

### Standards Protocol

Source: *Turning Points: Transforming Middle Schools* ([www.turningpts.org](http://www.turningpts.org))

#### Purpose

This protocol provides a format for analyzing student work in relationship to specific standards and a scoring rubric.

#### Time allotted

About 60 minutes.

#### Group format

The protocol needs one facilitator, with understanding of and experience with the protocol, a documenter to capture the groups' thinking, the presenting teacher, and a group of 5-10 colleagues.

#### Facilitation tips

- This protocol works best if one person, preferably someone who is familiar with the protocol, acts as the facilitator. This person will not be part of a group that discusses the question(s).
- The facilitator should begin the session by restating the importance of the trust and respect that this protocol requires. Discussions and feedback that take place in the session are professional conversations between the participants and the teacher seeking feedback.
- The facilitator should also explain that the protocol will be implemented with fidelity to the process and the constructive spirit of the process. The facilitator may ask participants to reword or withdraw comments that are evaluative or judgmental.
- The protocol follows the following steps:
  - Introduction (protocol goals, guidelines and schedule): 5 – 10 minutes
  - The presenting teacher describes the assignment, discusses which standards the assignment addresses, and outlines the assessment process, rubric, or list of criteria. The presenter frames a question for the group to focus discussion: 5 minutes
  - The participants ask clarifying questions (the presenter responds briefly to each): 5 minutes
  - Participants individually scores the work using the presenter's rubric (if the presenting teacher did not bring a rubric the group can create a quick informal rubric using the standards and the assignment. The goal is to be able to have a common perception about the overall quality of the work): 5 minutes
  - Participants discuss any discrepancies in their scores, look at the teacher and student work and consider any questions that the work raises for them: 10 minutes
  - The facilitator asks the presenter to restate his question and confirms that this is the focus for the discussion by the group.
  - The participants discuss the work (the presenter only listens) (the discussion should balance the conversation between the strengths and weaknesses of the work and tie the work to the standards): 15 minutes
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- The facilitator invites the presenter to share his or her reflections and reactions to the discussion: 10 minutes
- The facilitator invites all participants, including presenting teacher, to share any suggestions for teaching and ways for supporting students' learning: 10 minutes
- Debrief (open discussion of the experiences of the group): 10 minutes
- Thank the presenting teachers