Workshop Protocol

SRIA 2020 — SCHOOL REDESIGN IN ACTION CONFERENCE — MARCH 23-24

Equity in our classrooms, schools, and communities

Purpose
The purpose of a workshop at the School Redesign in Action conference is to facilitate the sharing of school and district transformation strategies and results from promising practices, including efforts to fully engage the community in school change efforts. All presenting schools and organizations are expected to include these critical elements in their workshops.

Time Allotted
75 minutes

Facilitation Notes
Each workshop will have a staff member from the Great Schools Partnership facilitating the opening and closing. This staff member will also be available on-site to support presenters.

Critical Elements of Successful Workshops
While every workshop may not reflect all of the elements listed below, we suggest including as many as possible; this will make it easier for you to design an effective and engaging session.

1. **Introduction**: Presenting team members should introduce themselves by providing their names, roles, and any other necessary or relevant introductory information. Keep it brief.

2. **Context**: Presenting team members should set the context and frame their work by explaining how it changed their school or district; in essence, they are describing the big idea(s) behind the work.

3. **Engagement With Audience**: Presenting team members should engage the audience throughout the session. Some methods of doing so include:
   a. Asking participants for their level of experience with proficiency-based learning or multiple/flexible pathways

   b. Having the participants review materials from the presenting group and engage in a turn & talk or table conversation with a guided prompt

   c. Conducting a gallery walk and asking participants to engage in small group discussions at each station with guided prompts

   d. Providing a set of data that represents the effectiveness of the strategy within the context of the learning community and supporting analysis and reflection of this data within small groups

   e. Asking participants to simulate a student's or teacher's experience using the presenting team's materials and reflecting on the experience

4. **Strategy**: Presenting team members should describe the specific innovation strategy (the particulars of the big idea) they employed to initiate and sustain their work. This can happen

through a direct presentation or via the above-listed engagement methods. The presenting team should also indicate where their strategy or strategies align with the strands and dimensions listed in **Global Best Practices**.

5. **Evidence**: Presenting team members should share data they have collected as evidence of their successful transformation. Teams should focus particularly on what has changed for students as a result of this work. Examples could include changes in student engagement, community involvement, graduation rates, achievement, and postsecondary enrollment.

6. **Reflection**: Presenting team members should reflect on what they envision is scalable from their work to other schools and how schools undertaking similar work can organize themselves to support and carry out this work.

7. **Next Steps**: Presenting team members should describe either what they perceive to be the next logical step or an important challenge to address as they continue striving to ensure success for all their students.

8. **Discuss**: Audience members should have an opportunity to ask follow-up questions and engage in a discussion with presenting team members. We suggest allowing approximately 15 minutes for this element.

9. **Evaluation**: Please leave a few minutes for participants to complete a short survey.

Workshop Types

Skill Building: The facilitator(s) introduce participants to a particular skill or set of skills. Participants learn techniques they can apply immediately to their work. Examples of this type of workshop include teaching strategies to support multiple pathways, community engagement protocols to increase parent participation, or professional development activities that have moved your work forward.

Knowledge Building: The facilitator(s) share information about a meaningful topic so that participants are able to leave the session knowing next steps they can take to use this knowledge in their work. Examples of this type of workshop include research supporting proficiency-based education, key features of community engagement plans, or elements of effective instructional strategies.

Critical Conversation: The facilitator(s) present a relevant, inspiring, and thought provoking topic before skillfully facilitating a conversation among participants. Examples of this type of workshop include topics such as leading for equity, student voice and choice, or the importance of authentic community engagement.

For some examples from previous conferences, please visit our conference archive.