

DOINGWHATWORKS



SAMPLE MATERIAL

Consultancy Practices

Jacob Hiatt Magnet School, Massachusetts

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Cycle of Improvement

Teachers at Jacob Hiatt Magnet School follow this protocol in conducting consultancy sessions, in which one teacher presents data on student progress on a task and receives feedback on how to improve student work in the future. This strategy can be employed to determine whole-class instruction or to tailor for small-group or individual instructional needs. The consultancy group asks two types of questions as part of this process:

1. Clarifying questions, requiring factual responses expanding on the initial data presentation, and
2. Probing questions, which ask for deeper and expanded thinking about what the data represent.

This document emphasizes the need for both “warm” (i.e., strengths) and “cool” (areas for improvement or investigation) comments about the task.

Schools can implement consultancy procedures for teachers within or across content areas or grade levels, changing the teams based on the

needs the data demonstrate. In *Supporting Data Use Through Teacher Collaboration Time (Part 1)*, a Hiatt teacher describes the ways that collaborations such as consultancy can be enhanced through the in-depth analysis of student data.

Jacob Hiatt Magnet School

Massachusetts Department of Education Expanded Learning Time School

Consultancy: Adapted for Examining Student Work

Protocol in the field by educators affiliated with NSRF

Modified by JHMS Instructional Leadership Team

- Group selects a presenter and a facilitator.
- The presenter gives a quick overview of the student work. S/he highlights the major issues or concerns, and **frames a question** for the consultancy group to consider. (5 minutes)
- The group examines the student work. (5 minutes)
- The consultancy group asks **clarifying** questions of the presenter – brief, factual questions. The presenter responds to these questions. (5 minutes)
- The group asks **probing** questions of the presenter designed to deepen and expand thinking about the original question framed. The presenter responds to the group's questions without any discussion by the larger group. (10 minutes)
- The group talks with each other about the student work and the questions framed by the presenter, and shares both *warm* (i.e. What are the strengths in this situation or in this student's work?) and *cool* (i.e. What do areas for further improvement or investigation seem to be?) feedback.
- The presenter responds to what s/he heard and learned from this process.