each group member has had a chance to present a case.

Step Seven: Compilation (about 5 minutes)

Each group writes the factors that contributed to success on a piece of chart paper. Then, groups do a “gallery tour” of the pieces of chart paper, noticing what’s similar and what’s distinctive about each small group’s list of factors.

Step Eight: Discussion (about 10 minutes)

The entire group discusses the factors that are common as well as unusual. They may also discuss aspects that were surprising to them. They might discuss elements that undergird the factors of success, such as the culture of a school, or the philosophy of an administrator, or the leadership of a teacher.

Step Nine: Debriefing (about 5 minutes)

The facilitator invites participants to reflect on the utility of the process and continue their discussion of the content.

CRITICAL ELEMENTS:

It is very easy to be blithe about this protocol, turning it into a shallow “show ‘n’ tell.”

The group must have a commitment to probing deeply the processes and practices that led to the success. The compilation of the factors that led to success (read by each group as the group tours what other groups have done) is critical, and so is the discussion.

TIPS FOR THE FACILITATOR:

A whole group facilitator might focus on keeping the groups on track. Each small group might also have one of its members serve as small group facilitator, watching the time and attending to the processes. In fact, with an experienced group, it might be easier for each group to facilitate itself, working within a given and sufficient overall timeline.

As NSRF maintains, “The facilitator’s role is to help the groups keep focused on how the success described by the presenter is different from more routine work. The *analysis* of what made this so successful is the purpose of the protocol.” If each group has its own facilitator, that person is also a presenter and a participant; therefore, it might be more appropriate for participants to take turn facilitating.

Activity Reflection

What We Did: Success Protocol

What I Learned:

Reflection on What I Learned:

How I Might Use What I Learned:

TWELVE QUALITIES OF POWERFUL PROFESSIONAL LEARNING

(from the second edition of *Powerful Designs for Professional Learning*, 2008)

1. **Powerful professional learning arises from and returns benefits to the real world of teaching and learning.** This is more important than it sounds. Often the superintendent or principal who wants to start the school year off right hires a speaker. Sometimes a committee chooses the person. But usually staff are clear that not much change is expected as a result of the speech. It may also be clear that the speaker knows very little about the school or district or their needs and may be giving a generic speech, perhaps one that has gone well in other venues. After such speakers have bowed to the applause, folded up their notes and disengaged their technology, nothing much does change in the real world of teaching and learning – unless the school engages in professional learning activities related to what they have heard.

EXAMPLES:

NON-EXAMPLES:

2. **Powerful professional learning requires the collection, analysis and presentation of real data** -- from student work and teacher practice. Test scores matter but so do other representations of achievement, demographics, perceptions, and programs and practices that operate in the school. All these, according to Victoria Bernhardt who wrote Chapter XX, are important to collect. . .before, during, and after professional learning experiences. Before, they help educators decide for themselves what they need to learn. During, they help educators monitor changes happening in classrooms and schools, adjusting as necessary. After, they provide evidence of improvement and suggest next steps.

EXAMPLES:

NON-EXAMPLES:

3. **Powerful professional learning begins with what will really help young people learn**, engages those involved in helping them learn, and has an effect on the classrooms (and schools, districts, even states) where those students and their teachers learn. Educators who engage in powerful professional development first work to understand how a school or district can improve learning for all children, using data as well as their own skills, knowledge, and experiences.

EXAMPLES:

NON-EXAMPLES:

4. **Powerful professional learning results in application in the classroom.** Throughout the professional learning experience (which may be continuous), the focus remains on what is happening with learners (both student and adult) in the classroom, school, and district. The strategies in this book keep the focus on learning for everyone involved. During their learning, educators return to the learning environment to do the following:

- Try out a new technique with learners;
- Set up a research process to obtain data;
- Receive feedback from students and coaches and mentors;
- Reflect on what they are learning;
- Confer others about what is being learned;
- Report results; and
- Modify what they are doing and repeat these processes.

They may also plan next steps.

EXAMPLES:

NON-EXAMPLES:

5. **Powerful professional learning experiences may not formally end**; they may simply evolve into other powerful forms as participants raise more questions or want to try another strategy. Powerful professional learning usually leads to the desire to make continued improvement. It may even change an institution into a learning community.

EXAMPLES:

NON-EXAMPLES:

6. **Powerful professional learning honors the professionalism, expertise, experiences, and skills of staff.** When administrators rely on outsiders, they may communicate the message that those within a school or district lack expertise. Although this can sometimes be the case, with powerful professional learning experiences school and district staff can develop their own expertise. During the process, educators identify content needs (Chapter Three) that fit the context of their environment (Chapter One) and select powerful professional learning strategies (Chapter Two) that will help them learn; they also identify the people who can lead the learning, people who might very well be in the school or district itself.

A culture becomes a continuous learning community when educators are asked to apply their skills and professionalism to improve student learning - and when they recognize the skills and professionalism everyone else brings to the improvement process.

EXAMPLES:

NON-EXAMPLES:

7. **Powerful professional learning is content-rich** because the content is the school or district itself. . .its staff. . .its learners. This is content that matters to the people engaged in the experience.

EXAMPLES:

NON-EXAMPLES:

8. **Powerful professional learning is collaborative or has collaborative aspects to it.** Educators learn from each other, enriching their own professional lives and the culture of the school or district. They build a shared vision of a school or district, and – contrasting that with realities – they work on what matters and help each other make changes. They set goals, help each other meet these goals and hold themselves and other accountable.

EXAMPLES:***NON-EXAMPLES:***

9. **Powerful professional learning establishes a culture of quality.** Powerful professional learning encourages discussion about what quality looks like, both in terms of the work educators and their students do.

EXAMPLES:***NON-EXAMPLES:***

10. **Powerful professional learning results in automatic “buy-in” because it utilizes the talent within.** Those who are going to implement change will be more likely to do so if they are involved in the design of the change through powerful professional development. An aphorism speaks to this phenomenon: *Them’s as does the doin’ does the decidin’.*”

EXAMPLES:***NON-EXAMPLES:***

11. **Powerful professional learning slows the pace of schooling,** providing time for the inquiry and reflection that promote learning and application.

Educators seldom pause in our hectic schedules to make sense of what is going on. They just keep going. Powerful professional learning is a gift to educators who seldom have a chance to reflect on their own teaching and learning.

EXAMPLES:

NON-EXAMPLES:

12. **Powerful professional learning designs provide the activities that make professional learning communities (PLCs) more than just a structure.**

Without meaningful learning activities that occur during PLC time, PLCs may go the way of so many other structures, such as block scheduling and small schools, that were instituted without enough attention to what teachers and students do that would take advantage of those structures.

EXAMPLES:

NON-EXAMPLES:

Examples of Powerful Professional Learning Designs

(from the second edition of *Powerful Designs for Professional Learning*, 2008; new or greatly revised chapters in bold)

Accessing Student Voices	Lesson Study
Action Research	Mentoring
Assessment as Professional Development	Portfolios for Educators
Book Study	School Coaching
Case Discussions	Shadowing
Classroom Walkthroughs with Reflective Inquiry	Standards in Practice (Assignment Analysis)
Critical Friends Groups	Study Groups
Curriculum Design	Training the Trainer
Data Analysis	Tuning Protocol
Differentiated Coaching	Using Video to Change Practice
Immersing Teachers in Practice	Visual Dialogue
Journaling	

POWERFUL PROFESSIONAL LEARNING

What It Is	What It Isn't

NSDC Standards for Staff Development (Revised, 2001)

Directions: Rate the degree to which these standards lead to or support professional learning. Use a scale of 1-4, with 1 being low and 4 being high. Write notes that would help you interpret the standard in terms of professional learning.

Context Standards

Staff development that improves the learning of all students:

_____ Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) Notes:

_____ Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) Notes:

_____ Requires resources to support adult learning and collaboration. (Resources) Notes:

Process Standards

Staff development that improves the learning of all students:

_____ Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) Notes:

_____ Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) Notes:

_____ Prepares educators to apply research to decision making. (Research-Based) Notes:

_____ Uses learning strategies appropriate to the intended goal. (Design) Notes:

_____ Applies knowledge about human learning and change. (Learning) Notes:

_____ Provides educators with the knowledge and skills to collaborate. (Collaboration) Notes:

Content Standards

Staff development that improves the learning of all students:

_____ Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) Notes:

_____ Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) Notes:

_____ Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) Notes:

Experiencing Powerful Professional Learning Design #1
TUNING PROTOCOLS
A Process for Reflection on Teacher and Student Work

OVERVIEW

What Are Tuning Protocols?

They are a professional learning process that honors the work we as educators are trying to do (our practice). They help us fine **TUNE** (think of tuning a radio to get the clearest reception or tuning a car so that it runs better) our practice using a **PROTOCOL** or formal process for examining our work in a supportive, problem-solving group.

How Were Tuning Protocols Developed?

They were developed by David Allen, Joe McDonald and others at the Coalition of Essential Schools (CES), Brown University, Providence, RI. They are featured in the March 1995 edition of “Horace,” the publication of CES. McDonald characterizes them as a way “a teacher presents actual work before a group of thoughtful ‘critical friends’ in a structured reflective discourse aimed at ‘tuning’ the work to higher standards” (p. 2). McDonald wrote about tuning protocols in his essay “Three Pictures of an Exhibition,” available through the Coalition.

Tuning protocols were first developed as a way to critique the design and context for student exhibitions. Its use was expanded into inquiry about about student work in general, with the student work being used as a lens for examining any aspect of the teaching-learning process. Tuning protocols can also be used to examine directly any aspect of teaching and learning, such as lesson plans, assignments, assessments, portfolios. Actually, they can be used to examine any issue of importance, such as a new policy or process.

Tuning protocols have given rise to a variety of other protocols, such as the descriptive review, the California protocol, the ATLAS protocol, the charette, the consultancy, the collaborative assessment conference, the future protocol, the issue discussion protocol, and others. Many of these are featured on the Wichita School District website.

How Do They Work?

The process on the next page will help you conduct your own tuning protocols.

Why Do Protocols Work?

Our experience is that protocols work because they are a risk-free way to get at what makes a difference in learning. The protocol prevents attacks and rebuttals.

Presenters often state that they feel good, even flattered, by having so many people take so seriously some part of their practice. They learn a great deal -- but so do the people in the group who are considering the presenter's practice, even people for whom the content of the protocol seems unrelated to their own work.

The tuning protocol also works because it allows participants to think deeply about classroom practice, arrive at creative solutions, and connect with colleagues. Protocols stimulate a learning community.

The protocol is based on some important assumptions. These help create a culture that is risk-free and promotes deep learning.

Assumptions That Make a Protocol Work

1. We all want to get better in the work we do as educators.
2. We all want to be kind and courteous and, in order to accomplish #1, we also need to be thoughtful, insightful, and provocative.
3. We need to remember that we are "in this together." In other words, even though we are tuning work one educator has brought to the tuning protocol, the effect of our tuning will be far beyond the effect on that one educator and the work that educator brought to be tuned. It is OUR work that we are tuning, and the outcome will be improved learning for all of us and our students. Tuning is truly a collaborative process.

HOW TO DO A TUNING PROTOCOL

Note: Times are for an hour-long TP; they can be adjusted for a shorter or longer period of time. When adjusting for time, be sure to allow for all steps in the protocol.

1. Introduction (about 10 minutes, **first time only**)
 - If participants don't usually work together have participants briefly introduce themselves.
 - Briefly introduce information about protocols, guidelines and this process; establish time limits (can be adapted from stated limits)
 - Explore the assumptions that are important to making protocols work.

Note: For this protocol (and any other with more than one tuning group), have the group select members to play the following roles: Timekeeper, Table Facilitator, Feedback Monitor, and Key Questions Monitor.

2. Presentation (about 15 minutes)

- Participants are quiet, taking notes. They do not interrupt the presenter.
 - Presenter sets the context, describes the teaching/learning situation
 - Presenter shares materials related to the practice being described, including student work. When student work is being presented, the presenter should allow participants part of this time to examine this work.
 - Presenter poses one or two key questions to be answered about the practice.
3. Clarifying Questions (maximum 5 minutes)
- Participants ask non-evaluative questions about the presentation, such as “What happened before X? What did you do next? What did Y say?”
 - Facilitator should guard against questions that approach evaluation, such as “Why didn’t you try X?” If someone asks an evaluative question, that person may be invited to rephrase the question as clarifying or save it for participant discussion below.
 - It is entirely possible that the group will not get all its questions answered (there never is enough time!), but members have enough information to conduct a productive protocol.
4. Individual Writing (about 5 minutes)
- This part of the protocol helps each participant focus and have something to say during the Participant Discussion.
 - Participants write about the presentation, addressing the key question(s).
 - The presenter should write on the key question during this time, also.
5. Participant Discussion (about 15 minutes)
- The presenter is completely silent during this step, taking notes, perhaps turned away from the group to avoid eye contact.
 - The participants “own” what is to be tuned; it is theirs to improve, with the presenter listening in.
 - Participants have a discussion among themselves based on issues raised during the presentation, striving to deepen their understanding of the situation, and seeking answers to the question(s) posed by the presenter.
 - Participants should strive for a balance of “warm” and “cool” feedback unless instructed differently by the presenter (see Critical Aspects, below).
 - Participants should strive to “contribute to substantive discourse” (see Critical Aspects, below).
 - Facilitator should watch for “air time” issues and focus on the work (not the presenter) and comments that are not true to the assumptions.
 - Feedback Monitor should watch for balance of warm and cool feedback.
 - Key Questions Monitor should watch for attention to the key question(s), making sure it is addressed (although participants can raise and address other questions and issues, too).

Note: At some point during the Participant Discussion, the Facilitator and Monitor should report to the group how they are doing and recommend adjustments as needed.

6. Presenter Reflection (about 15 minutes)
 - Participants are silent, taking notes on the presenter reflection.
 - Presenter reflects aloud on the participants' discussion, using the issues the participants raised to deepen understanding and reflecting on possible answers to the questions posed. Presenter can also project future actions, questions, dilemmas, etc.
 - Although presenter does not have to do this, presenter may correct misunderstandings.

7. Debriefing (about 10 minutes)
 - Presenter discusses how well the protocol worked. Then participants discuss how well they think the protocol worked.
 - The group thanks the presenter(s).
 - Presenter and participants engage in more general discussion of the content of the protocol as well as the process itself.

CRITICAL ASPECTS OF DOING A TUNING ON YOUR OWN

Be vigilant about keeping time. You need to be sure to work through the entire protocol for the process to be effective. Do not let one person monopolize any part of the protocol.

Try to gather the same group each time you do a protocol. If presenters come from within a group of people who will, themselves, do a protocol, they'll feel a little less intimidated about sharing the work they and/or their students are doing. The group should be somewhat protective of the presenter--by making their work public, presenters expose themselves to a critique. The facilitator should help participants recast or withdraw inappropriate comments. The facilitator can also ask how "tough" the presenter wants participants to be.

Although kind and courteous, participants should also be thoughtful and provocative. McDonald calls this "warm" and "cool" feedback. Nothing is gained if participants only praise, but praise should be part of a protocol: What worked? Nothing is gained if participants only criticize, but a critique should be part of a protocol: What would help students learn better? Tuning protocols work best if participants and presenters think of their work as a collaboration to help students learn.

Warm Feedback: Statements that let the presenter know what is working. Warm feedback takes the form of praise for what seems to be effective.

Cool Feedback: Statements or questions that help the presenter move forward. They are less criticism than they are a critique of the work that is oriented towards improving the work and the context within which

the work was done. Cool feedback is never about the presenter -- only about what the presenter has brought to be tuned. **The best cool feedback occurs through “What if. . .” questions such as, “I wonder what would happen if. . .”**

“Be provocative of substantive discourse.” Many presenters may be used to blanket praise. Without thoughtful but probing ‘cool’ questions and comments, they won’t benefit from the tuning protocol experience. Presenters often say they’d have liked more cool feedback” (“Horace,” March 1995, p. 2).

Have an outside facilitator who does not participate in the process, at least for the first tuning. The facilitator should make sure all steps are followed, keep time, be sure that the group acts according to the assumptions, monitor “air time,” check for the balance of warm and cool feedback, and make sure the group addresses the presenter’s key question(s). Without a facilitator, consider having participants take on these roles.

Other questions appropriate to using student work as a lens for teaching and learning practices include these: What does the work tell us about what the student knows or can do? What habits of mind are reflected in this piece? Is this piece exemplary for our school? For other schools? Does this piece represent mastery? How could this student go deeper or broader? What is needed to make this work better?

TIMING WORKSHEET

**Use this worksheet to plan how you will divide the time for a tuning.
Times given are for a one-hour tuning without Introduction.**

Total Time Available: _____

- | | | |
|----|--|-------|
| 1. | <u>Introduction</u> (first time only, about 5 minutes) | _____ |
| 2. | <u>Presentation</u> (about 15 minutes) | _____ |
| 3. | <u>Clarifying Questions</u> (about 5 minutes) | _____ |
| 4. | <u>Individual Writing</u> (about 5 minutes) | _____ |
| 5. | <u>Participant Discussion</u> (about 15 minutes) | _____ |
| 6. | <u>Presenter Reflection</u> (about 15 minutes) | _____ |
| 7. | <u>Debriefing</u> (5 minutes minimum) | _____ |

A GUIDE FOR MATCHING PROTOCOLS TO NEEDS
To be used as a guide in identifying the best protocol for a person's or
group's given needs

Best protocols to use with:	Suggested protocols:
Student Work	<ul style="list-style-type: none"> • Atlas • The Charrette • Collaborative Assessment • Descriptive Review • Tuning • Vertical Slice
Teacher/Educator/Organization Work	<ul style="list-style-type: none"> • Assignment • Collaborative Assessment • Future • Standards in Practice • Tuning • Vertical Slice
Professional dilemmas, questions or process issues	<ul style="list-style-type: none"> • The Charrette • Consultancy • Critical Incidents • Future • Peeling the Onion • Vertical Slice
Data-based materials	<ul style="list-style-type: none"> • Atlas • Vertical Slice

www.nsd.org

<http://www.annenberginstitute.org/>

www.lasw.org

www.essentialschools.org/cs/resrouces/view/ces_res/57

<http://www.nsrharmony.org/>

www.middleweb.com/LASW/LASWmkain.html

cesp.rutgers.edu/events/CFG03-1.html

www.elm.maine.edu/development/tools/atlas.stm

www.laamp.org/press/LSW.html

www.ascd.org

www.startechprogram.org/stech/lasw.html

www.coloradocfg.org

FACILITATOR RESPONSIBILITIES

FOR A SUCCESSFUL PROTOCOL

(And How to Do One Without A Facilitator)

What a Facilitator Does

What To Do Without a Facilitator

Before the Tuning

Selects the presenter	Someone in the group volunteers
Helps the presenter with choice of work to be tuned and key questions	Previous presenters assist with choice of work to be tuned and key questions
Convenes the group	Group decides on date, time, place
Does the overview (first time only)	Participants read the overview directions and complete them
Asks how “tough” the presenter wants the participants to be – that is, how much warm and cool feedback the presenter wants.	Any of the participants asks the presenter how tough the participants should be --_that is, how much warm and cool feedback the presenter wants.

During the Tuning

Sets the tone for the protocol; reminds participants about the assumptions; the responsibility for contributing to substantive discourse; warm and cool feedback; addressing the presenter’s key question(s); “air time”; and focus on the work, not the presenter.	One participant – experienced in the process – takes on this job.
Keeps time.	Have one participant serve as timekeeper. Distribute or write on the board the times for each section so all participants know start and stop times.
Monitors Participant Discussion for the appropriate balance of warm and cool	Have one participant agree to listen for the appropriate balance of warm and cool

feedback. Provides feedback to the group midway, if appropriate.	feedback. This person provides feedback midway, if appropriate.
Protects the presenter if comments are directed towards him/her rather than the work or are otherwise inappropriate.	Have one participant agree to listen for comments that are directed towards the presenter instead of the work or are otherwise inappropriate. This person should inform the group if comments are inappropriate.
Checks to be sure that no one is monopolizing the discussion.	Have one participant agree to be sure that no one is monopolizing the discussion.
Checks to see if the group has responded to the presenter's key questions.	Have one participant agree to check to see if the group has responded to the presenter's key questions.
Does a "process check" midway during the Participant Discussion to report on anything that isn't going as it should.	Does a "process check" midway during the Participant Discussion to report on anything that isn't going as it should.
Can participate in the discussion by announcing intention to do so.	Participates in the discussion.

During the Debriefing of The Tuning

Thanks the presenter and participants.	Participants should thank the presenter. (Presenter will likely do the same to participants.)
Asks the presenter and then the participants to reflect on what they learned from the protocol and how it went for them.	Presenter reflects on what was learned from the protocol and how it went for them.
Facilitates continued discussion of the	Participants and presenter engage freely in

content.	discussion of the content of the tuning protocol.
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***WHAT THE PRESENTER DOES TO PREPARE FOR A TUNING
(ESPECIALLY OF STUDENT WORK)***

Deciding What Is To Be Tuned:

- Any written form (essay, creative writing, test, portfolio, etc.)
- A performance, interview, presentation, demonstration, etc., on videotape or audiotape
- A piece of art in any form
- A computer multimedia presentation (consider showing on a screen rather than a monitor)
- a display (collage, poster, diorama, etc.)

Also remember that any aspect of professional work can be tuned – from budgets to units, from curriculum designs to rubrics, from homework policies to district policies, from intramural plans to summer session schedules

Choosing the Piece(s) to Be Tuned

- Make sure what you choose is accessible to participants in the tuning protocol; that is, it can be viewed or read or listened to by all during the 15 minute presenter time. For written forms, you'll probably need as many copies of the artifact as you have participants in your tuning group.
- Choose any of the following:
 - One piece for one student
 - One piece from several students
 - Multiple pieces from the same student
 - Drafts of a single piece from a single student over time
- Also consider how you choose the piece. It can be any of the following:
 - A piece that represents “best”

- A piece that represents “worst”
 - A piece that’s right in the middle
 - A randomly chosen piece
- Finally, you may consider presenting a final draft or a piece in progress or rough draft.
 - Note: You should make a part of your presentation an explanation of how you chose the work. Also, be sure to explain how you set up the situation that led to production of the student work you are presenting: the assignment, what came before the assignment, what students did after they completed it, whether or not they were encouraged to have drafts, whether they worked in groups or alone on the piece being tuned, whether or not they were encouraged to have help with the piece from peers or instructors, etc.

How to Devise Key Questions (for student work as well as professional practice)

1. In a one-hour tuning, limit your key questions to one to three, no more. If you have a longer tuning, you may add other questions.
2. You may want to ask some factual questions such as, “What does this work tell about what this student knows and is able to do?”
3. You may also want to devise some quality questions: “Is this piece good enough for students at our school?” You can be more specific, such as “eighth grade students at our school,” and you can be broader, too, with “any eighth grade student in the United States.” You might want to ask a follow-up question: “How can we help this student (and all students) make it good enough?”
4. You can focus on teaching and learning. “What can we say about this student as a learner? How does what we can say about this student apply to other students?”
5. You can focus on changes in curriculum, instruction, and assessment: “Is this an important thing for students to do at our school?” “Does it get at what students should know and are able to do?” “Does it offer us a

chance to look at student achievement of standards?” “How could the instruction that surrounds this work help students execute a better product or outcome?” “How can I assess this piece of student work?” “What kind of a rubric would get at what makes a quality performance of this piece?”

6. You could also focus on classroom and school conditions for learning. “What changes might be made in my classroom that would help students learn better -- and, thus, be able to produce better results?” “What changes might be made in this school to support student learning in the classroom?”
7. If you are formulating key questions about professional practice, you might ask similar questions: How can I make this project better? How can I make sure this policy will bring about the desired result? What should my team do next?

(From Lois Brown Easton. Parts adapted from publications of the Coalition of Essential Schools, Brown University. Parts from ASCD’s video project *Examining Student Work*. Parts from NSDC’s *Powerful Designs for Professional Learning*, 2004.)

FOR THE PARTICIPANTS:

Standard:

All students will know that tables and graphs can show how values of one quantity are related to values of another. Use a graph to identify, interpolate, and/or extrapolate a trend in data.

Assignment:

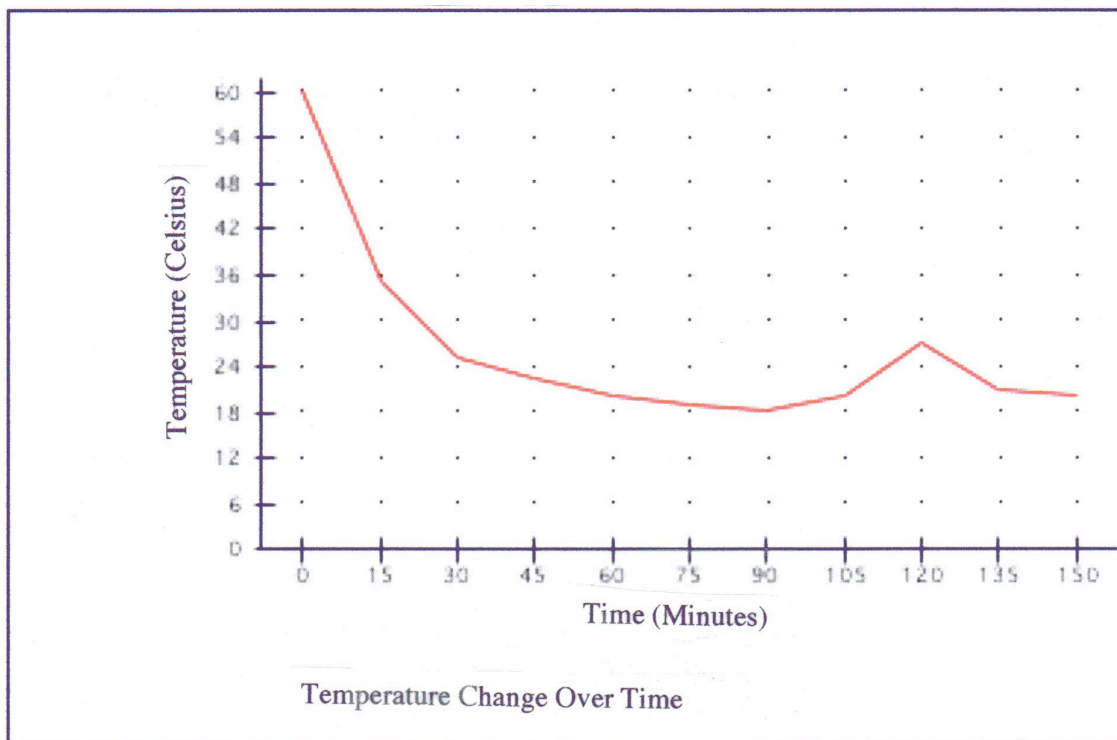
At home a student has made herself a cup of hot chocolate. The graph below shows the temperature of the hot chocolate over time.

1. Describe the trend of the temperature shown on the graph.
2. Explain why you think the temperature graph looks the way it does.

Key Questions:

1. Does the student achieve the standard? At a level appropriate for fifth graders?
2. What can I do to help this student improve the response?

Chart I Gave Students (Students were given this graph to use for their assignment. They did not make the hot chocolate and create this graph from the experience.)



Student Work Sample #1

How Hot Is Hot Chocolate?

By _____

My friend Nancy made a cup of hot chocolate. She made it in the microwave. She noticed that it got cool very quickly.

The next time she made hot chocolate, she used a thermometer and some graph paper. She put the thermometer into the hot chocolate right after she took it out of the microwave. It was pretty hot! 60 degrees.

But it got really cool within 15 minutes. It went down to 36 degrees. She measured it after 30 minutes it was only a little bit cooler 24 degrees. It stayed about that cool for a long time.

My theory is that Nancy got upset about how cool her hot chocolate was. She put it back into the microwave to warm it up. But she didn't leave it in very long it only went up to about 25 degrees.

I think that you should drink hot chocolate right after it get's out of the microwave.

Activity Reflection:

What We Did: **Tuning Protocol Using Student Work**

What I Learned:

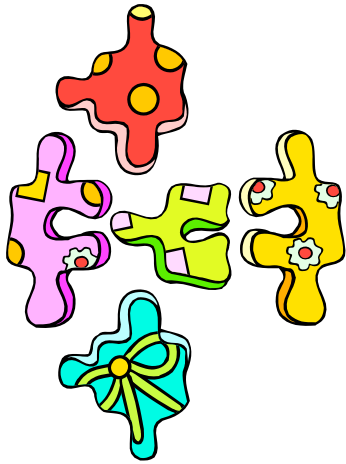
Reflection on What I Learned:

How I Might Use What I Learned:

Pair With a Colleague and Share With Each Other The Highlights of Your Reflection. Discuss and Note Some Highlights of The Discussion:

JIGSAW INSTRUCTIONS

Reading Groups



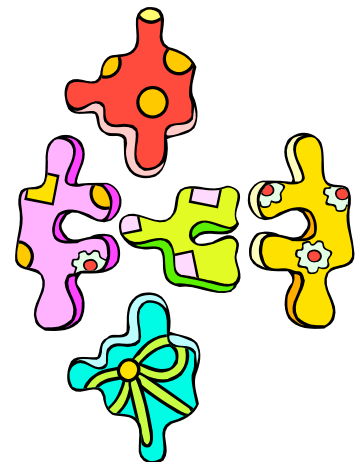
1. Count off by _____ and break into groups according to your numbers.
2. Individually read/skim the chapter assigned.
3. Discuss the chapter you have read, in particular what you resolve to tell people in other groups who have NOT read the chapter you have read.
4. You have _____ minutes to work. Then count off again by _____.
5. At the signal, go to your new group –

Parts/Chapters to Read:

Group 1:	Read _____, pp. _____.
Group 2:	Read _____, pp. _____.
Group 3:	Read _____, pp. _____.
Group 4:	Read _____, pp. _____.
Group 5:	Read _____, pp. _____.
Group 6:	Read _____, pp. _____.
Group 7:	Read _____, pp. _____.

Teaching Groups

1. When you get into to your teaching group, check to be sure you have at least one person who has read and is ready to discuss each of the chapters above.
2. One at a time, the presenter for each chapter should discuss the part/chapter read – highlights, what's important, what's new, what's confusing, what's valuable, etc.
3. You have _____ minutes for each presenter. You have _____ total minutes.



Reflection on What I Learned:

How I Might Use What I Learned:

THE LAST WORD PROTOCOL
FOR A NON-TEXT-BASED DISCUSSION²

SOURCE OF PROTOCOL:

This protocol is also known as “Save the Last Word For Me” protocol, developed by Patricia Averette and included in the protocols used by the National School Reform Faculty (NSRF).

OVERVIEW OF PROTOCOL:

This protocol has multiple uses. It is great for processing ideas. It is also useful for bringing closure to a discussion. It can be used to look at student work and examine professional practice. It can even be used to address problems or issues. As Averette maintains, “The process is designed to build on each other’s thinking, and not to enter into a dialogue. Participants may decide to have an open dialogue about the text at the end of the 30 minutes.”

NUMBER OF PARTICIPANTS:

No more than 3 or 4 people should be in any one group, so if the whole group is large, it needs to be sub-divided into groups of 3 to 4. If possible, the number of people in each group should be the same (either 3 or 4) so that no group finishes before others. A single group does not need a facilitator, only a timekeeper to move the process along. Multiple small groups need a room facilitator to keep time and to move the process along in each group.

TIME REQUIRED:

² From Lois Brown Easton (in press) *Protocols for PLCs*. Alexandria, VA: ASCD.

One or more groups of three can complete this protocol in 30 minutes including discussion at the end; larger groups will need more time.

STEPS (with approximate timing of 30 minutes):

Step One: Identification of Significant Ideas (about 3 minutes)

- Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the discussion, activity, issue, problem, piece of student work, other.

Step Two: First person (about 7 minutes)

- One member of the group shares the significant idea but does not elaborate on it.
- The other 2 participants (3 if the group has 4 members) each have 1 minute to respond to what the first person says.
- They can agree/disagree, offer examples, share what the first person's statement made them think of, raise a question, contribute details, etc.
- The first person then has 2-3 minutes to respond to and build on what the others in the group said.

Step Three: Second person (about 7 minutes)

- The process for the first person is repeated with the next person in the group.

Step Four: Third person (about 7 minutes)

- The process for the first person is repeated with the next person in the group.

Note: If there are 4 people in a group, the process continues for one more round.

(Optional) Step Five: Open discussion (as desired)

- The small group can have an open discussion with each other about what came up during the rounds.

- The small groups can come together to have an open discussion with each other about what came up during the rounds

Step Six: Debriefing (about 5 minutes)

- Each small group discusses how the protocol went and continues conversation openly.
- (Optional) The whole group can discuss how the protocol went and continue conversation openly.

CRITICAL ELEMENTS

One critical element is that the first person (the presenter in the round) must have “the last word.”

TIPS FOR THE FACILITATOR:

Except for timekeeping for multiple small groups, this protocol is relative self-facilitating. The facilitator may want to have the group develop some norms for self-facilitation, however, such as adhering to the time frames, avoiding side conversations, and resisting the impulse to discuss what each person says freely during the rounds.