Protocol for Analyzing a Standard

Purpose

This protocol is designed to analyze content standards that are the focus of instruction. The first purpose of this process is to identify the knowledge and skills students need to have to demonstrate mastery of a content standard. The second purpose is to brainstorm ideas for how to teach and assess the standard. Although this protocol may be used on its own, it is intended to be used as part of a collaborative teaching and learning cycle in Phase 2 of the VITAL Collaboration framework.

Suggested Time: 25–45 minutes

Preparation and Materials

* Identify the content standard.
* Print or open the *Tool for Analyzing a Standard*.

Protocol

1. Establish Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, presenting teacher, timekeeper, notetaker.

The facilitator reminds the group of meeting norms: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions.

2. Identify Content Standard(s) (3 minutes)

Identify and record the complete text of the content standard(s) to be focused on for analysis.

3. Unpack the Content Standard(s) (5–15 minutes)

Analyze, or “unpack,” the academic expectations in the content standard(s). Record responses on the *Tool for Analyzing a Standard*. Do the following:

**Unpack Concepts and Knowledge**

Identify and make note of the stated or implied concepts and knowledge that students need to learn and be taught.

* Consider:
* *Declarative knowledge* is knowledge of facts and other specific information.
* *Procedural knowledge* is knowledge of specific steps in a process or procedure.
* *Conditional knowledge* is knowing when and why to use declarative and procedural knowledge.

Identify concepts and knowledge that students should already have from mastering previous standards.

**Unpack Process and Skills**

Identify stated or implied processes and skills that students need to learn and be taught.

Identify the processes and skills that students should already have from mastering previous standards.

4. Consider Instructional Implications (5–10 minutes)

Consider the implications for classroom instruction.

* Brainstorm ideas and strategies for teaching the concepts, knowledge, skills, and processes.

5. Consider Assessment Implications (5–10 minutes)

Consider the implications for assessment.

* Brainstorm ideas and strategies for assessing the concepts, knowledge, skills, and processes.
* Consider how you will assess content learning and what strategies can be used to measure that learning.

6. Prepare Next Steps (2–3 minutes)

Outline an agenda for the team’s next meeting.

* What protocol will we use?
* What preparation tasks need to happen in advance?
* Who will be responsible for each preparation task?

Have participants summarize their next steps as a result of this meeting.

7. Debrief the Process (2 minutes)

Have participants share reflections about the process and share insights they gained from the conversation.

* What supported your learning?
* What could we adjust next time we meet to better support your learning?

Notes: