Quality Quest Protocol

*Developed by Lee Alvoid, Sheila Maher, & Janie Worst, Creekview High School, TX.*

1. Share the steps and goal of the protocol. (3 minutes)

2. Distribute student work with teacher assignment. Teacher presenter explains context of assignment. (5 minutes)

3. Presenter answers clarifying questions about the context of the assignment asked by participants. (5 minutes)

4. Examine student work and ask participants to write feedback they would give to the student regarding what the student did well and what the student could do to improve the work. (10-15 minutes)

5. Discuss feedback regarding information from step 4. (10-12 minutes)

6. Reflect on whether the student work is…
   - Just Beginning (1)
   - Emerging (2)
   - Meeting (3)
   - Exceeding (4)

   Creekview High School’s expectations of quality. Participants share their reflections. (5-10 minutes)

7. On chart paper, list the features of the student work that justify the groups’ assessment of the student work as Just Beginning, Emerging, Meeting, or Exceeding quality expectations. If a consensus cannot be reached, then features will be listed under more than one category. (5 minutes)

8. Debrief — What learning did you do? What questions do you have for future Quality Quest work? What worked for you using this protocol? What did not work for you using this protocol? (5-7 minutes)

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.nsrfharmony.org.