

## Protocols Professional Dialogue Techniques

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## Outcomes

- Briefly reflect on current research
- Gain an awareness of protocols and how best they are used
- Develop skills that are essential for providing teacher feedback.
- Explore protocols as a form of structured professional dialogue techniques aimed at improving student learning.
- Reflect on your current practice

## What is today going to look like?

- Sharing current research and findings
- Outline a protocol at a time
- We are going to have a go at the protocol
- Group debrief about the process

## Master's Recommendations

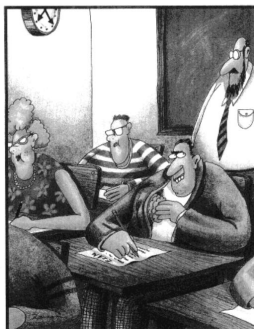
- The most effective way to increase achievement is to **increase the effectiveness** of classroom teaching practices
  - Explicit teaching strategies to address **identified learning needs** (differentiation in how students learn)



"Am I going too fast for you?"

## Increase effectiveness of teachers

- The greatest impact to **the work of teachers** is coming from a greater understanding about the brain and its functions
- Explicit teaching strategies to address **identified learning needs** (differentiation in how students learn)
- Recognising different learning requires different strategies



Midway through the exam, Allen pulls out a bigger brain.

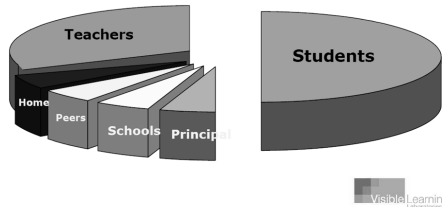
## What research tells us

- The teacher is probably the single most important factor affecting student achievement that can be readily changed.

Hattie 2009  
Visible Learning

## John Hattie

Percentage of Achievement Variance



## Research Findings

Hanushek, E. A. (2002) Teacher Quality  
[http://edpro.stanford.edu/Hanushek/files\\_det.asp?FileId=97](http://edpro.stanford.edu/Hanushek/files_det.asp?FileId=97)  
 Goodwin, B. Changing Odds - 2010

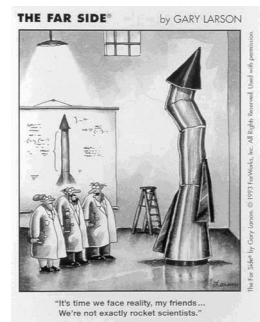
1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
Effective teacher		
1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective		
1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective	Effective teacher	
1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective	In-effective	
Effective teacher	Effective teacher	

## John Hattie – Making Learning Visible (2009)

- “Teachers make a difference is misleading”
- “Not all teacher have powerful effects on students”
- “It is teachers *using particular teaching methods*, teachers with *high expectations* and it is teachers who have *created positive teacher-student relationships*”

## “What teachers do matters”

John Hattie – Visible Learning (2009)

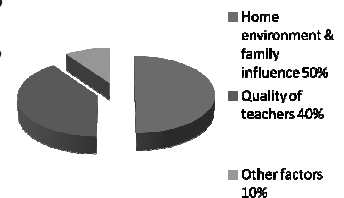


## What have other researchers found?

International and national research

## Geoff Masters ACER chief exec:

“its more to do with teaching and how do we continue to prepare and develop teachers.”



## Improving learning in Australian schools (Geoff Masters Jan 2008)

- Effective teachers:
  - Set **high expectations** and are **clear** about work
  - Have **deep understanding** of the **subjects** they teach and **how students learn**
  - Target teaching to **individuals levels of readiness** and need
  - Continually **monitor** student learning and provide **feedback** to guide learning

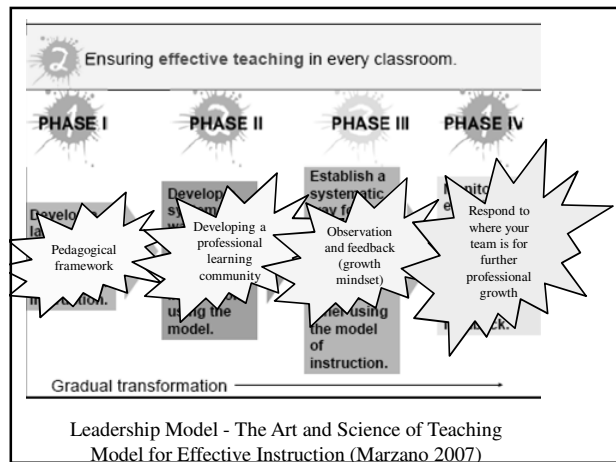
## What makes a teacher highly effective?

- Challenge their students through high expectations and also develop instruction that promotes high order thinking skills
- Provide positive classroom environments
- Are intentional about their teaching
  - are clear about what they teach
  - Broad repertoire of instructional strategies to accomplish learning goals
  - Engage in deliberate practice
    - Not only knowing what to do about supporting student learning, but know how, when and why to do it.

Bryan Goodwin 2010  
Changing the Odds

“If learning is what we value,  
then we ought to value the  
process of learning as much as  
the result of learning”

Eric Jensen (2002)  
Teaching With The Brain In Mind



## What are the Protocols

- Formal structure for looking collaboratively at student work samples, assessment items, planning frameworks, teacher practices and school culture with the aim of improving learning outcomes.
  - Reflecting on work samples and teacher practices gives us a window into how our school/colleagues think and work

## What purpose can they serve?

- Promotes teacher collaboration and the development of a learning community
- Identification and sharing of effective teaching practices
- Provides opportunities for peer support and self reflection (as individuals & whole school)
- Promotes culture of continuous school improvement
- Leading for learning – provides a focus for future conversations and reflections

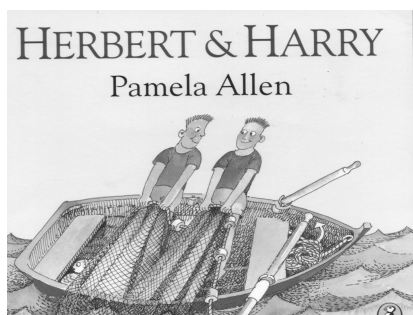
## **NORMS FOR PROFESSIONAL DIALOGUE**

- 1. Adopt a sense of responsibility in and for the group**
- 2. Attend to others and listen**
- 3. Cooperate in good faith**
- 4. Aim for consensus decision making**
- 5. Confront problems respectfully**
- 6. Allow and give no put downs**
- 7. Accept where others are at**
- 8. Suspend judgment**

## Before we start

Practice an essential skill of listening!

## Walk and Talk



## Aim of the Protocols

Participants to develop strategies & skills to engage their community in professional dialogue around the core business of teaching & learning

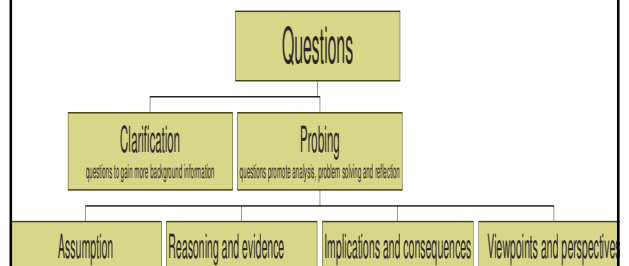


Building a Professional Learning Community with a **growth mindset**.

## Second skill required

questioning

## Categories of questions



## Questions for Clarification

- These questions are for the questioners –to get a clear picture of the topic.
  - Person the question is directed to needs to learn to answer these questions briefly, sticking to the question asked.
  - **No justification** is required at this stage.

## Questions for Clarification

- Who have you shared this with?
- When did this happen?
- Have you used this \_\_\_\_\_ resource?
- Could you explain that further? Is this what you are saying \_\_\_\_\_ ?
- Is this a problem to you?
- Does this \_\_\_\_\_ relate to \_\_\_\_\_ ?
- Is this another way of saying that?
- Is your basic point \_\_\_\_\_ or \_\_\_\_\_ ?
- What do you see as the main issue here?
- Is this also related to your problem/issue?

## Questions for Probing

- These are aimed at getting everyone starting to think more deeply about their problem.
  - Think about alternatives
  - Why it is a problem/good idea
  - What would the problem/idea be like from a different perspective

## Categories for Probing Questions:

- *Questions that probe assumptions*
- *Questions that probe reasons and evidence*
- *Questions that probe implications and consequences*
- *Questions about viewpoints or perspectives*
- *Questions about the question*

## Questions That Probe Assumption

- What are you assuming? What is Dave assuming? What could we assume instead?
- You seem to be assuming \_\_\_\_\_. Have I understood you correctly?
- You seem to be assuming \_\_\_\_\_. Can you back this up?
- Your reasoning seems to be based on the idea \_\_\_\_\_. Why have you based your reasoning on \_\_\_\_\_ rather than \_\_\_\_\_?
- Is that always the case? Why does that assumption hold here?

## Questions that Probe Reasons and Evidence

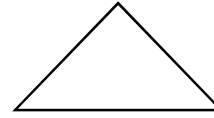
- What would be an example?
- What led you that belief?
- Could you explain your reasons to us?
- What would convince you otherwise?
- How could we verify that?
- Who is in a position to know if that is the case?
- Is that evidence adequate?
- But is that clear enough evidence to believe that?

## Questions about Viewpoints, Implications, & Questions

- When you say that, are you implying?
- What would someone who disagrees say?
- What is an alternative? Can anyone see this a different way?
- How are these viewpoints alike /different?
- What are you implying by that?
- When you say \_\_\_\_ are you implying \_\_\_\_ ?
- If that happened, what else would also happen as a result? Why?
- Does the question ask us to clarify information; probe assumptions, evidence; clarify perspectives, implications/

## Looking

for evidence of student thinking



**Listening**  
To colleagues thinking

**Reflecting**  
On our own thinking



## Consultancy Protocol

## Participant Roles

- Facilitator – chairs the process
- Presenter – shares and discusses work
- Questioners – probe and challenge the presenter to find solutions to the problem

## The Process

### INTRODUCTION (2 - 3 minutes)

- Facilitator briefly introduces protocol goals, norms and agenda.

### PRESENTER (5- 8 minutes)

The presenter gives a brief summary of class and work done. Students are not labelled eg low ability class etc... A question is then framed for colleagues to discuss. It is best to write the **question down and place it in the centre of the table**, to help focus the discussion.

## Question Time

### CLARIFYING QUESTIONS (3- 5 minutes)

- Participants have an opportunity to ask 'clarifying' questions - to get pieces of information that may have been omitted in the presentation and that they feel would help them to understand the context of the presentation. The facilitator should be sure to limit the questions to those that are 'clarifying'.

## Sample Clarify Questions

These are information seeking questions that have a brief factual answer. Example:

- Did you have any guest speakers talk to the students?
- How many students participated in the extension activity?

## Probing Questions

(10-15 minutes)

- These questions **do not offer solutions**; rather they are designed to get the presenter thinking of their own solution. The aim is to help the presenter clarify, deepen and expand their thinking about the issue – through this the presenter learns more about their thinking and about the work/issue they have presented.
- **Presenter responds to questions, but there is no discussion of their responses.**

## Sample Probing Questions

- What might you do differently next time?
- Why do you think that strategy did not work?
- How could you use other students in the class to promote learning?

## Talk with each other

- Presenter sits back and listens to the discussion, taking notes on what is said (**they do not contribute at this stage**).
- Example discussion topics: “what did you hear” “what didn’t you hear” “what did you think about the issue”. **Discussions should be both warm and cool feedback**
- Solutions can be offered here. Participants need to focus on the question during the discussion time.

## Sample Discussion Topics

- This section indicates to me deep understanding because....
- The task does not seem to be explicit to the student because....
- Maybe the order of the task should have been...
- It seems like the students required more scaffolding in this area because.....
- another way of tackling this could be to.....

## Warm Feedback

- | What is it   | Examples  |
|--|---|
| <ul style="list-style-type: none"><li>• Is explicit – why is it good</li><li>• Identifies strengths</li><li>• This is not about saying ‘good presentation’. It is about being descriptive and helping the presenter see value they might not have seen, themselves, in their presentation.</li></ul> | <ul style="list-style-type: none"><li>• By providing scaffolding early in the process it helped students focus their thinking about a difficult issue</li><li>• I liked the way you gave students a range of options in terms of the way they could respond to the project.</li></ul> |

## Cool Feedback

### What is it

- Raises issues or potential questions
- Provokes thinking for improvement
- Constructive

### Examples

- I wondered about the amount of structure that you provided students and whether you saw a need for more or less in the future?
- I can not see evidence of the criteria sheet matching the final task

## Presenter Response (5 minutes)

- What they have heard and can take on in regard to the discussion time.
- This is an opportunity for the presenter(s) to respond to the questions and comments.
- During this segment, other participants are quiet.

## FEEDBACK ON THE PROCESS (2 - 3 minutes)

- The full group provides feedback (debrief) on the process.

## Group Debrief

How did the process go?

## Focused Problem Solving Protocol

Professional dialogue technique

## **NORMS FOR PROFESSIONAL DIALOGUE**

1. **Adopt a sense of responsibility in and for the group**
2. **Attend to others and listen**
3. **Cooperate in good faith**
4. **Aim for consensus decision making**
5. **Confront problems respectfully**
6. **Allow and give no put downs**
7. **Accept where others are at**
8. **Suspend judgment**

## Focused Problem Solving

- The problem:
  - must be real
  - must not require too much factual information or jargon
  - must be able to be discussed in an open way

## Roles

- 1 presenter – person who owe’s the “problem”
- 1 facilitator – makes sure process is followed
- 2 questioners – these are the only 2 people who ask questions to the presenter
- The rest are observers.

## Introduction

(1-2 minutes per person)

- Each member in the group very briefly outlines their case study they want to share.
- As a group select the case study that is to be explored more fully.
- The facilitator briefly introduces protocol goals, norms and agenda. They also emphasis that this process may not help in allowing the presenter to solve the problem in it’s entirety.

## Presentation

(5-10 minutes)

- The chosen presenter identifies and describes the issue/problem in more detail. This can be written on a piece of paper to ensure questioning stays focused to the problem.

## Clarifying Questions

(10 minutes)

- These questions are for the questioners –to get a clear picture of the topic and the surrounding circumstances.
  - Person the question is directed to needs to learn to answer these questions briefly, sticking to the question asked.
  - **No justification** is required at this stage.

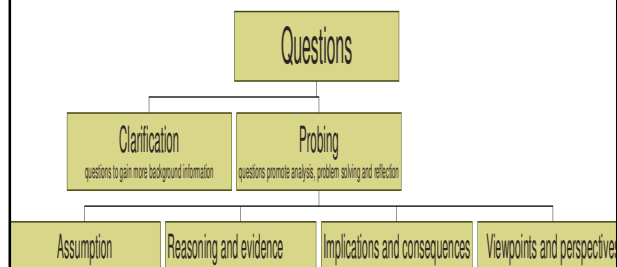
## Questions for Clarification

- Who have you shared this with?
- When did this happen?
- Have you used this \_\_\_\_\_ resource?
- Could you explain that further? Is this what you are saying \_\_\_\_\_ ?
- Is this a problem to you?
- Does this \_\_\_\_\_ relate to \_\_\_\_\_ ?
- Is this another way of of saying that?
- Is your basic point \_\_\_\_\_ or \_\_\_\_\_ ?
- Is this also related to your problem/issue?

## Probing Questions

- These can not be solution driven questions, they should be aimed at getting the presenter to try and solve their own problem.
- These are aimed at getting the presenter starting to think more deeply about their problem.
  - Think about alternatives
  - Why it is a problem/good idea
  - What would the problem/idea be like from a different perspective

## Categories of questions



## Questions That Probe Assumption

- What are you assuming at this point? What is the student assuming? What could we assume instead?
- You seem to be assuming \_\_\_\_\_. Have I understood you correctly? Or Can you back this up?
- Your reasoning seems to be based on the idea \_\_\_\_\_. Why have you based your reasoning on \_\_\_\_\_ rather than \_\_\_\_\_?
- Is that always the case? Why does that assumption hold here?
- How do you imagine it could be different?

## Questions that Probe Reasons and Evidence

- What would be an example?
- What led you that belief?
- Could you explain your reasons to us?
- What would convince you otherwise?
- How could we verify that?
- Who is in a position to know if that is the case?
- Is that evidence adequate?
- But is that clear enough evidence to believe that?
- What other behaviours support or not support this idea?

## Questions about Viewpoints, Implications, & Questions

- When you say that, are you implying?
- What would someone who disagrees say?
- What is an alternative? Can anyone see this a different way?
- How are these viewpoints alike /different?
- What are you implying by that?
- When you say \_\_\_\_\_ are you implying \_\_\_\_\_?
- If that happened, what else would also happen as a result? Why?
- How could changing the curriculum affect this child?
- What else could have been done?

## Reconfirming Problem

- The facilitator may have to ask during this session “Has the problem changed?” and if so the questioners may need to go back to clarifying questions followed by some more probing questions.

## Discussion Time

(10 minutes)

- The presenter does not participate in this section. The observers and questioners start off by giving warm and cool feedback on what they have heard so far.
- Observers and Questioners then discuss what they have heard, what they perceive the problem to be, reflect on themselves in similar areas. **Solutions can be offered at this stage!**

## Giving Feedback

### **Warm Feedback**

- is explicit
  - helps identify strengths
- 
- The process of classifying and prioritizing really helped focus student thinking about a difficult issue
  - I liked the way you gave students a range of options in terms of the way they could respond to the project.

## Giving Feedback

- Cool Feedback
  - raises issues or potential questions
  - shows how to improve
- I wondered about the amount of structure that you provided students and whether you saw a need for more or less in future?
- I can not see evidence of the criteria sheet matching the final task



Feed back is for us as individuals to reflect on.

It is up to us whether to take action of the advice.

We need to keep in mind that we will have some common ideas and some differing viewpoints.



Remember the Norms

## DEBRIEF

(5-10 minutes)

- Presenter comments on what he has heard and any actions that they will take on. Other participants comment on how they felt throughout the process.



## ATLAS Protocol

**Authentic Teaching, Learning  
and Assessment for All  
Students**

## Purpose of the ATLAS Protocol

- **Learning from Student Work** is a tool to help teachers better understand how their students develop understanding.
- The emphasis is on figuring out **how** and **why** students arrived at their answers
- Looking at student work acts as a window onto **student thinking and understanding**
- The tool is based on a collaborative process that allows teachers to **see their own thinking** more clearly
- Greater clarity about what they do, and why, allows teachers to better align their teaching to what they value most

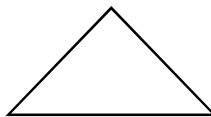
## Lets Get Started

What is it we need to know?

## **NORMS FOR PROFESSIONAL DIALOGUE**

1. **Adopt a sense of responsibility in and for the group**
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**Looking**  
for evidence of  
student thinking



**Listening**  
To colleagues  
thinking

**Reflecting**  
On our own  
thinking

## Participant Roles

- Facilitator – chairs the process
- Presenter – shares student work samples
- Questioners – probe and challenge the presenter to find solutions to the problem

## The Process

### **INTRODUCTION (2 - 3 minutes)**

- Facilitator briefly introduces protocol goals, norms and agenda.

### **PRESENTER (2-5 minutes)**

The presenter gives a very brief statement of the assignment. The teacher should describe only what the student/s were asked to do and avoid explaining what he or she hoped or expected to see.

## Presenter Information

The teacher providing the work should not give any background information about the student or the student's work. In particular, the teacher should avoid any statements about whether this is a strong or weak student or whether this is a particularly good or poor piece of work from this student

## Looking at Student Work (3-6 minutes)

- Divide a piece of paper into two headings:
  - Observations
  - Inferences
- Group members describe and reflect about what they see in the student's work, avoiding judgements about quality and place it on the paper in one of the 2 headings
- Any judgements or interpretations that arise, needs to be backed with evidence

## Checking For Accuracy (1-2 minutes)

- The presenter is asked to view the list of inferences and identify any that are not appropriate

## Interpreting the Student (5 minutes)

- During this period, the group tries to make sense of what the student was doing and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- Try to infer: what the student was thinking and why; what the student does and does not understand; what the student was most interested in; how the student interpreted the assignment.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives

## Implications for Classroom Practice (5 minutes)

- Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions.
  - What steps could the teacher take next with this student?
  - What teaching strategies would be most effective?
  - What other information would you like to see in the student's work? What type of assessment or activity could provide this information?
  - How could teaching and assessment be better aligned with your picture of how this student learns?

## Reflecting on the Process

(5 minutes)

- Presenter reflects on what they heard from their colleagues
- As group, share what you learned about the student, about your colleagues, about yourself.



## Tuning Protocol

## What is the Tuning Protocol

- The **Tuning Protocol** (as in 'fine tune') is a useful tool for allowing a variety of voices and perspectives to be shared, while focusing intently on a specific presentation. The time frame may vary, but generally adhering to a strict time for each segment is advised. We will use the following:

## Lets Get Started

What is it we need to know?

## **NORMS FOR PROFESSIONAL DIALOGUE**

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2. **Attend to others and listen**
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## Giving Feedback



- Warm Feedback
- Cool Feedback

## Warm Feedback

- | What is it   | Examples  |
|--|---|
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## Cool Feedback

- | What is it  | Examples  |
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| <ul style="list-style-type: none"><li>• Raises issues or potential questions</li><li>• Provokes thinking for improvement</li><li>• Constructive</li></ul> | <ul style="list-style-type: none"><li>• I wondered about the amount of structure that you provided students and whether you saw a need for more or less in the future?</li><li>• I can not see evidence of the criteria sheet matching the final task</li></ul> |

## The Process

### **INTRODUCTION (2 - 3 minutes)**

- Facilitator briefly introduces protocol goals, norms and agenda.

### **PRESENTATION (5 minutes)**

- In this segment, the presentation is made. This includes the context for student work (or whatever the document is) and the samples of student work (or the planning instrument etc). There is **NO** questioning at this time.

## Question Time

### **CLARIFYING QUESTIONS (5 minutes)**

- Participants have an opportunity to ask 'clarifying' questions - to get pieces of information that may have been omitted in the presentation and that they feel would help them to understand the context of the presentation. The facilitator should be sure to limit the questions to those that are 'clarifying'.

## **WARM FEEDBACK (3 minutes)**

- Participants reinforce/call attention to aspects they think are especially strong; recognise the acknowledgement of problems and issues by the presenters; ask for more detail on something they think is important.
- Presenters take notes, but **DO NOT** respond.

## **COOL FEEDBACK (NOT CRUEL) (3 minutes)**

- This is an opportunity for participants to pose questions that make them wonder, want to know more about, are confused about. They may also share concerns, raise issues or other ideas that they think are worth exploring etc.
- Presenters take notes and **DO NOT** respond yet.

**Presenters Reflections  
RESPONSE AND OPEN  
CONVERSATION (5 minutes)**

- This is an opportunity for the presenter(s) to respond to the questions and comments.
- During this segment, other participants are quiet.

**FEEDBACK ON THE  
PROCESS (2 - 3 minutes)**

- The full group provides feedback (debrief) on the process.