

Critical Friends Protocol Alternatives to Suspension



Reflection: Reflect on and then write a short description of a “best practice” strategy that you have developed in the past year as a response to alternative means of correction. Note what processes, experiences, and performances led to the successful implementation of that strategy. Be sure to answer, “What were the driving issues?” “What paradigm shifts were necessary to address these issues?”

Please join with another ‘like’ (e.g., secondary/secondary or elementary/elementary) school or team to complete the Critical Friends Protocol. Try to find another team outside your district.

1. Present your Alternative Strategy (2-3 minutes)

Be as prepared as possible to present your plans efficiently. It will help if you have been able to write a project description and make copies for colleagues. Focus on areas in which you are especially interested in getting feedback. It may be helpful to frame one or two questions around criteria from the rubric. Participants listen and take notes on the Critical Friends Feedback Form. Be sure to include discussion of the driving issues and paradigm shifts.

2. Clarifying questions (1 minute)

Questions for clarification purposes only. They should require a quick **response**.

3. Feedback on Strategy (2-3 minutes)

The presenters should decide if they want all positive comments first and then constructive comments and questions, or vice versa. The presenter(s) listen and take notes but will wait until the end to respond.

4. Presenter(s) respond to any comments that they wish to (1 minute)

5. Presenters and critical friends now switch roles.

Note: This is not meant to be a judgmental or evaluative exercise. It is an opportunity for you to share your work-in-progress with peers and receive thoughtful feedback. The intent is that the comments you receive will help you to deepen and improve your work and that your colleagues will have a better understanding and appreciation of the work that you plan to do with your students. The entire process should take no more than an hour. Each teacher or group of collaborating teachers will be paired with another teacher or group of collaborating teachers for this process. That allows for no more than a half hour for each presentation/critique.

Adapted from: **THE EDUCATION ALLIANCE** at Brown University
Changing Systems to Personalize Learning: Teaching to Each Student