**Protocol for Collaboratively Looking At Curriculum Maps**

or

**CLICK & CLACK: CLICK** on Reports & **C**ollaboratively **L**ook **A**t **C**urriculum **K**atas[[1]](#footnote-1) (**CLACK**)

**BEFORE THE PLC** *(one week before the meeting)*

Facilitator confirms rotating roles (time keeper and documenter). Identifies and/or sends out:

* protocol
* pertinent assessment data
* core/diary maps
* applicable Curriculum Connector reports
* guiding question/s

Participants come prepared to describe and interpret the results:

* review maps/reports
* complete sentence starters (see below)
* bring additional data from student work, lessons, activities, formative and summative assessments (optional)

**DURING THE PLC**

Meeting Goal:

The conversation will always remain *collaborative*, *thoughtful*, and focused on

 *students as learners*, the *learning environment*, *curriculum*, and *teaching*.

Documenter:

* Takes notes of questions, discussions, and possible action steps.

Timekeeper:

* keeps discussion moving forward
* provides prompts to the next step when appropriate
* provides time checks to ensure the entire process unfolds within the given time

1. Getting started *(setting the tone for the meeting, 5 mins, done as a round)*

Facilitator reviews PLC norms, opens the conversation by focusing the group on:

* the guiding question/s
* student assessment data
* diary/core maps
* Curriculum Connector reports

2. Making observations *(remaining neutral, non-interpretive, 10 mins, multiple rounds)*

Participants make observations, using the following as possible sentence starters:

* “I see/observe that …”
* “I notice a pattern or trend …”
* “I can count …”
* “I’m surprised that I see …”

3. Analyzing the data *(adding interpretations to observations, 15-20 mins, multiple rounds)*

Participants make inferences and judgments by considering the following questions:

* What are the strengths and weakness of the curriculum?
* What are the strengths and weakness of the instructional practice?
* What are the strengths and weakness of the assessment?
* What are the strengths and weaknesses of the students?

Participants share out their analyses, using the following as possible sentence starters:

* “I believe the data suggests … because …“
* “Additional information that would help me answer the guiding question is …“
* “Some important environmental, social and emotional factors related to the data are ...“

4. Determining next steps *(reaching consensus on shared action plan, 15-20 mins, multiple rounds*)

Participants determine an action plan by considering the following questions:

* What are the implications of the discussion for the curricula, assessments, classroom instruction, based on the guiding question/s?
* What changes might be made to the sequence, curriculum content, instructional strategies, or assessment to address these observations?
* Does the map appropriately address the balance between standards and values? What changes need to be made?
* **What next steps need to be taken and by whom?**

Some sentence starters are:

* “One possible solution could be ...“
* “What we could do to improve student learning is ...“
* “What is needed ...“

5. Reflecting on the process *(wrapping up the meeting, 5 mins, done as a round)*

Participants offer a final thought or observation by considering one of the following questions:

* What was interesting and useful from the conversation?
* What new idea or practice do you take away from the meeting?
* What items should be considered for future PLC meetings?

**AFTER THE PLC**

Documenter:

* prepares notes and shares with all stakeholders, within a week of meeting

Facilitator:

* reminds participants to follow up on agreed-upon action plan
* monitors progress towards goals
* shares completed steps before next meeting
1. Katas are choreographed patterns of movements, practiced either solo or in groups [↑](#footnote-ref-1)