

Protocol for Critical Friends Groups around *Carbon TIME* Classroom Discourse

- Presenter: *Carbon TIME* teacher bringing the central question/dilemma for group discussion.
- Facilitator: Professional learning provider or colleague who coordinates the group process and monitors time while participating.
- Participants: Colleagues participating in analysis and discussion of the central question/dilemma.

Step	Description	Time
1.	<p>Overview</p> <p>Presenter gives context and introduction by sharing</p> <ul style="list-style-type: none"> • <i>Carbon TIME</i> Unit & Lesson, Activity, and step in the Carbon TIME Discourse Routine • from the Carbon TIME Discourse Reflection Tool - 1. Preparation Column - share Goals, Key Ideas, and Central Question/Dilemma 	2-3 minutes
2.	<p>Reviewing</p> <p>Group quietly reviews the transcript, considering the presenter’s context and central question/dilemma.</p>	2-3 minutes
3.	<p>Clarifying questions</p> <p>Participants ask clarifying questions of presenter. Clarifying questions have brief, factual answers. Presenter responds.</p>	2-3 minutes
4.	<p>Probing questions</p> <p>Participants ask probing questions of presenter. Probing questions push presenter to think deeply about assumptions and different perspectives. The goal is to use questions to help presenter expand his/her thinking about central question/dilemma. Presenter responds to the probing questions, but there is no larger discussion.</p>	5 minutes
5.	<p>Consultancy</p> <p>Presenter is silent listener while participants engage in larger discussion of classroom discourse, the central question/dilemma, and the information gathered from responses to questions. Participants encouraged to include both “warm” and “cool” feedback in the discussion.</p> <ul style="list-style-type: none"> • Warm feedback – identify what you see or hear about successful steps that students and teacher made in the discourse. • Cool feedback – suggest an area that has some room for improvement and provide the next step that could be taken. 	10 minutes
6.	<p>Reflection</p> <p>Presenter reflects on what he/she learned from the consultancy. Presenter reflects on any new ideas, new perspectives, or questions that emerged from the group discussion. Presenter also reflects on central question/dilemma in light of discussion.</p>	5 minutes
7.	<p>Debrief (if time allows – can be at end of all presentations)</p> <p>Facilitator leads conversation about the overall group process reflecting on the dynamics of the group and the use of the protocol. Some ideas for debriefing include:</p> <ul style="list-style-type: none"> • Active listening – How did group members use strategies like paraphrasing and “wait time” to be active listeners? • Underlying assumptions – How did group members challenge underlying assumptions during the process? 	5+ minutes (if time allows)

Adapted from: Windschitl, M., Thompson, J., & Braaten, M. (2011). Ambitious pedagogy by novice teachers: Who benefits from tool-supported collaborative inquiry into practice and why. *Teachers College Record*, 113(7), 1311-1360.