



# Constructivist Protocol for Adult Work

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*Developed by Daniel Baron.*

## **Purpose**

To encourage administrators, teachers, and students to raise their own standards and develop intrinsic motivation to produce consistently high quality work.

## **Description**

*What makes teachers and learners really care about their work?* In this session we will identify those qualities that are present in your own best work. We will then explore how to bring those same qualities of excellent work to your future planning and teaching. You will leave with an assessment protocol that provides feedback to you on whether those qualities that you value are present in the work and will offer suggestions on how to have even more evidence of those qualities present in future work. This process can be used for any subject, at any grade level, and can be used by individuals or groups of teachers or students.

Participants bring examples of their work that they are really proud of. Work can come from any context or medium (e.g., shop, kitchen, classroom, garden, etc.). Set up the room in groups of 4.

## **Roles**

Facilitator/timekeeper

## **Process**

### **1. Presenter Shares Work**

The first presenter tells the story of his or her work artifact, including the process that made the work so fulfilling. The group takes notes. (3 minutes)

### **2. Group Asks Clarifying Questions**

Group members ask clarifying questions about the details of the piece of work to fill in any information the group needs to be helpful to the presenter. (2 minutes)

### **3. Group Reflects on the Qualities of the Work**

Participants discuss what they heard the presenter say, offer additional insight about what seemed to make this work so good, and identify 3-5 qualities of excellence in the process of creating the work. The presenter takes notes silently. (5 minutes)

### **4. Presenter Reflects**

The presenter reflects on the group's discussion about the work's qualities. (1 minute)

### **5. Group Celebrates the Work of the Presenter**

## **6. Repeat**

Repeat protocol for each member of the group. Remember to keep the focus on the underlying qualities that made the work so good.

## **7. Debrief Protocol**

What worked well? How might others (e.g., teachers, administrators, students) use this process to reflect on their work? How might what they have learned be applied to all of their future work?

## **8. Potential Follow-Up Steps**

- Each team of 4 identifies 3-5 qualities of excellence that were present in all of the presentations, and reports and charts the responses.
- The group identifies 3-5 qualities that were most common to the entire group.
- Each person plans to intentionally have those qualities in the next piece of work that they have to do (e.g., lesson plan, assessment tool, letter to parents, and the like).
- Debrief with the group about the effect of planning to bring excellence to their work prior to implementing their plan.
- At a subsequent meeting, the groups of 4 assess one another's work. Affirmative feedback identifies evidence of the desired qualities in the work. Provocative feedback suggests how the work might be revised to exhibit even more of the qualities of excellence.