![Literacy Improvement Partnership logo]

Facilitating Improvement in Teacher Practice

Learning Huddles: Design and Facilitation Tips

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What is a learning huddle?

Learning huddles are short meetings in which teams of teachers collaborate using discussion protocols. They provide a practical way for teachers to engage in continuous improvement of their instruction by discussing and addressing common problems of practice.

Learning huddles were pioneered by the Cincinnati Children's Hospital to improve patient safety using common routines. These brief but frequent problem-solving meetings were designed to foster teamwork and promote more effective communication about potential dangers for patients (Bergstol et al., 2015). The Regional Educational Laboratory (REL) West built on Cincinnati's model by implementing learning huddles while coaching teams of teachers in the Washoe County School District in Nevada to improve their Tier 1 instruction (Austin et al., 2019; Bowman & Austin, 2021; REL West, 2018, 2021).

The primary purpose of the learning huddles in the *Facilitating Improvement in Teacher Practice* professional learning modules is to refine and improve a Tier 1 instructional practice or set of practices. In this context, learning huddles are driven by an identified need in a district, school, or classroom (e.g., establishing consistent Tier 1 practices in implementing a new curriculum; introducing high-leverage, evidence-based instructional practices; using Tier 1 instructional practices to address a data-based student learning need).

Key features of learning huddles

Learning huddles provide a structure for focused, equitable conversations about improving teacher practice. While every learning huddle is a meeting, not every meeting is a learning huddle. Learning huddles for teachers generally meet the following criteria (Austin et al., 2019):

- Short (20–45 minutes, fitting within a typical meeting time)
- Focused on a specific topic and aim
- Guided by an agenda and roles
- Equitable (everyone shares)
- Autonomous (teacher-facilitated)[1]
- Embedded in an inquiry cycle (not stand-alone)
- Guided by evidence-based classroom practices
- Resulting in clear next steps

Learning huddle protocols

REL West developed several learning huddle protocols to provide a scaffold for structured inquiry among teachers. These protocols ensure that conversations stay on topic and make room for all voices. While new learning huddles begin with formal protocols, over time the huddles can become more informal discussions. The protocols are included as appendices at the end of this document.

The huddle protocols that REL West developed are informed by a long history of teacher inquiry, including action research, and key principles and methods of continuous improvement, design thinking, and prototyping.

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[1] This *Facilitation Tips* document is designed to give practical tips to the facilitator of the *Facilitating Improvement in Teacher Practice* learning modules. That facilitator designs, kicks off, and monitors the learning huddles—but the learning huddles themselves are facilitated by teachers.

Learning huddles as the engine of an inquiry cycle

The collaborative discussions that compose each learning huddle are vehicles for learning in an iterative cycle of teacher inquiry, as shown in Figure 1. In this inquiry cycle, learning huddles take place in the first phase of the inquiry cycle (represented by the purple circle, "Understand the Problem and Plan the Change") and the third phase of the cycle (represented by the blue circle, "Study the Results").

Figure 1. Teacher inquiry cycle
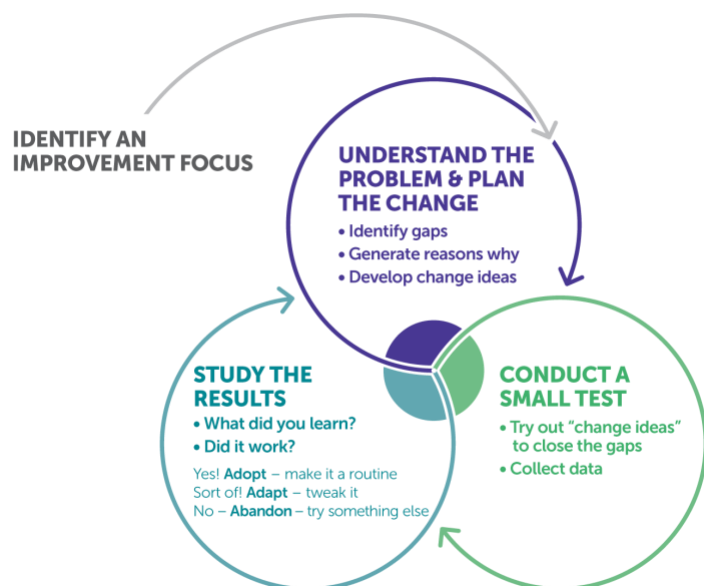
Each teacher learning huddle protocol that REL West developed has a different purpose, depending on where teachers are in the inquiry cycle and what questions they are pursuing. After surfacing successes and challenges and identifying gaps in their practice, teachers develop change ideas or prototypes to try out in their classrooms:

- A *change idea* is a specific work practice or intervention that represents an alteration to how work is currently done.
- A *prototype* is an early sample or model built to test a concept or process. A prototype is a concrete artifact that is revisable and shareable.

Testing a change idea or prototype to understand if the new idea led to an improvement involves the collection of classroom data. Very often, when teachers hear the term "data," they think of student data or summative assessments. However, studying the results of a change idea or prototype relies on studying practical data, which come from daily instruction—including, for example, establishing a new routine, implementing an instructional practice, or improving an instructional process. Examples of practical data that teachers might collect to test their change ideas include teacher notes, student

participation data, lesson-pacing data, student surveys, exit tickets, self-assessments, and formative assessment data.[2]

Table 1 outlines the stages of the inquiry cycle and the associated learning huddle protocols that facilitators can use for each respective stage.

Table 1. Learning huddle protocols for different phases of the teacher inquiry cycle

Teacher inquiry cycle phase and purpose of the activities	Associated learning huddle protocol (See Appendix)	Focus of the learning huddle protocol
Understand the problem • Identify gaps in instructional practice • Generate reasons why	• 1a. Successes and Challenges Learning Huddle Protocol: Writing Instruction • 1b. Successes and Challenges Learning Huddle Protocol: Word Study • 1c. Process Mapping to Identify Gaps: Writing Conferences	• Discussing successes and challenges • Process-mapping an instructional practice
Plan the change • Identify change ideas and prototype solutions • Determine how to test and build confidence in the changes	• 2. Developing Prototypes Learning Huddle Protocol: Reading and Writing.	• Developing change ideas and prototypes
Study the results • What did you learn? • Did it work? • Adapt, adopt, abandon? • Analyze data to evaluate the success of the change idea or prototype	• 3a. Sample Data Analysis Agenda: Writing Instruction • 3b. Sample Data Analysis Agenda: ELA instruction	• Analyzing data
Reflect on the learning huddle process • Reflect on how the group is collaborating to improve the group's process • Consider the impacts of scope and scale of an improvement effort.	• 4. Sample Learning Huddle Success Criteria Reflection Sheet Explore some methods for identifying a high-leverage problem to solve.	• Success criteria reflection

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[2] See WestEd's math practical measurement repository for examples related to math instruction: https://mpm.wested.org/.

The design of the learning huddle discussion protocol

Facilitators can and should adapt the learning huddle protocols, but be mindful of the sequence and purpose of each step. This section outlines the general design of the protocols and the various components involved.

Norms

Norms are typically established by teacher teams before launching a learning huddle. The norms are referenced at the beginning of the huddle to support group collaboration.

Roles

Teachers in the learning huddle generally take on the following roles, all of which can be adapted for the size and needs of the group:

- Facilitator
- Timekeeper
- Note-taker
- Process observer

North Star, goals, and practices

The North Star is the overall aim of the improvement project, developed by a district- or school-level team prior to the teacher learning huddles in response to a need or instructional problem to solve. While the North Star is the long-term aim for the improvement project, nested within it are targeted goals and a set of evidence-based instructional practices that have been identified and prioritized to address the targeted goals.

Before launching a series of learning huddles, it's important to develop a "sandbox" of focal practices, which provide a set of options for teachers to choose from. This can be done by taking the time to examine student data; doing a close analysis of high-leverage, common (daily) practices in a curriculum; and reviewing sources of evidence-based practices (e.g., research reports, What Works Clearinghouse Institute of Education Sciences practice guides). The focal practices should ideally be research-based.

Round-robin check-in

This step of the learning huddles gives everyone a chance to share how they are feeling about their inquiry work. The round-robin check in starts with the affective—what emotions people are bringing to the group—to acknowledge that teachers are humans first and that teachers will be in different places on their learning journeys.

Open discussion

The open discussion is the heart of the protocol and is focused on a challenge, a change idea, a prototype, or data from a test. The goal is to have a structured conversation that leads the group, and each individual, to greater insight or learning.

Action steps

Group members should articulate clear action steps to be carried out during the "action periods" that should follow every huddle. The action steps should address questions such as these: What will we try? What data will we collect? Will the team use a common data tracker?

It's helpful to identify a common physical or virtual place to document a group's learning process and to collect prototypes and data. Consider where the group will store their notes so they can refer to them in the next huddle, how data will be shared, and how quick-access technology (e.g., Google forms, Google sheets) can be leveraged.

Facilitation tips

While learning huddles are designed to be self-facilitated by the teachers who participate in them, it's helpful if there is an instructional coach or lead teacher to support the group's process in the following ways:

- Set the stage with teachers by establishing or revisiting group norms and developing a culture of feeling "safe to fail." To support this, keep group norms visible.
- Read and review each learning huddle protocol step with the group and answer questions before launching the discussions.
- Provide examples (and definitions) of change ideas, prototypes, and classroom data collection tools and data sources.
- Acknowledge that sometimes, at first, discussion protocols can feel overly structured, compared to how we usually meet. But each step has a purpose and ensures that all voices are heard.
- Step back to encourage teacher groups to self-facilitate.
- Encourage reflection on their group process after every huddle (e.g., using success criteria).
- Optional: when facilitating multiple groups, bring together teacher leads from each team to reflect on the huddle process and to share change ideas and prototypes across groups (e.g., across grade levels or across content areas).

Lessons learned

The following are some of the high-level lessons learned over three years of implementing learning huddles in Washoe County School District.

Give teachers choice. Teachers are more invested in the continuous improvement process when they collectively can choose an instructional problem (within an overall evidence-based focus area) and develop their own "change ideas" to address the problem or gap that they believe is meaningful to improving their students' learning outcomes. Initially, when we had teachers all working on the same problem (the pacing of lessons), there was more resistance than when we provided options for focal practices.

Use discussion protocols to help foster a culture of data reflection. Because teachers may feel vulnerable sharing data about their teaching or their students, relying on a protocol to structure conversations about data can help teachers focus on problem-solving. It can help the focus feel less about "my classroom" and more about common challenges *across* classrooms and an opportunity to share solutions. With repetition and frequency, the process becomes more comfortable.

Keep the intervals between learning huddles short, such as 2–3 weeks. Teachers need just enough time to test their change ideas or prototypes and collect data before regrouping to analyze the data and determine whether to adopt, adapt, or abandon the change.

Know that the learning huddle is not the solution for all problems. Understanding what a learning huddle protocol can and cannot do is important for ensuring that a learning huddle is the right process for the task or problem being addressed. Learning huddles work well for supporting Tier 1 instructional practices that are used on a frequent (ideally, daily) basis so that they can be tested over the course of a few weeks. The process does not lend itself as well to planning a unit or lesson or determining which students need intervention and additional support. There are other professional learning routines that provide structures for such purposes.

Use common curricular materials. When teams of teachers use the same curriculum and pedagogy, they can share strategies and generate knowledge about what works across a set of classrooms and, potentially, an entire school. For example, Collaborative Classroom's Being a Writer program suggests that all teachers conduct writing conferences, but the program is not prescriptive about how these conferences are conducted. Teacher teams in Washoe County School District collaborated to develop and refine a specific process for conferences that met their needs.

Make instruction visible—through prototypes and teaching artifacts—to support the reflection and improvement process. When teachers collaboratively work on a common tool to improve their teaching, such as a conference tracker or an exit ticket, it makes key processes—and important gaps to address—visible as well as fostering a culture of design, innovation, and improvement.

Make data collection manageable. Collecting data about your practice every day can feel like a burden. The easier the data-collection tool, the more likely teachers will collect the information needed to learn whether their change idea worked or not. The tool could be a simple checklist, a paper tracker, a poster on a bulletin board, a phone app, or artifacts that are already being collected (e.g., student work).

Related resources

- Infographic: [Using Inquiry Cycles in PLCs to Improve Instruction](#)
- Webinar archive: [Using Learning Huddles to Improve Teaching and Learning](#)
- Blog post: [Improving Instruction with Teacher Learning Huddles and Inquiry Cycles](#)
- Blog post: [Now is the Time for Teachers to Use Data-Based Inquiry Cycles](#)
- Video: [Learning to Improve Instruction: One Team's Story](#) (Learn about how the teacher inquiry cycle and improvement questions supported a team of 3rd grade teachers to improve their writing instruction.)

For facilitators

- Video: [Prototyping Ideas for Change](#) (This video explains what a change idea is and how to prototype a classroom artifact to improve instruction and student outcomes.)
- [Professional learning modules](#): These professional learning modules are based on what we have learned through a partnership with Washoe County School District and are designed to support the scaling, spread, and sustainability of effective teacher collaboration through inquiry cycles and learning huddles. The modules are intended for principals, district coaches, and professional development leadership, as capacity-building tools. They may also be used with site-based coaches and teacher leaders.

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Appendix: Learning Huddle Protocols

Successes and Challenges Learning Huddle Protocol: Writing Instruction (*Protocol 1a*)

North star: Develop students as independent writers

Goals: Support students to …

- Feel engaged and motivated to write.
- Collaborate with partners.
- Write independently for 20–30 minutes per day.
- Improve writing after writing conferences.

Agenda

Total time: 30 minutes

1. Choose roles:

    - Facilitator: leads agenda, guides open discussion.
    - Timekeeper: keeps group on time (*has a timer at hand*).
    - Notetaker: captures individual intentions during Step 7.
    - Process observer: observes how team is working together and reflects during Step 8.

2. Review norms:

    - Learning stance.
    - Be present.
    - Ask questions.
    - Refer to additional team norms here.

3. As a group, choose a goal from the list above to focus on for this action period. (*See "Choosing an inquiry focus" below for an optional group activity*.)

4. In one word, how are you feeling about your students' opportunities to … [*insert group's goal here*]?

5. Round robin sharing: successes and challenges. (*~ 2 minutes per person*)

    - What successes have you had related to this goal?
    - What has been challenging?

6. Open discussion: challenges. (8–10 minutes)

    - Choose *one* challenge to unpack and discuss:
        - When do things go as planned? When don't they go as planned?
        - What are some reasons for the challenge?

7. Round robin share-out: What will you do next? (*~ 2 minutes per person*)

*Notetaker records next steps on page 2, shares at next huddle.

    - Each person shares:
        - What do you want to learn about related to your group's goal?
        - What data will you collect? For how long?

Team plan

Date: School: Grade:

Name	What do you hope to learn about your group's topic?	What data will you collect and when? How will you collect it?

8. Debrief huddle: How did it go?

- Process observer reflects on how well the team worked together and adhered to norms.

Choosing an inquiry focus

Complete the form individually, and then share answers with your group.

My classroom now ... *1 Not true - > 4 Very true*				Student learning opportunities	How motivated are you to focus on this topic? *1 Not very motivated -> 4 Very motivated*			
1	2	3	4	A. Students are motivated and engaged to write.	1	2	3	4
1	2	3	4	B. Students collaborate well with their peers (e.g. during turn to your partner).	1	2	3	4
1	2	3	4	C. Students write for 15-30 minutes every day (depending on time of year and grade level).	1	2	3	4
1	2	3	4	D. Students improve their writing after conferences.	1	2	3	4

Adapted from Donohoo, J., & Velasco, M. (2016). The transformative power of collaborative inquiry. Thousand Oaks: Corwin.

Successes and Challenges Learning Huddle Protocol: Word Study (*Protocol 1b*)

Author: Darl Kiernan, Coordinator, Northeastern Nevada's Regional Professional Development Program[3]

North star: Develop students' word and orthographic knowledge for reading and writing

Goals

- Group students by analyzing their spelling.
- Prepare and organize word study materials.
- Establish instructional routines for word study.
- Facilitate student discussion and reflection about words.
- Provide opportunities for students to transfer their learning about words.

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Agenda

Total time: 30 minutes
Data: Qualitative Spelling Inventory Group Results

1. Choose roles:

   o Facilitator: leads agenda, guides open discussion.
   o Timekeeper: keeps group on time (*has a timer at hand*).
   o Notetaker: captures individual intentions during Step 7.
   o Process observer: observes how team is working together and reflects during Step 8.

2. Review norms: Place a check mark next to one you'd like to be mindful of today.

   o Maintain a learning stance.
   o Be present.
   o Ask questions.

3. In one word, how are you feeling about how you've grouped students for word study instruction?

4. Think and write time: Successes and challenges. (~ 2 minutes)

   WRITING PROMPT:

   - How have you grouped students?
     o What is working well?
     o What has been challenging?

   Questions to consider:

   - How did you use the assessment results to form groups?

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[3] Kiernan, D., & Austin, K. (2023). Word study learning huddles: Collaborating to improve word study instruction. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. (Eds.), *Word study for literacy leaders and teacher educators: Guiding professional learning*. Guilford Press.

- Are the sizes of the groups manageable?
- Are students in each group with other students who are at the same developmental level?
- How are students responding to instruction?
- Are the students able to accurately read the words/identify most of the pictures?
- Are students able to understand the overarching goal and explain their learning?

5. Round robin sharing: successes and challenges. (2 minutes/person)

   DISCUSSION PROMPTS:

   - How have you grouped students?
   - What has been effective?
   - What has been challenging?

6. Open discussion. (8–10 minutes)

   - Choose one or two challenges from the round robin for the group to focus on.
   - Unpack the challenge.

7. Round robin share-out: What's your next step? *Notetaker records each teacher's next steps, shares at next huddle.*

   - What will you try next? [specific, actionable, concrete]
   - What do you hope to accomplish?

Next steps:

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8. Debrief huddle: How did it go?

   - Warm feedback [one thing that went well].
   - Cool feedback [one area for refinement].
   - Process observer reflects on how well the team worked together and adhered to norms.

Conferring Process Map Protocol (*Protocol 1c*)

Principal/coach talking points to introduce the process map activity

Activity framing

- One of the best ways to improve a process is to understand how it currently unfolds.
- By mapping a current process, we can share ideas about how to improve it.
- Because most teachers at our school have been interested in improving their writing conferences with their students, we are going to ask you to "map your process."
- "Mapping your process" means writing down the steps of a recurring process from beginning to end.
- We are sharing a handout in which you can fill in the boxes with specific descriptions of exactly what you do in each part.

Activity directions

- Think of the last time you had a writing conference with a student to fill this out.
- You can leave some of the boxes blank if you don't do anything in that category.
- It's important that you write *what you do*, rather than what you think you should do or what you wish you did, because we are going to use these to identify the steps we can each improve upon.
- We are not using these to judge you or evaluate you, so feel free to write down things even if they feel less than ideal!

Conferring process map protocol

Date: _____ Grade: _____

1. On your own, complete the Conferring Process Map on the next page.

   - *Important note: The purpose of this first map is to document your current practice (rather than what you think you could do, or what you wish you did) and to identify areas for improvement. It's fine to leave boxes blank.*

2. On your own, reflect:

   - Where do *things go well* during my conferring process?
   - Where do I experience *challenges* during my conferring process?
   - Which parts am I not doing? Where am I getting stuck? What barriers are in the way?
   - Which parts of the conferring process could I improve upon?

3. In your PLCs, share process maps. [Note: Team notetaker documents discussion.]

Where on your process maps are there similarities?

Where on your process maps are there differences?

Which parts of the conferring process will individuals/the group improve upon next? What are some change ideas to address this?

Conferring Process Map

What you *currently* do (not what you could do or wish you did ...)

Name: Date:

Before the Conference	During the Conference	After the Conference
How do you choose which students to confer with?	What happens first?	How do you document the conference?
How do you choose the topic of the conference? (e.g., lesson objective, trait focus, conference notes, student writing, rubric score, student chooses topic)	What happens in the middle?	How do you evaluate whether the student has applied what they learned in the conference?
What else do you do to prepare for the conference? (e.g., group students, review notes, review student writing, schedule conferences, score writing)	What happens last?	How do you follow up with students after the conference?

Developing Prototypes Learning Huddle Protocol (*Protocol 2*)

North star: **Develop students as independent readers and writers**

Focal areas

- **Unit/lesson planning:** Backward map unit and lesson plans from essential standards and assessments.
- **Differentiating instruction:** Leverage curriculum supports and GLAD strategies to support English learners.
- **Assessment:** Use exemplars and student work to develop and support high expectations for students.

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Agenda

1. Choose roles:

   - Facilitator: Leads agenda, guides open discussion.
   - Timekeeper: Keeps group on time (**has a timer at hand**).
   - Notetaker: Captures notes during Step 8: Next Steps.

2. Review team norms.

3. As a group, choose a focal area from the list above for this action period.

4. In one word, how are you feeling about … [*insert group's selected focal area here*]?

5. Round robin sharing: successes and challenges. (∼ *2 minutes per person*)

   - What successes have you had related to this focal area?
   - What has been challenging?

6. Open discussion: challenges. (8–10 minutes)

   - Choose *one* challenge that you want to address as a group and discuss:
     - What are some reasons for the challenge?
     - What happens when things go well?
   - Brainstorm: What change ideas would help to address this problem?

7. Begin to create a prototype of your change idea (see the Prototyping Change Ideas Reference Sheet at the end of this handout).

8. Next steps: **Notetaker records Team Plan on page 2.*

   - When will you test your prototype?
   - How will you know your prototype is working?
   - What information/data will your team collect and when?
   - When will your team meet to review your data and make adjustments to your prototype?

9. Complete learning huddle success criteria.

Team plan

Date: School: Grade:

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1. Focal area:

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2. Prototype description:

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3. When will you test your prototype?

---

4. How will you know your prototype is working?

---

5. What information/data will you collect? How often? When?

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6. When will your team meet to review your data and make adjustments to your prototype?

Prototyping change ideas

Before a change idea can be tested, you need to first develop a prototype. Prototyping is one of the fundamental processes for design and has been around as long as humans have been innovating new things.

A prototype is an early sample or model built to test a change idea or process.

- A prototype is something that is *testable*, *revisable*, and *shareable.*
- A prototype is not perfect; it is a draft you are refining through testing.
- A prototype helps teammates be clear on exactly what they are testing.

When developing a prototype, you need to consider what you are trying to accomplish. Are you modifying an existing process or creating a new process?

Think about how much *effort*, *time*, and *resources* will be required for what type of impact you believe you will get.

You want to test small ideas that can get early wins with the least effort.
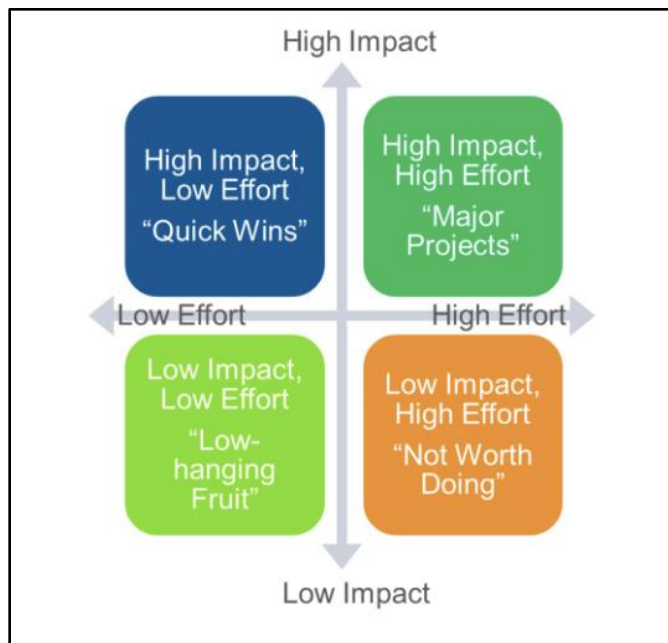
Some examples of prototypes include …

- Written directions to plan a writing conference.
- A new lesson or unit planning template.
- Standard agenda for weekly meetings.
- A written routine to check for understanding.
- An observation checklist.
- A tool for grouping students by instructional levels.
- A tool to monitor student progress.

Common pitfalls in developing change ideas

Pitfall #1: Change concepts, not change ideas

Change concepts are broad ideas that can stimulate critical and creative thinking. Change ideas are *narrow*, *specific*, and *scaled-down*. A change concept is often the first step to developing a change idea, but change concepts need further refinement to become specific improvement ideas.

Pitfall #2: "More of the same"

"We just need *more*"—more people, more resources, and so on. These ideas often don't solve the problem because they leave the structure of the system unchanged. This can also manifest as "one-size-fits-all" solutions that seem great, because someone else did it successfully. Teams stuck in this pitfall have often not completed a full root cause analysis. They are treating symptoms instead of the problem.

Pitfall #3: Has to be invented here

Overreliance on brainstorming and the new ideas of your group without assessing the merits of these ideas in reference to the problem you're trying to solve. This can manifest as not leveraging research and evidence-based practice or not reaching out to expertise outside of your group. Teams that are stuck in this pitfall also become attached to a change idea even when it is not fully connected to the problem they are trying to solve.

Pitfall #4: Utopia syndrome

Trying to find the ultimate perfect change before *anything* is started. This leads to suffering from paralysis of action. Teams stuck in this pitfall often have an unconscious fear of failure.

Learning Huddle Data Analysis Protocol: Writing (*Protocol 3a*)

North star: Develop a community of independent writers

Goals: Support students to …

- Feel engaged and motivated to write.
- Collaborate with partners.
- Write independently for 20–30 minutes per day.
- Improve writing after writing conferences.

_____

Agenda

Total time: 30 minutes

1. Choose roles:

- Facilitator: leads agenda, guides discussion, helps group to ground observations in the data.
- Timekeeper: keeps group to the times in the protocol.
- Notetaker: captures notes in Step 4 and 5 on page 2.

2. Review your team's action plans from the last huddle.

3. In one word, how are you feeling about [*insert your group's focal practice*]*?*

4. Open discussion: Understand and describe the data. (8–10 minutes)

DISCUSSION PROMPTS:

  FIRST, <u>describe</u> the data:

- What do you notice about the data? (trends, patterns, outliers)
- What questions do you have?

  NEXT, <u>interpret</u> the data:
- Why do you think the data looks like this?
- What was your change idea? *Notetaker records change ideas on page 2.
  - Was there improvement?
  - Did your change idea work?

5. Round robin: What will we try next? (∼ *1–2 minutes/person*)

  DISCUSSION PROMPT:

- Will you adapt, adopt, or abandon your change idea? *Notetaker records next steps on page 2.*

Action period team learning summary

Date: School: Grade:

Teacher	Step 4: Open discussion **What did you try?** • What was your change idea? • What did you learn?	Step 5: What will we try next? • Adapt (tweak, change), • Adopt (keep doing), • Or abandon the change idea?

Learning Huddle Data Analysis Protocol: Reading and Writing (*Protocol 3b*)

North star: Develop a community of independent readers and writers

Focal areas

- **Unit/lesson planning:** Backward map unit and lesson plans from essential standards and assessments.
- **Differentiating instruction:** Leverage curriculum supports and GLAD strategies to support English learners.
- **Assessment:** Use exemplars and student work to develop high expectations for students.

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Agenda

Total time: 30–45 minutes

1. Choose roles. (2 minutes)

- Facilitator: guides discussion, monitors participation.
- Timekeeper: monitors time, keeps the group moving through the protocol.
- Notetaker: captures notes from Steps 5 and 6 on page 2.
- Process observer: collect success criteria to discuss as a team.

2. Review your team's action plans/agreements from the last huddle. (1–2 minutes)

3. In one word, how are you feeling about progress in [*your focal area*]?

4. Round robin: What did we learn? (10–15 minutes ~ *1–3 minutes/person*)

*Notetaker records change ideas and what each teacher learned on page 2.

> DISCUSSION PROMPTS:
>
> - Were you able to test your change idea or prototype?
> - What data did you collect?
> - What do you notice about your data?

5. Open discussion: What next? (8–10 minutes)

Notetaker records group plan on page 2.

> DISCUSSION PROMPTS:
>
> - What is our confidence in our change idea/prototype? (high, medium, low)
> - Will we adapt, adopt, or abandon our change idea/prototype?
> - What are our next steps?

6. Success criteria reflection. (~ 1 minute)

- Each person reflects and fills out success criteria form.
- Process observer asks: How are we doing on our success criteria? Are there any areas we need to work on?

Action period team learning summary

Date: School: Grade:

1. What was your change idea/prototype? What was the problem you were trying to solve?

2. What did we learn?

Teacher	Round robin: What did you notice while testing your change idea or prototype?

3. What next?

    a.   What is our team's confidence in our change idea/prototype? (high, medium, low)

    b.   Will our team adapt (tweak, change), adopt (keep doing), or abandon our change idea/prototype?

    c.   What are our next steps?

Learning Huddle Success Criteria (*Protocol 4*)

Name: Date:

Teachers …	1	2	3
1. Listened actively, attentively	No	Somewhat	Yes
2. Showed positive verbal and nonverbal stance	No	Somewhat	Yes
3. Asked clarifying questions	No	Somewhat	Yes
4. Were focused and on task	No	Somewhat	Yes
5. Dug deeper into the conversation	No	Somewhat	Yes
6. Stuck to the protocol	No	Somewhat	Yes
7. Adhered to the times in the discussion protocol	No	Somewhat	Yes
8. Made sure everyone spoke, ensured equity in voice	No	Somewhat	Yes
9. Were prepared with data	No	Somewhat	Yes
10. Had time to reflect and share a next step or change idea	No	Somewhat	Yes
11. Shared notes from the last huddle to help participants be prepared for this huddle	No	Somewhat	Yes

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Optional: **Additional criteria not listed here?**