



## Success Analysis Protocol For Creative Learning Communities

*Developed in the field by educators affiliated with NSRF.*

### **Roles**

A timekeeper/facilitator

The facilitator's role is to help the group to keep focused on how this practice is different from other team practices. *The analysis of what makes this practice so successful is the purpose of the protocol.*

"Best Practice" is defined as a process that proved to be highly effective in achieving the intended outcome.

1. Discuss as a team and then write a short description of the one "Best Practice" of your team this year. Note what it is about the practice that made it so successful. Be sure to answer the question, "What made this experience different from other team experiences?" (10 minutes)
2. In mixed groups of 3, the first person shares their team's "Best Practice" of their team and why it is was so successful. (3 minutes)
3. The rest of the group asks clarifying questions about the details of the "best practice". (3 minutes)
4. The group does an analysis of what they heard about the presenter's success and offers additional insights about how this practice is different than other team practices. Probing questions are appropriate and the presenter's participation in the conversation is encouraged. (3-5 minutes)
5. The presenter responds to the group's analysis of what made this experience so successful. (1 minute)
6. Each of the other members of the group takes turns sharing their team's "Best Practice" and what made it so successful, followed by clarifying questions and a group discussion analyzing how this practice differs from other team practices. (Each round takes about 10 minutes for groups of 3.)
7. School teams reconvene to share the insights they gained from others. (10 minutes)
8. Debrief the protocol as a whole group. What worked well? How might we apply what we have learned to other team work? How might students use this process to reflect on their own work? What adaptations to this protocol might improve it? (5 minutes)