**The Deeper Learning Facilitation Protocol**

# **What is this protocol for?**

The Deeper Learning Facilitation Protocol is **designed to prepare educators to facilitate a key lesson in the unit.**

In this protocol, educators prepare for lesson-level Deeper Learning by anticipating student responses and by identifying the instructional strategies that will drive learning for all students.

By taking time to intentionally prepare for the lesson, educators can cultivate Deeper Learning by knowing how they will support all students to do the “heavy lifting” through strategic scaffolds and instruction.

# **When should educators use this protocol?**

This protocol can be used prior to teaching any lesson within the course of a unit, and it can be completed multiple times throughout a single unit. This protocol can be used with any curriculum; those educators using curriculum that has been rated as “Meets Expectations” by [CURATE](https://www.doe.mass.edu/instruction/curate/default.html) or [EdReports](https://www.edreports.org/) may find that their preparations can be more tailored to their students’ unique needs rather focused on supplementing the instructional materials. This protocol is best used as a team.

# **What is in this protocol?**

There are two stages in the Deeper Learning Facilitation Protocol in addition to recommended prework; there is also a third optional stage that can be used to reflect on the same lesson following facilitation. The below times are suggested and may vary based on individual context, length of lesson, and other factors; in addition, some parts of this protocol can be completed asynchronously.

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| [*Prework*](#_Protocol_Prework) | *30m* | Facilitators establish a lesson to focus on for the protocol. Educators individually review the lesson materials and reflect on them using an equity lens. |
| [*Stage One*](#_Stage_One_–_1) *Lesson Examination* | *30m* | Facilitators guide their team through a reflection of their prework, identifying key observations from each individual and trends across the team. |
| [*Stage Two*](#_Stage_Two_–) *Facilitation Preparation* | *50m* | Educators brainstorm possible student responses for a particular moment in the lesson and identify instructional strategies that will promote Deeper Learning for all students. |
| [*OPTIONAL Stage Three*](#_OPTIONAL_Stage_Three) *Facilitation Reflection* | *60m* | Educators observe one team member’s facilitation of the lesson and reflect on both the student learning experience and on the instructional practice. Then, facilitators guide the team in identifying concrete next steps for elevating instructional practice, using the Deeper Learning Pedagogy Indicators as a framework. |

# **Protocol Prework**

For the Deeper Learning Facilitation Protocol, team members should complete the prework individually and asynchronously prior to Stage One. To focus educators’ efforts during the protocol, a few steps of prework specific to the facilitator have been included below.

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When we choose a lesson for this protocol, we want to consider which lessons task students with engaging in the key thinking of the unit.

As you consider the lessons within your unit, you might select one based on:

* Opportunity for students to do the heavy lifting connected to the objectives of the unit
* Alignment to your school’s Instructional Focus
* Ongoing areas of growth and/or challenge based on classroom data (e.g., observation, assessments, etc.)
* Clear connections to other learning (e.g., a prior unit from your class, an ongoing unit in another class, etc.)

## **Facilitator Steps:**

1. Select the lesson for your team to focus on during the protocol.
   1. If necessary, work with the educator(s) teaching the unit to map out the lesson-level materials in the unit to determine a coherent and developmental sequence of learning experiences and assessments.
2. Determine when and how your team will complete each stage of the protocol.
3. *If you plan to complete the optional third stage, determine whether your team will observe the lesson or if they will watch a recording of the lesson.*

## **Team Prework Instructions:**

1. Read through the lesson materials.
   1. You may also find it helpful to review the [Deeper Learning Guidance Tool](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx), with special attention to the Pedagogy Indicators, and to skim the unit materials to contextualize the lesson within the sequence of learning activities and objectives.
2. Complete the individual prework by responding to the [Pause for Equity](#_Pause_for_Equity) questions.

# **Stage One – Lesson Examination**

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| **Protocol Steps** | **Instructions** | **Tips and Recommendations** |
| *Warm Welcome (0 – 5)*   * Norm on expectations for process and outcomes * Establish shared foundation of knowledge | 1. Begin with a warm welcome and by reminding your team of any pre-existing norms or goals (e.g., the school’s instructional focus). 2. Share a brief summary of the lesson and unit, as well as any additional helpful context, such as the learning arc, student demographics, etc. 3. Have everyone take a few moments to review their responses to the [prework](#_Protocol_Prework). | * Identify a notetaker and timekeeper for the conversation. |
| *Pause for Equity (5 – 30)*   * Identify bright spots, blind spots, and biases * Center work in the student experience | 1. Have each member of the team share a response to: “What about your responses to the Pause for Equity surprised you or stood out to you? Why?” 2. Guide your team through a discussion of the Pause for Equity. You might choose to discuss the questions from [the prework itself](#_Pause_for_Equity), or you may find it useful to explore the following prompts:  * “How does this lesson build on preceding lessons in the unit and lay the foundation for following lessons?” * “What are the opportunities for identity affirmation and elevating diverse perspectives during this lesson? How might we mitigate any blind spots?” * “How can we build on our classroom routines, the learning arc of the unit, and the materials for the lesson itself so that students are driving the learning?” | * Focus the conversation on the section of the Pause for Equity where you feel the conversation might be the most rich, whether that’s what people were most surprised by or where you feel your team could dig more deeply. |
| *OPTIONAL*   * Lay the foundation for the reflection stage of the protocol | *If your team is planning on completing the third stage of this protocol, use your reflections from the Pause for Equity to identify 1-2 Deeper Learning Pedagogy Indicators to prioritize and use as a lens while you prepare your instructional strategies.*  *As your team considers which Indicator(s) would be the best lens for your preparation process, you might make your selection(s) based on:*   * *Alignment to your school’s Instructional Focus* * *Ongoing areas of growth based on observation data* * *Trends identified in student work data* * *Previously identified gaps in the instructional materials* * *Opportunities to support students’ development of Mastery, Identity, and/or Creativity* |  |

# **Stage Two – Facilitation Preparation**

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| **Protocol Steps** | **Instructions** | **Tips and Recommendations** |
| *Inspect the Materials*  *(30 – 40)*   * Establish a shared understanding of the central features of the lesson * Identify the moment of “the most important thinking” in the lesson | 1. Review the grade-level standards as well as the content and language objectives central to the lesson. 2. Identify the 1-2 moment(s) in the lesson when students are required to do “the most important thinking” or the “heavy lifting” of the lesson. As you consider the different options, think of the moment of “the most important thinking” in relation to the goal of the lesson, the grade-level standards being addressed during the lesson, the language objectives of the lesson, and the broader goals of the unit. | * As you work to identify this moment(s), consider how the lesson sets students up to engage in productive struggle. If you do not see evidence of this in the materials, you may find it helpful to brainstorm the strategies and resources you will implement during the lesson to do so. |
| *Prepare for Student Responses*  *(40 – 80 or async.)*   * Brainstorm a variety of student responses at the moment of “the most important thinking” * Brainstorm possible educator moves | 1. Individually or in pairs, have the team [brainstorm a variety of responses](#_Preparing_for_Student) that they might see or hear from students at the moment of “the most important thinking” in the lesson, as well as what the educator might themselves do in that situation. 2. Have the team share their brainstormed possible student responses with one another. 3. Once the team has reviewed the various brainstormed responses, begin generating possible instructional strategies that might be leveraged in each situation. You may find it helpful to use the following prompts:  * “What instructional strategies could you implement to ensure that all students are doing the “heavy lifting””? * “What instructional strategies could you implement to empower students in embracing productive struggle, advocating for their needs, and/or reflecting on their learning?” | * Brainstorming can be completed synchronously or asynchronously. * Instructional strategies might be a direct response to a student, such as a question, an observation, a scaffold, or a piece of feedback, etc. However, they might also be implemented at another point in the lesson to establish the foundation prior to the moment of “the most important thinking” and to provide the opportunity for reflection following that moment. |
| *Closing and Reflection*  *(80 – 90)*   * Debrief the protocol experience | 1. Guide your team through a discussion of the following prompts:    * “How well did this process work? If relevant, how have we improved since the last time we used this protocol?”    * “What about this process helped you notice and learn interesting things?”    * “How could this process be improved?” | * + Share your reflections on the protocol experience through [our feedback survey](https://survey.alchemer.com/s3/7348948/Deeper-Learning-Protocols-Feedback-Ongoing). |

# **OPTIONAL Stage Three – Facilitation Reflection**

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| **Protocol Steps** | **Instructions** | **Tips and Recommendations** |
| *Observe the Lesson*  *(15m or more)*   * Gather data on instructional strategies and the student experience for some or all of the lesson * Reflect on facilitation to prepare for team discussion | 1. Have each educator observe the lesson by either joining the classroom while it is being facilitated or by watching a video recording of the facilitation. 2. Choose one specific segment of the lesson for your team to annotate. Then, have each educator – facilitators and observers – [reflect on the facilitation and complete an annotation of the specified segment](#_Facilitation_Reflection_&). | * If more than one educator on your team is facilitating the lesson, choose one educator for the team to observe. * You may find that using a video recording of the facilitation to complete the annotation strengthens your team’s reflections. |
| *Micro-Moment Analysis*  *(90 – 105)*   * Unpack explicit and implicit messages communicated during the lesson * Advance equity in the classroom | 1. Have the team share the micro-moments that they identified in the [annotated segment](#_Facilitation_Reflection_&). Support your team in synthesizing their different observations to build out a detailed description of the segment. 2. Have your team narrow their focus to [2-3 micro-moments to more closely analyze](#_Micro-moment_Analysis). Then, discuss each micro-moment using the following prompts as a framework for your analysis:  * Why did this interaction occur? * How did this micro-moment either further inequities or advance equity in the classroom? * If this micro-moment furthered inequity, what next steps are necessary to repair harm and to avoid reinforcing the same inequities in future lessons? * If this micro-moment advanced equity, what about it do we want to replicate in future lessons? | * It might be useful to use sticky notes, a whiteboard, or a tool like Jamboard during this exercise to provide a visual reference with easy-to-move components. |
| *Student Response Reflection (105 – 120)*   * Compare anticipated student responses to actual student responses from key moments in the lesson * Identify impact of pedagogical practice on the learning experience | 1. Have educators review the [student responses](#_Preparing_for_Student_1) that they brainstormed prior to facilitation as well as the instructional strategies that they proposed for each situation. Then, guide your team through a discussion of the following prompts:    * “How accurate were our anticipated student responses? What did we actually see/hear from students during this lesson?”    * “From the set of instructional strategies our team brainstormed prior to the lesson, which ones did we see during facilitation? When did we see them? How might we determine whether or not they were effective?” |  |
| *Focusing on Instruction* (120 – 140)   * Identify impact of pedagogical practice on the learning experience * Identify short- and long-term goals for individual educators and as a collaborative team | 1. Have educators review their [reflections on the lesson](#_Facilitation_Reflection_&) and [the 1-2 Pedagogy Indicator(s)](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) chosen as a lens during Stage One of the protocol. Then, guide your team through a discussion of the following prompts:  * “Where did we see evidence of this Indicator(s) during the lesson? How might we replicate what we saw or build upon it?” * “What else about this facilitation might we want to replicate in our own practice, and why? How might we go about doing so?” * “What about this facilitation do we have questions about? Where can we offer constructive feedback to improve practice?” | * + Encourage educators to connect their ideas and reasoning directly to evidence from the lesson as well as the language of the Deeper Learning Guidance Tool. |
| *Closing and Reflection*  *(80 – 90)*   * Identify 1-2 concrete next steps * Debrief the protocol experience | 1. Have your team identify 1-2 high leverage next steps. These next steps can be designed to replicate strong evidence of this Indicator(s), and/or they can be targeted to practice and improve the presence and/or quality of this Indicator(s). 2. Guide your team through a discussion of the following prompts:    * “How well did this process work? If relevant, how have we improved since the last time we used this protocol?”    * “What about this process helped you notice and learn interesting things?”    * “How could this process be improved?” | * + Share your reflections on the protocol experience through [our feedback survey](https://survey.alchemer.com/s3/7348948/Deeper-Learning-Protocols-Feedback-Ongoing). |

# **Appendix: Protocol Resources**

The following resources are available to accompany the Deeper Learning Facilitation Protocol.

1. [Pause for Equity](#_Pause_for_Equity)
2. [Preparing for Student Responses Note Catcher](#_Preparing_for_Student)
3. [OPTIONAL: Facilitation Reflection & Annotation](#_Facilitation_Reflection_&)
4. [OPTIONAL: Micro-moment Analysis](#_Micro-moment_Analysis)

## **Pause for Equity (Facilitation Protocol)**

(Recommended Prework)

**Equity** includes creating the conditions so that students can master the grade-level standards and practices (**mastery**) in a way that builds their sense of who they can be in the world (**identity**) as they become independent learners (**creativity**).

*Instructions: Read through the resources for the unit and respond to each of the following prompts.*

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| --- | --- |
| **Pause for Equity Questions** | |
| Mastery | What is the learning goal for this specific lesson? How does it align to the grade-level standards, content objectives, and language objectives of the unit? |
| How is the learning of the lesson being assessed? When and how will educators know when students have mastered the lesson objective(s)? |
| How do the knowledge and skills that students develop in this lesson prepare them to successfully complete the summative assessment of the project (or unit)? |
| Identity | As the facilitator, how does my identity influence my facilitation choices in the lesson? |
| How will our students engage with this lesson, given their complex identities? |
| How does the unit (or project) create windows (I see into the lives of others), mirrors (seeing myself reflected), and/or doors (ability to enter into new spaces) for my students?  *Note: When answering this prompt, it may be helpful to explore resources on complex identities and stereotype threat.* |
| Creativity | When I consider the activities, knowledge, and skills in this lesson, what are my own beliefs about my students’ abilities to be independent learners? How might these beliefs come across in my facilitation and/or protocol feedback? |
| How many opportunities are there for students to develop capacity for independent learning by:   * Driving the learning? * Asking their own questions? * Analyzing the content? * Choosing their own processes? * Monitoring the quality of the work? |
| What instructional strategies could you implement to ensure that students are doing the “heavy lifting” at this moment of “most important thinking”? |
| Where in the lesson is the most important thinking happening? Consider this question in relation to the goal of the lesson, the overall project (or unit), the language objectives, and the grade-level standard(s). | |
| **A note about the moment of “the most important thinking”:**  As you consider the various moments across the lesson that might be good options, think of the moment of “the most important thinking” in relation to the goal of the lesson, the grade-level standards being addressed during the lesson, the language objectives of the lesson, and the broader goals of the unit. | |

## **Preparing for Student Responses Note Catcher**

(Protocol Resource – Stage 2)

*Instructions: Once the moment of “the most important thinking” has been established by your team, spend some time brainstorming possible student responses.*

|  |  |  |
| --- | --- | --- |
| **Response Type** | **I would see/hear…** | **The misconception that I would want to address is…** |
| Exemplar |  |  |
| Partial |  |  |
| Far |  |  |
| Harmful |  |  |

**Notes & Possible Instructional Strategies:**

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| --- |
| **A note about micro-moments:**    Deborah Loewenberg Ball, an expert in elementary school math instruction and professor of education at the University of Michigan, and her team have coined the term “discretionary spaces” to describe the micro-moments that occur in the classroom. According to Ball, during these micro-moments, we send both explicit and implicit messages to students that unveils implicit biases, racism, and sexism in the classroom.    To advance equity through teaching, we look to the micro-moments, or the discretionary moments, in the classroom/school when the educator interacts with students, and when students interact with one another, through verbal and physical reactions. |

## **Facilitation Reflection & Annotation**

(Optional Protocol Resource – Stage Three)

*Instructions: Annotate a specific segment of the lesson, as chosen by your facilitator. Describe the interactions, comments, and responses made by student(s) and educator(s) over the course of this segment; these can include student-to-educator, student-to-student, and educator-to-educator interactions.*

*Each interaction is an individual “micro-moment” in the segment. To the extent possible, it is helpful to name identity markers, which can help the team examine where and how the lesson advanced equity or furthered inequity.*

*Then, reflect on the lesson as a whole using the provided questions.*

|  |  |  |
| --- | --- | --- |
| **Segment Annotation** | | |
| *Moment #* | *Description* | |
| *Sample* | *Teacher (white) calls on student (Latina) with her hand raised to explain her interpretation of text.* | |
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 6 |  | |
| 7 |  | |
| 8 |  | |
| 9 |  | |
| 10 |  | |
| Learning Experience Reflections | | When and how did we see students do the “heavy lifting” to direct or reflect on the learning? How did this correlate to what we expected to see in the lesson? |
| When and how did we see students struggle with the learning? What did or did not make their struggle productive? |
| Instructional Practice Reflections | | Review [the 1-2 Pedagogy Indicators](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) that your team chose to focus on during Stage One. Then, consider to what degree you saw evidence of this Indicator(s) in the facilitation of this lesson. |
| What was one element of instruction that was particularly strong? How might your team replicate what you saw in this lesson? |
| What was one element of instruction that you want to interrogate or think could be improved? What questions would you want to ask to better understand what you observed? What recommendations might you offer to support your colleague’s growth? |

## **Micro-moment Analysis**

(Optional Protocol Resource – Stage Three)

*Instructions: Once your team has synthesized their annotations of the lesson segment and chosen 1-2 micro-moments to analyze, use the below chart to reflect on how systems, power, privilege, identity, bias, culture, and more are manifesting in the classroom, both intentionally and unintentionally. You can complete this reflection with a partner or individually before your team discusses each of the chosen micro-moments.*

|  |  |
| --- | --- |
| **Brief description of micro-moment:** | |
|  | |
| Why did this interaction occur? | |
|  | |
| How did this micro-moment advance equity and/or further inequities in the classroom and beyond? | |
|  | |
| If this micro-moment furthered inequity, what next steps are necessary to repair harm and avoid reinforcing the same inequities in future lessons? | If this micro-moment advanced equity, what about it do we want to replicate in future lessons? |
|  | |
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|  | |