**Collaboration Protocol**

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| **Steps** | **Team Notes** |
| 1. Set the stage.

\* Establish the purpose of the meeting (Have a prepared agenda-created prior to collaboration)\*Review the norms-focusing on one or more of the Four Guiding Questions:  **Q1: What do we want students to know and be able to do?** **Q2: How will we know if they have learned it?** **Q3: How will we respond when some students do not learn?** **Q4: How will we extend the learning for students who are already proficient? (How will we respond when some students have learned?)**  \*\* What quality instructional practices will result in high levels of student learning?  | Two-Three minutes  |
| 1. Review the focus of the collaboration. (This can be in the Plan-Do-Study-Act Cycle)
 | Three- Five minutes\*Where are we in the Plan-Do-Study-Act cycle? What did we plan to accomplish today?\*What will we walk away having done or created (decisions, products, plan of action)?\*What process will we be using (brainstorming, examining protocol for reviewing student work, identifying assessment items)? |
| 1. Discuss and Determine Actions- Create a team plan of action to ensure higher levels of learning for all students.

**Team may chart the following responses:**

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| Support for Students Not Proficient | Reinforcement for Students at Near Proficiency | Extensions for Students Above Proficiency |
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 | Thirty-five minutes (majority of the meeting)**Collaboration Management Processes**\*Facilitator guides the team through the process\*Recorder takes notes on key decision and products made\*Timekeeper helps to monitor the progress of the team during the allotted time. **Resources:**Grade level essential standards (guaranteed and viable curriculum), district pacing guides, data notebooks, & PLC Protocols |
| 1. Review agenda items and norms.

\*Discuss what the team accomplishes and determine next steps and assignments (time varies)\*Collaboratively establish the next agenda  | Five-Seven minutes |

**Collaboration Plan-Do-Study-Act Protocol**

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| **Steps** | **Team Notes** |
| **Big picture look for the year** | Team determine: \*Essential Standards (Q1: What do we want students to know and be able to do?)\*Example of proficiency (Q2: How will we know if they have learned it?)  |
| **For each unit of Instruction:****Plan** | Teams backward **plan** to identify and design:Essential standards each unit addresses and unwrap them to build common clarity and reveal specific learning targets (Q1: What do we want students to know and be able to do?)Summative and formative assessment items and timing (Q2: How will we know if they have learned it?), using SMART (strategic and specific, measurable, attainable, results oriented, time bound) goals for the end-of-unit-assessmentsSequence of Instruction, including best instructional practices that increase student learning of the essential standards (What quality instructional practices will result in high levels of student learning?)  |
| **Do**  | Teams implement or **do** the plan. They collect evidence of student learning at key times as planned through the use of common assessments  |
| **Study**  | Teams **study** evidence of student learning to identify general strengths and error patterns, specific student levels (for differentiated response), and effective practices. They develop a game plan to support students who do not achieve proficiency and strategies for re-engaging and extending the learning for all students. (Q3: How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?) they also evaluate the effectiveness of the assessment items, pacing, and instructional strategies to make adjustments in future implementation.  |
| **Act** | Teams **act** on their game plan to support and gather additional evidence of student learning to ensure that their support resulted in higher levels of student learning  |

**Collaboration Checklist**

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| **Collaboration Checklist Items:** |
| * Prepared Agenda
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| * Norms
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| * Essential Standards and Learning Targets
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| * Guaranteed and Viable Curriculum Notebook (Unwrapped Standards)
 |
| * Collaboration Protocol and Plan-Do-Study-Act Cycle
 |
| * Assessment Protocols:
* Common Formative and Summative

 Creating Assessments* Analyzing data
 |
| * Assessment(s) Data

\*Data Must be displayed/tracked in a uniformed way across the team\* |
| * The Team Teaching-Assessing Cycle
 |
| \*\*All items and additional support documents are found in the LES PLC document or notebook\*\* |

**Four Guiding Questions of a PLC**

1. What do we expect our students to know and be able to do?

4. How will we respond when they already know it?

2. How will we know if they have learned it?

3. How will we respond when they do not learn?