



Monitoring Team Progress

Modified Charrette Protocol

A protocol that a team can use to improve on a piece of work. Presenters bring their ideas or the actual work in progress to the Charrette (community) and then ask the team to “work on the work” with them.

Modified Charrette Protocol

Purpose

Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. Individuals or teams call for a Charrette when they are stuck — when the members of the team have reached a point in the process where they could use other perspectives that will help them move forward. They bring their current ideas, or the actual work in progress, to the Charrette and then ask the group to “work on the work” with them.

Guidelines

- “None of us is as smart as all of us” – In this protocol, a team is asking us to help them on the work. We are taking up the responsibility to help our colleagues.
- “With learning there is no finish line...”
- Assume positive intent
- Accept and expect non-closure
- Be aware of air time and patterns of participation
- Stay solutions-oriented

Step One: The team presents the “work in progress.” (7-10 minutes)

The presenting team outlines the context of the work to describe its processes, successes/challenges, tools, and/or methods of implementation. It can be helpful to describe how the structure of the team supports the work in progress. At the end of the presentation, the team will ask the audience a focus question. It can be as general as “How can we make this better?” or “What is our next step?”

The audience now has an opportunity to ask one round of clarifying questions. Avoid suggestions and probing questions. (2-3 minutes)

The presenting team restates their focus question as the audience moves to take over the work.

Step Two: The audience takes on the “work in progress.” (10 minutes)

We are in this to help our colleagues. The audience discusses the question they were asked while presenters take notes.

Usually, the presenters do not join the conversation. They can do so if it will help clarify certain

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parts of the work.

Remind the audience to stay centered on the presenting team's work and refrain from discussing their own work or context. Probing questions are also key to this step of the process.

Possible Probing Questions:

- What issues/challenges does this team need to know about?
- What ideas/solutions should this team consider?
- What adjustments can be made by the team to make the work even better?

Step Three: The presenting team returns to share what they heard. (10 minutes)

The presenting team can share:

- Ideas that furthered their thinking
- Perspectives or things they had not thought about
- Observations they had not taken into consideration about their work

Step Four: Debrief (2-3 minutes)

Guide on Types of Questions

Clarifying Questions (to the team after the presentation)

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were served?
- Were all students given the same intervention?
- How often is data gathered?
- How current is this information?
- What criteria were used?

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Probing Questions (in the group discussion)

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

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