

PLC Protocol Resources

Protocols help facilitate sustained conversations that ensure every voice is heard in an equitable and balanced way. Protocols help to achieve trust, and create an environment where participants are comfortable taking risks and sharing ideas, successes, and challenges. Protocols help to build culture and trust among group members and ensure that substantive dialogue is occurring. Protocols also provide structures that make it safe for team members to share unique perspectives and ask challenging questions of each other.

Protocols for Discussion of Shared Texts or Documentation

[Four A's Text Protocol](#)

In this protocol, participants explore a text deeply and consider the author's assumptions, along with their own agreements, arguments and aspirations.

[A Text Rendering Experience](#)

This protocol is designed to help participants work with all group members to clarify thinking, construct meaning, and expand their thinking about something the group has read.

[Save the Last Word for Me](#)

This protocol is created to help participant's build on one another's thinking in a way that doesn't engage them in dialogue. As a result of using this protocol participants have a chance to clarify and deepen their thinking about what they have read.

[The Final Word](#)

The purpose of this protocol is to give participants a chance to deepen their thinking about a text they have read as a result of having their assumptions and beliefs questioned by other group members.

Protocols for Looking at Evidence of Student Learning

[Art Shack Protocol](#)

Teams review student work for the purpose of aligning to the standards, aligning expectations, studying the impact of feedback, and informing instruction. This is a non-evaluative, non-judgmental protocol that is grounded in description. As a result of describing and learning from a student's work, participants will gain a window into the student's thinking and the implications that may have for classroom practice.

[ATLAS: Learning from Student Work](#)

Teams review student work to align to the standards, align expectations, study the impact of feedback, and inform instructional decision making. This protocol guides participants in using student work to make discoveries about what students are thinking and understanding. Participants not only consider the things they see in the student work, but also make inferences about what the student was thinking and why. The observations and interpretations made by participants are then used to identify the implications for teaching and assessment.

[Examining Student Work: A Constructivist Approach](#)

Teams look at student work with this protocol individually or in groups with students or adults for the purposes of planning and assessment. Participants identify qualities of excellence in student work and then build those qualities into future work.

[Tuning Protocol](#) and [Tuning Protocol Guidelines](#)

Originally developed by the Coalition of Essential Schools, this protocol in which teachers present units, lessons, or assessment for review and feedback, is designed to help teachers collaboratively fine tune their own work.

Protocols for Analyzing Data

[Data Driven Dialogue](#)

This protocol facilitation plan includes four phases to guide teams when looking at data. Participants make predictions, go visual with the data, make observations, and draw inferences that lead to implications for teaching and learning.

[Data Mining Protocol](#)

This protocol leads teams through analyzing two different sets of data.