

Plan, Do, Analyze, Revise (PDAR) Protocol

Led by a designated peer facilitator, questions in this protocol are intended to guide and support teacher collaboration to learn to improve instructional conversations so that every student has the opportunity to participate meaningfully. Stages of this process include:

- **PLAN:** As a team, decide on the ICEP domain of focus. Work together to plan and prepare lessons focused on specific learning goals and ICEP practices of your choosing. Predict what will happen with students as a result of your lesson.
- **DO:** Implement the ICEP lesson that you planned for your classroom. Decide how team members will observe it, including who will observe which class and when. The observed teacher should have the strongest voice in making these decisions.
- **ANALYZE:** Examine evidence to determine how well student learning goals and ICEP predictions were realized. Debrief what went well and why (based on what evidence?) and what specifically from the lesson needs further work.
- **REVISE:** Reason together to identify changes needed—including how and why—to meet shared goals. Decide together whether, how, and why to adjust goals for the next cycle.

PLAN	NOTES
1) Identify our goals <i>a) What student learning goal(s) would we like to focus on?</i> <i>b) What do we want students to experience in this lesson? Why?</i> <i>c) How would we like to design or change our lessons to meet student learning needs?</i>	Student learning goal(s): _____ _____ _____ _____ _____
2) Identify lesson(s) and ICEP domain. <i>a) Which ICEP domain will we focus on?</i> <i>b) How do specific ICEP indicators fit (or not) within our instructional routines?</i> <i>c) What are our predictions? How will ICEP indicators/practices meet student learning goals?</i>	ICEP Domain: _____ _____ Prediction(s): _____ _____ _____ _____ _____
3) Prepare lesson plan and materials <i>a) How will the lesson unfold? What is the sequence of activities? How will students respond?</i> <i>b) How does this sequence lead us to enacting ICEP indicators that we selected?</i> <i>c) What materials will we need? What should we prepare together now?</i>	_____ _____ _____ _____ _____ _____ _____
DO	NOTES
1) Decide day and time for lesson <i>a) Who will teach and who will observe?</i> <i>b) Live or video? If recording, how will I record the lesson?</i> <i>c) When? How long (at least 15 minutes)?</i>	Observed Teacher: _____ Observing Teacher: _____ Observation Time and Day: _____ _____
2) Clarify observed teacher preferences	_____

a) <i>Specific ICEP indicators of interest?</i> b) <i>Focus of descriptive field notes?</i> c) <i>Particular student groups or moments of the lesson?</i> d) <i>How will this information help us to analyze and revise our teaching?</i>	Notes on Focus of Observation: _____ _____ _____ _____ _____
ANALYZE 1) Debrief what happened a) <i>Lesson summary by observed teacher. How did it go? What did the students say and do?</i> b) <i>What evidence (notes, scores, recollections, student work samples, etc.) will we use to analyze our goals and predictions?</i> 2) Examine goal(s) and prediction(s) a) <i>How did the lesson meet student learning goals? How do we know?</i> b) <i>What evidence from observation do we have to support our interpretations?</i> c) <i>To what extent were ICEP prediction(s) met? How so?</i>	NOTES Evidence related to our learning goal(s) and ICEP prediction(s): _____ _____ _____ _____ _____ Analysis of prediction(s): _____ _____ _____ _____ _____
REVISE 1) Reflect on our experience a) <i>What changes did we notice in ourselves and with our students?</i> b) <i>Which ICEP indicators came more naturally? Which were challenging? Why?</i> 2) Reflect on our progress a) <i>How satisfied are we with students' progress in terms of learning goal(s)?</i> b) <i>What do we need to know or do better to apply ICEP practices? Who could we work with to improve in this regard?</i> 3) Revise our focus a) <i>Would we like to continue with this ICEP domain or is it time for a new one?</i> b) <i>How would we like to revise our shared focus regarding student learning goals?</i> c) <i>What aspects of our lessons need revision to improve ICEP practices?</i> 4) Revise our process a) <i>What about the PDAR process was helpful? What might we change?</i> b) <i>What from our peer observation process should we change? Why?</i>	NOTES Reflections: _____ _____ _____ _____ _____ Areas to improve: _____ _____ _____ _____ _____ Revising our instructional focus: _____ _____ _____ _____ _____ Revising our observation process: _____ _____ _____ _____ _____