

ESS Protocol

Focus Question:

What instructional strategies & project scaffolds can we provide to increase access and challenge for specific students?

Norms:

Focus on what is within our control (teacher action)

“Yes, and...” Rule

Assume all students want to do well

Student Profile Dilemma (5 min.)

Participants individually take five minutes to read silently and annotate the presenter’s student profile with a specific dilemma posed at the bottom of the profile.

Presenter Overview (5 min.)

Presenter shares further insights that they gleaned about this student from the reflective listening conversation, as well as any updates since the student profile was written. What work is the student currently engaged in? What strategies or scaffolds has the teacher put into place already?

Questions (5 min.)

Participants ask clarifying and probing questions about the student profile & dilemma.

Discussion (15 min.)

During this time, the presenter physically removes him/herself from the group, is silent, and takes notes. Participants should direct their comments to each other, not the presenter.

Discuss the following questions with your group:

- What strikes you about the student?
- Discuss the dilemma question, as well as potential strategies or structures you (as the teacher) could implement to address the dilemma.
- Given the information within the student profile, how would you create greater equity for the student?
- How would you further challenge this student, while honoring his/her abilities and strengths?
- What, if any, connection exists between this dilemma and your classroom practice?

Note: 7 minutes into the conversation, participants will pause their conversation and

ask the presenter if the conversation is on a helpful track or if the presenter would like to reframe the discussion. **The goal is to help the presenter come up with an intervention to address his/her dilemma.** Following this pause, there will be a 3 minute interval for participants to ask the presenter a few follow-up questions.

Reflection (5 min.)

The presenter speaks to those comments/questions he or she chooses. It is not necessary to respond point by point to what others said. *Participants are silent.*

Closing the Loop (8 min.)

Each presenter shares out one takeaway about what they have learned from participating in this protocol and how it could inform their own practice (whole staff environment).

Exit Card (2 min.)

Write one takeaway from today. Provide general feedback on the protocol.
