

Figure 8.1 Phase III Protocol: Inquiring Into Teaching for Learning

Goal: To collaboratively discover which teaching approaches are most responsive to individual student's cultural background, strengths, and learning needs so that each one reaches proficiency in the TLA.

- How do specific students construct understanding of complex academic content in our TLA?
- What teaching approaches are most responsive to the strengths and needs of our focus students and others in the Target Learning Area?
- How are our feelings, beliefs, values, and dispositions influencing our practice?

Teacher Learning Outcomes

- Understand themselves and their students as people and learners so that they can provide culturally and linguistically responsive instruction and thus increase their students' learning and success.
- Engage in productive dialogue using working agreements and communication skills to inquire deeply into dilemmas of student learning.
- Develop the professional knowledge base required for responsive teaching approaches.
- Use the collaborative inquiry cycle to systematically study students' learning to discover approaches that foster each student's success.
- Consider and restructure (as needed) the influence of personal filters (feelings, beliefs, values) on their own practice.
- Be guided by the dispositions of cultural proficiency, moral stance, efficacy, and collective responsibility.
- Determine their needs for additional professional learning.

Materials

Presenting teacher brings:

- Student work sample, with scoring criteria (one copy for each group member)
- Focus Student Biography (one copy for each group member unless they already have it)
- Notes from focus student's most recent work analysis

Facilitator brings:

- CASL Poster (Figure C.1)
- Framework Poster (Figure 2.1)
- Phase III Protocol (Figure 8.1) (one for each participant)
- Phase III Recorder Sheet (Figure 8.2) (one for each student work analysis)
- Study Group Log (Figure 8.3)

Group members bring:

- This book and CASL Notebook
- Teacher Cultural Autobiography

Roles

Facilitator

- Teach, model, and monitor CASL working agreements and communication skills.
- Lead group through Phase III Protocol.
- Encourage multiple perspectives and interpretations.
- Paraphrase ideas offered and ask recorder to write them on sheet.

Recorder

- Take notes—visible to all—during each step of the protocol.
- Complete and distribute Study Group Log.

Study Group Guide for CASL Phase III Protocol. Inquiring Into Teaching for Learning

Opening the Session

- Greeting, grounding, framing the session
- Review working agreements.
- Distribute materials and assign roles.
- Review and teach and practice communication skills.

1. Sharing Background	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p>Data Context</p> <p><i>To reveal the teacher's current understanding of the student as a person and learner, and to provide information about the work sample</i></p> <p>Student Information</p> <ul style="list-style-type: none"> • Why did you select this focus student? What were you hoping to learn? • What new information from your focus student's Biography would you like to share with the group? <p>Work Sample Information</p> <ul style="list-style-type: none"> • What learning outcomes did you hope to see displayed in today's work sample (refer to scoring criteria)? • What approaches did you use to facilitate the student's learning? • What were the assigned task(s) and directions for this work sample? • Under what conditions was this work generated (e.g., time provided, completed independently)? 	<p><i>Teacher does not pass out student work until after this step.</i></p>
2. Observing	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p><i>To expand what teachers look for as evidence of students' cultural background, learning, strengths, learning needs, experiences, and interests</i></p> <p>Make sure all have read the work sample.</p> <p>Presenting teacher responds first. When teacher is ready, others add observations. Recorder writes them.</p> <ul style="list-style-type: none"> • What strengths or areas for improvement do you see? Where specifically do you see that? <p>After all observations are recorded, ask presenting teacher:</p> <ul style="list-style-type: none"> • Which 2 or 3 observations do you wish to analyze further? <p>Recorder circles the selected observations.</p>	<ul style="list-style-type: none"> • <i>Presenting Teacher passes out the work sample and restates the learning outcome(s).</i> • <i>Study Group members silently read the work and highlight significant evidence.</i> <p>Tip: <i>Avoid explaining why.</i></p>

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3. Analyzing/Interpreting	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p>To consider multiple explanations for what influenced the student’s learning. Presenting teacher shares first.</p> <ul style="list-style-type: none"> As you look at your selected observations, what reasons come to mind about why the student is performing this way? What evidence in the work or Biography supports this interpretation? <p>When ready, others add ideas. Recorder takes notes.</p> <ul style="list-style-type: none"> What does this student understand well about the content? What misconceptions are demonstrated? Why might that be? What does the student’s performance suggest about how he/she learns? How might the student’s cultural background be influencing his performance? What influence might the teaching or use of resources have had on the student’s performance? Why might that be? How well did the assigned task (assessment) measure the student’s progress? What contextual factors in or outside the class may have influenced the student’s performance? How might your own cultural background, feelings, or beliefs influence this student’s performance? What other questions might we explore to better understand the students’ learning or other areas? <p>Presenting teacher narrows focus.</p> <ul style="list-style-type: none"> Which of the listed explanations seem most plausible? <p>Recorder circles the selected observations.</p>	<p>Tips:</p> <ul style="list-style-type: none"> Focus on the “Why” of what was observed. Avoid suggesting “what to do about it” (strategies). Offer evidence from the work sample or Biography to support the proposed interpretation. Pause, Paraphrase, and Probe to explore the “fit” of a proposed explanation before moving on another one.
4. Planning	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p>To broaden teachers’ repertoire, and intentionally respond to students’ cultural background, specific strengths, interests, and learning needs. Presenting teacher shares first. When ready, others add ideas. Recorder takes notes.</p> <ul style="list-style-type: none"> What is the next appropriate learning outcome for this student? What strategies might you use, and why might they be helpful? 	<p>Tip: When an idea is put on the table, encourage others to pause, paraphrase, and probe to explore how reasonable each idea is for meeting the learning outcome before moving on to another idea.</p>

<p>Presenting teacher selects next steps.</p> <ul style="list-style-type: none"> • What more do you want to learn about your focus student? How might you gain that understanding? • Which of the strategies will you use with this student? Why have you selected them? What support might you desire? • What evidence (i.e., next work sample) will you gather to show the student's progress? <p>Facilitator asks</p> <ul style="list-style-type: none"> • How might the group address the listed questions? • Who will present student work next time? 	
5. Reflecting	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p><i>To transfer learning from Study Group to everyday practice, build collective responsibility, and improve group productivity.</i></p> <p>All members share:</p> <ul style="list-style-type: none"> • What did you learn about students and yourself today that might help promote other students' learning? What influenced these insights? • How consistently did the group follow the CASL agreements and communication skills? • What influence did the skills of collaboration and the process have on your learning? • How might the group pursue further professional learning, if necessary? 	
6. Acting	
<i>Purpose and Prompts</i>	<i>Notes</i>
<p><i>To implement responsive approaches, gather evidence of results, and pursue additional professional learning if warranted.</i></p> <p>Presenting Teacher</p> <ul style="list-style-type: none"> • Adds to Student Biography and Autobiography • Addresses other questions • Tries out plan and collects next work sample <p>Recorder distributes Log to administrator and group members.</p> <p>Group may pursue additional learning. Teachers read Chapter 9.</p>	