# Knowles Teacher Initiative's  Protocol Considerations for Facilitators

**This tool was designed to accompany a modified version of the [ATLAS Learning From Student Work](#) or the [ATLAS Looking at Data Protocol](#) to support teachers in learning how to support all of their students by collectively analyzing classroom data.**

## Considerations when preparing to facilitate Data Analysis Protocols

**Prior to a learning conversation structured by a protocol, you can use these prompts to support a conversation with the presenter.**

- If your protocol gives presenters time to share information about their learning goals, ensure the presenter knows what they want to share ahead of time and can do so in the allotted time. This ensures there is time for participants to ask clarifying questions before beginning the learning conversation.

- Reviewing the allotted time for individual data analysis. Then look through the data that the presenter plans to share.
    - If you are concerned that there is too much data for the allotted time: "*There might be too much data here for participants to process in this time. How do you envision participants engaging with this data? Is there 1 or 2 items in this data that you most want participants to think about or analyze?*
    - If the presenter hasn't settled on a data resource: "*Given the focusing question you've selected, which data sources do you think would be most helpful for you to hear about and most easy for participants to analyze?*"

- Attending to the vulnerability of the learning conversation: "*I know that engaging in a learning conversation where others are looking at your data can be a bit scary. Are there things I can do to make you feel more comfortable and respected during this conversation? Are there things I should not do?*"

## General Facilitator Considerations

**During a learning conversation structured by a protocol, you can use these or similar phrases to support fidelity to the protocol structure.**

- When engaging in multiple rounds of protocol facilitation a common challenge is that earlier presenters get more time to share their data because conversations extend beyond the times set out in the protocol.
    - To set the expectation that each person will get their allotted time:"*To ensure each presenter gets their allotted time, I will use an audible timer to manage our conversations. This will ensure we can have our scheduled learning conversations and discussion learnings across each conversation at the end.*
    - To end a conversation that has extended into the transition period for the next protocol: "*This conversation seems to be one we want to keep having. Could everyone take 30 seconds to jot down their current ideas so that we can return to it after the next protocol(s)? What we discuss next might add to our ideas on this topic.*"

- The most important outcome of any protocol discussion is the learning. The structure is set up to increase the likelihood of learning for the presenter and the participants. If the presenter is aware that the protocol as designed will not meet their learning needs, they should be able to adjust the focusing question prior to launching the protocol to support their learning: "*Before we get started, let's revisit the focusing question. Does this still meet your learning need? If not, how might you adjust or change it?*"

- If you need to move to the next section: *"We need to move on to the next section now but feel free to write your thoughts down to give to the presenter afterwards."*

- If a presenter actively participates during the parts of the protocol they're supposed to be actively listening: *"I think that we could better serve you if you listen and take notes so that we can get a **more complete response** at the end."*

- If participants are conversing with the presenter when the presenter is supposed to be silent: *"I think that we could better serve them if we share our perspective and get a **more complete response** at the end."*

- If a participant is talking about something unrelated to the protocol: *"That could be something interesting to explore later, but it seems to be taking us away from the focus of this time in the protocol."*

- If participants are struggling with silence and begin to chat about unrelated topics or want to move on: *"I get that silence can feel awkward, but silence sometimes means that people are thinking and some of the best comments come out of sitting in silence."*

- If a participant isn't aware of sharing air space: *"Thanks for sharing that idea. Does someone else have something to share?"*

## Describe the Data

**During a learning conversation structured by a protocol, it is important to ensure that participants indicate what data they are using to address the focusing question.**

- If participants share ideas about the focusing question without locating their findings in the data (on page…): "*That's an interesting point you are making. Can you locate the data you are referencing so that others can see it?"*

- If the presenter is making facial expressions that are impacting the participants ability to describe the data: "*It seems like participants are looking to you for permission to share their ideas about the data. It might be easier for folks to speak freely if you put a little distance between yourself and the participants at this stage."*

- If one of the participants isn't sharing their ideas about the data: "*If you have had a chance to share your ideas about the data, let's step back to let others share." OR "Our time in this section is winding down. Are there any ideas that haven't surfaced or any voices we haven't heard?"*

- If an interpretation of the data is made during the description section: "*That's an interesting point. It seems like an interpretation though. What did you notice in the data that made you say that?"*

## Interpret the Data

**During a learning conversation structured by a protocol, it is important for critical friends to ask questions that help them better understand each other's perspectives. This is a time for building a shared understanding. As the facilitator, seek to build connections between ideas through your own synthesis or ask questions to support participants in doing this.**

- The interpretations shared at this time should be based on the data described in step 2. If there are interpretations that are being shared that aren't connected to the data that was previously shared: "*As I review the data that we described in the earlier section, I don't see a description related to this point. Can you point us to the data you are referencing?"*

- If one of the participants isn't sharing their interpretations of the data: "*If you have had a chance to share your ideas, let's step back to see if others have some ideas to share.*" OR "*Our time in this section is winding down. Are there any ideas that haven't surfaced or any voices we haven't heard?*"

## Implications

**During a learning conversation structured by a protocol, implications should reflect on the work of teaching and the impact of new understanding on student learning.**

- The implications shared at this time should reflect the topic of the focusing question. If the implication doesn't seem connected to the focusing question: "*As I review the data that we described in the earlier section, I don't see a description related to this point. Can you point us to the data you are referencing?*"

- If one of the participants isn't sharing implications: "*If you have had a chance to share your ideas, let's step back to see if others have some ideas to share.*" OR "*Our time in this section is winding down. Are there any ideas that haven't surfaced or any voices we haven't heard?*"

## Reflect and Converse

**During a learning conversation structured by a protocol, the reflect and converse section is for the presenter to reflect aloud what they have heard and invite additional feedback from participants if they would like.**

- It could be helpful to have someone type notes for the presenter so that their reflections are also present in their agenda doc. You can do that as the facilitator or enlist another participant. Ask the presenter if they want this support.: "*Would it be helpful for one of us to record your reflection in a public document for you? If so, do we have any volunteers?*

- This portion of the protocol is protected for the presenter. It is useful to verbally remind the presenter that taking some time to formulate their thoughts might be helpful. They should not feel rushed to share their reflections: "*You have X minutes to share your reflection with us. If it would be helpful, take some time to decide what you'd like to share with us first.*"

- This portion of the protocol is protected for the presenter. They can ask for specific feedback based on what they want to learn or based on a part of the conversation they heard during the protocol: "*Now is the time to share what you've been thinking with respect to our focusing question if that still meets your learning goals. If you need to pivot, please share with us what kind of feedback you'd like to have now to better support you in teaching your students.*"