



Guide for Using 7 of the Student Work/ Problem Solving Protocols

Revised by Gene Thompson-Grove, February 2002, Further revised by Amy Schuff and Dianne Leahy, October 2004

Protocol	Focus	Function	What Makes it Sing	Presenter Involvement
Consultancy	On a dilemma faced by an individual or group	Helps the presenter think more expansively about a problem/dilemma they are facing. Can be used for educator work or student work. In either case, the focus is on the dilemma.	The dilemma is important; the presenter thinks a solution is possible but doesn't know what it is; the presenter is willing to change their own practice to resolve the dilemma; the effectiveness of the "probing questions."	Presents the issue, responds to questions, sits out, and then comes back to the conversation. The presenter brings copies of student work, the assignment, and/or the assessment – all of which serve as artifacts, illustrating the dilemma for the group.
Issaquah	On a dilemma faced by an individual or group	Helps the presenter think more expansively about a problem/dilemma they are facing. Also, models the developmentally appropriate order for questioning in coaching/consulting situations.	The same elements that make a consultancy sing, make this one sing also. The major difference is the clear rounds that lead from "what" to "so what" to "now what."	Presents the issue, responds to questions, actively listens to check for understanding, and decides if they would like suggestions—or not. Presenter shares out their "now what" in the reflection and participates with the group in the debrief.
Tuning	On assignment, assessment, and samples of student work	To help educators figure out why student work doesn't reach pre-determined goals or standards. The work can range from an individual educator's assignments to efforts to develop more effective assessments. Can also be used for any kind of educator work.	Goals or standards are clearly defined (a proxy of "perfect pitch"), and all of the students' work clearly does not reach those goals (that's why there is a need for tuning - to get students closer to the "perfect pitch"). The focus question is clear; the participants give substantive "warm" and "cool" feedback.	Presents context, answers clarifying questions, sits out during feedback, and then reflects out loud. The presenter brings a range of student work in response to the same assignment—with work that met the standards, and work that didn't. It is also important to have copies of the assignment, the assessment, and the goals/ expectations for the assignment.

This protocol was originally written in the 1990s/2000s. We encourage you to purchase an NSRF membership to access newer materials and to enroll in CFG Coaches' Training to access all of the updated materials and to develop a more thorough, experiential understanding. Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Collaborative Assessment Conference (CAC)	On student work in response to a relatively open-ended assignment	To get a fresh perspective on a student's work in the absence of any contextual information. Good for situations where the presenter is genuinely wondering about—or is baffled by—the work and/or the student.	The presenter has no input into the protocol until late in the process; no contextual information is given to the group before they begin. The presenter must want to know what new sets of eyes see that the student is working on before joining the conversation. Participants are able to describe the work without evaluating or judging it.	No presenter involvement until they shares their view of the student and reflects on what they heard; presenter also joins the discussion about the implications of the work for teaching and learning. The presenter brings work with the name and any teacher comments taken off. This is usually a single piece of work from a student, or several pieces of work from the same student.
ATLAS (adapted from the CAC)	On student work in response to a relatively open-ended assignment	To get a fresh perspective on a student's work in the absence of much contextual information. Good for situations where the presenter is wondering about the student's work and the implications of that work for teaching/learning. This is the one protocol where is it possible to use work nobody in the group "owns," or work from students everyone in the group shares, since the teacher is relatively anonymous.	The person who brought the work gives a minimal, one-sentence overview of the student and the assignment before the group begins. If the person who brought the work is also the teacher of the student, they must be willing to sit back and listen, and must want to know what new sets of eyes see that the student is working on before joining the conversation. Otherwise, the person who brought the work joins the conversation from the very beginning.	The presenter bringing the student work gives a one sentence description of the assignment and should describe only what the student was asked to do and avoid explaining what they had hoped for or expected to see. No presenter involvement until they join the discussion and reflect with the group on the process and what was learned. The presenter brings work with the name and any teacher comments removed. This is usually a single piece of work from a student, or several pieces of work from a single student. It can also be a single piece of work from several students in response to the same assignment.

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Describing Student Work	On student, via samples of his/her work	Uses several samples of student work to deepen understanding of the student's ways of knowing/learning.	The presenter has a major role in defining the questions that guide each of the description rounds, but then sits back and listens to what people see in the work of a student they know really well. Works best when the presenter knows too much about the student to be able to distinguish the forest from the trees.	Determines what rounds are used ahead of time. Brief introduction at beginning and then time at end for reflecting back to the group what they learned. The presenter brings work from a single student with the name and any teacher comments taken off.
Charrette	A project in the middle of development	To improve a project while it is still in the development process.	The designer is stuck at a particular point in the development process and needs colleagues to get past the stuck place. Colleagues are willing to take the work on as their own to help the presenter move forward.	Presents the issue and poses a question, sits out and then calls time when the group has done work that helps them move forward. The presenter brings work they have completed to date and a description of where they got stuck.