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## Collaboration Protocols for Exploring Instruction

### Team Tool 6.1 from *Leading for Literacy*

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These protocols are designed to help teams organize their inquiries into instruction and provide choice in setting meeting topics that meet a team's goals.

#### Looking Closely at Practice

- *Planning and Support Conference Protocol:* Teachers envision the beginning of a school year, plan how to introduce key Reading Apprenticeship routines, and then debrief. This protocol can also be used when teachers plan lessons that they present to team members for feedback.
- *Check-in, Exchange, Reflect:* Teachers report on their Reading Apprenticeship practice, exchange information about what they are learning or wondering, and reflect.
- *Chalk Talk:* Teachers respond in writing only (on a chalk board or other public space) to a colleague's question — and to other team members' written comments as well.
- *Reading Apprenticeship Descriptive Consultancy:* Teachers respond as critical friends to a colleague's Reading Apprenticeship classroom "case" — a lesson, problem, or success — to help develop deeper understanding of Reading Apprenticeship practices for the team and possible next steps for the presenter.

#### Looking Closely at Student Work

- *Student Work Protocol with Text and Task Analysis:* Teachers respond to a colleague's set of student work samples after completing the assigned student task and a Text and Task Analysis.
- *Student Work Gallery:* Teachers respond to a contextualized piece of student work from each team member, in a gallery format.
- *Analyzing Student Work with the CERA:* Teachers use a rubric to respond to students' pre- and post-CERA samples.

#### Building Professional Knowledge

- *Book Club Protocol:* Teachers read a professional article or book chapter and share responses, clear up confusions, and discuss implications for practice.
- *Golden Line and Last Word Protocols:* Teachers read a professional text, individually select passages they agree/disagree with or are otherwise interested in discussing with the team (which they do).

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- *Classroom Close-Up Cases:* Teachers select a Classroom Close-Up from *Reading for Understanding* and explore what it offers for thinking about Reading Apprenticeship goals for teachers and students.

### Observing in Colleagues' Classrooms

- *Focused and Evidence-based Observations:* Teachers use an Evidence/Interpretation notetaker to observe a colleague's requested areas of focus.
- *What Does a Reading Apprenticeship Classroom Look Like?:* Teachers refer to this overview to organize an invited observation.

### Reflecting on Growth

- *Reading Apprenticeship Teacher Practice Rubric:* Teachers use the rubric to set and then reflect on team and individual goals.
- *Reading Apprenticeship Student Learning Goals:* Teachers plan how to share the student learning goals with students.