**Collaborative Meeting Protocol**

**2 HOURS**

|  |  |  |
| --- | --- | --- |
| **Meeting Segment** | **Process** | **Time** |
| All Meetings | | |
| One Minute Whine | * Each person has an opportunity to switch gears after the school day, celebrations and frustrations are shared and not recorded. * Group agrees on focus for meeting. | 5 minutes |
| Action Plan Reports | Each instructor gives a summary of his or her implementation of Action Plan. Timekeeper allocates time to each person equally.  Report includes the following information:   * What change did you make?   After making the change:   * What do most of your students know or what are most of your students able to do? * What are some problems or misunderstandings your students still have? * What do most of your students still need to know or what skills do they need to develop?   Group brainstorms possible next steps for instructional action plan. | 20 minutes |
| **Analyzing Student Work** **Meeting** | | |
| Examine Student Work | Use the Looking at Student Work protocol to analyze presenting instructor’s student work.  Group members reflect on evidence of student thinking they examined and discuss:   What have we learned from this analysis that can be applied to other classrooms and students? | 20 minutes |
| **Collection of Evidence Meeting** | | |
| Write Assessment for Learning Targets on Learning Progressions | * Group members collaboratively write assessment tasks tied to learning targets on an existing learning progression. * Group members exchange questions and determine whether it would be possible for a student to answer the question correctly for incorrect reasons and provide feedback on the quality of the assessment task.    Group members commit to collect evidence of student thinking around the learning target and decide when and how the evidence will be analyzed. | 20 minutes |
| **All Meetings** | | |
| New Learning | Choose an action for your group to participate in related to your area of focus.   * Read and discuss an article about your area of focus. | 30 minutes |
| Individual Personal Action Planning | Each instructor revises action plan to reflect instructional focus for the next month, including a plan for evidence collection.  Determine how the collected evidence will be analyzed.  Consider how your selected area of focus can inform other members of your group.   * What aspects of your instructional focus might be generalizable to other classrooms? | 15 minutes |
| Action Plan Feedback | Each instructor describes action plan and receives feedback from members around the following questions. Allocate time so that each instructor receives feedback on his or her action plan.   * Does the instructional strategy address a student learning need? * Does the implementation of the action plan make logical sense? Are there potential barriers? Has anyone in the group tried something similar so has lessons learned to report? * Is it possible for a group member or other colleague to observe implementation of the action plan and provide feedback? If so, make a specific plan for that to happen. | 20 minutes total for this section and next |
| Evidence Collection Feedback | * Does the evidence collection plan seem likely to get at student understanding of the intended learning target? * Will the evidence collected be analyzed at the next meeting? (If so, make plan for presenting instructor to provide copies for other group members and to use the Looking at Student Work protocol.) * If the evidence will not be analyzed at the next meeting, how will the collected evidence be reported on? |  |
| Planning for the  Evidence Collection or Analysis  Meeting | Choose an action for your group to participate in during the next meeting that makes sense for your group.   1. Look at student work in order to better understand another instructor’s problem of practice and to generalize the lessons learned to other classrooms.    * Identify who will bring student work and whether you will look at the work as a whole group. **OR**   2) Design or revise an assessment on an existing learning progression to better get at student understanding.   * + Group members plan to bring appropriate materials | 5 minutes |
| Review of Meeting | * Review plan for next meeting. If next meeting involves working on assessment questions or examining student work, ensure that each person knows what materials to bring. * Facilitator commits to send reminder at least two school days before the meeting. * Recorder sends copies of meeting notes and revised action plans to group post meeting. | 5 minutes |