Protocol for Analysis and Adjustment

1. **Thanks:** Team members should start by thanking each other – for the planning and for the instructing. Additionally, writing team members may mention something they learned from watching the lesson.
2. **Instructor’s Reflections:** To begin the discussion, the instructor is given 5 or so un- interrupted minutes to present her or his ideas about the lesson, comment on what went well and any difficulties, and reflect about what was learned both planning and conducting the day’s lesson.
3. **Writing Team Comments:** The lesson writing team members will then explain their goals for students and review why they made their decisions in design.
4. **Presentation and Discussion of Data from the Research Lesson:** The team members present and discuss evidence of student learning, engagement, and behavior from the lesson. The evidence may include ‘noticings’ about student work, a record of questions by the teacher and/or students, narrative records of all activities by particular children, a record of the whiteboard, etc., that have been agreed upon in advance. The focus is on what the data suggests about the students’ progress towards the building block(s) and Unit Learning Target.
5. **General Discussion:** The facilitator will lead a brief round-robin discussion period focusing on student learning and specific elements of the lesson. The facilitator will look for group comments and may ask participants to wait for replies on discussion points to prevent a point-volleying session. Remember to keep comments objective, evidence supported, and focused on the lesson, not the instructor.
6. **Adjustment and Reflection:** The facilitator will lead a discussion focused on possible changes in the lesson and applications. What adjustments should be made? How can you generalize the findings from this process into other aspects of your practice? What do you want to do differently in your classroom as a result of this research? What are the adjustments that should result after analyzing this evidence in your classroom? In your school? Who can support you and your team with these adjustments?