

Tips on clarifying next steps

For teams considering a protocol (“structured conversation”), [ATLAS Looking at Data](#) might be a good place to start. [This screencast](#) offers support for facilitators and an important conceptual frame to understand the protocol.

However, this protocol isn’t enough to combat the assumption. Consider the following:

Teacher leader: Hey, biology teachers. I’m just checking in on what we said last time at the end of our meeting. Who did that reteaching on cellular structure? How did it go with your students?

Teacher 1: I didn’t do it.

Teacher 2: Neither did I. Did we have to?

Teacher 3: I must have missed that part of the meeting. I was late, you know.

I often use a simple T-chart as possible actions are brainstormed after examining data.

For Me	For We

A teacher might say, “We could use that activity we didn’t have time for during the unit to reteach mitochondria.” So before that idea is scribed, the question is asked: “Who is that for? A Me or We?” If it goes in the “Me” side, the names of the teacher(s) who plan to use this strategy/activity are listed. If each person says they will implement the action, it is recorded on the “For We” side. This chart is invaluable for building collective accountability, as savvy teacher leaders lead the next meeting with showing this chart again and asking: “So, let’s hear from folks: how did these actions turn out?”