

2 Rounds Protocol

<http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx>

Step 1: Presentation (15 minutes)

- Presenter sets the context, describing the teaching/learning situation, while participants remain quiet and take notes.
- Presenter shares materials related to the teaching/learning situation described, including student work. When student work is being presented, presenter should allow participants time to examine the work.
- Presenter poses one or two key questions about the teaching/learning situation that he/she may have.

Step 2: Clarifying Questions (5 minutes)

- Participants ask nonevaluative questions about the presentation (e.g., "What happened before X? What did you do next? What did Y say?").
- Participants guard against questions that approach evaluation (e.g., "Why didn't you try X?"). Participants who ask evaluative questions may be invited to rephrase the questions as clarifying, or to save the questions for the participant discussion step.
- It is entirely possible that the group will not get all its questions answered—there is never enough time!—but participants should have enough information at this stage for the protocol to be productive.

Step 3: Participant Discussion (15 minutes). The participants move through the following rounds. The presenter remains silent and takes notes throughout.

- Round 1: Description (5 minutes). In round-robin style, participants describe what they do (or do not) see in the work (e.g., "Student A simplifies expressions accurately"). Participants can pass if they have nothing to add.
- Round 2: Generalization (5 minutes). In round-robin style, participants take on the role of students A,B, and C and make generalizations about what they do (or do not yet) understand, based on the descriptions from the first round (e.g., "I get how to simplify but I don't get how to move to solve the equation"). Participants can pass if they have nothing to add.
- Round 3: Recommendations (5 minutes). In round-robin style, participants make recommendations based on the descriptions and generalizations from the previous two rounds (e.g., "The student may need to understand the different meanings of a parentheses in the equations"). Participants can pass if they have nothing to add. The group should make every effort to offer warm and cool recommendations; warm recommendations indicate what works and should be continued, and cool recommendations indicate what needs improvement. The group should also make every effort to address the presenter's key questions about the work.

Step 4: Presenter Reflection (5 minutes)

- The presenter reflects aloud on the participants' discussion, using the issues the participants raised to deepen understanding and reflecting on possible answers to questions posed. The presenter can also suggest future actions, questions, dilemmas, and so forth, and may correct any misunderstandings.
- Participants silently take notes on the presenter reflection.

Step 5: Action Items (5 minutes)

- The participants and presenter develop written action items for next steps in instruction (materials, delivery, content, etc.).