Workshop Protocol

Purpose
The purpose of a workshop at the School Redesign in Action Conference is to facilitate the sharing of strategies, tools, and resources between educators, students, and community partners to take action in redesigning our schools in pursuit of educational equity and personalized learning. Our goal is for participants to take learning away from the conference today that they can implement tomorrow. Successful workshops will align with GSP's Core Tenets and our conference theme, **Bold Vision, Bold Action**, and include Critical Elements outlined below.

Time Allotted
90 minutes

Facilitation Notes
Each workshop will have a staff member from the Great Schools Partnership to open and close the workshop. This staff member will also be available in the room to support presenters as needed.

Critical Elements of Successful Workshops
While every workshop may not reflect all of the elements listed below, we suggest including as many as possible; this will make it easier for you to design an effective and engaging workshop.

1. **Introduction**: Presenting team members should briefly introduce themselves by providing their names, roles, and any other necessary or relevant introductory information.

2. **Context**: Presenting team members should set the context and frame their work by explaining how it changed their school or district; in essence, they are describing the big idea(s) behind the work.

3. **Engagement With Audience**: Presenting team members should engage the audience throughout the workshop. Some methods of doing so could include:
    a. Asking participants for their level of experience with the content
    b. Having the participants review materials from the presenting group and engage in a turn & talk or table conversation with a guided prompt
    c. Conducting a gallery walk and asking participants to engage in small group discussions at each station with guided prompts
    d. Providing a set of data that represents the effectiveness of the strategy within the context of the learning community and supporting analysis and reflection of this data within small groups
    e. Asking participants to simulate a student's or teacher's experience using the presenting team's materials and reflecting on the experience

4. **Strategy**: Presenting team members should describe the specific innovation strategy (the particulars of the big idea) they employed to initiate and sustain their work. This can happen through a direct presentation or via the above-listed engagement methods. The presenting team should also indicate how their strategy or strategies advances equitable, rigorous, and personalized learning. For assistance, please review GSP's Indicators of Educational Equity.

5. **Evidence**: Presenting team members should share data they have collected as evidence of their successful transformation. Teams should focus particularly on what has changed for students as a result of

this work. Examples could include changes in student engagement, community involvement, graduation rates, achievement, and postsecondary enrollment.

6. **Reflection**: Presenting team members should reflect on what they envision is scalable from their work to other schools and how schools undertaking similar work can organize themselves to support and carry out this work.

7. **Next Steps**: Presenting team members should describe either what they perceive to be the next logical step or an important challenge to address as they continue striving to ensure success for all their students.

8. **Discuss**: Audience members should have an opportunity to ask follow-up questions and engage in a discussion with presenting team members. We suggest allowing approximately 15 minutes for this element.

9. **Evaluation**: Please leave a few minutes for participants to complete a short survey.

Workshop Types
While there are different types of workshops, we expect each workshop will share actual work underway in a school to build skills, enhance knowledge, or start critical conversations.

Skill Building: The facilitator(s) introduce participants to a particular skill or set of skills. Participants learn techniques they can apply immediately to their work. Examples of this type of workshop include teaching strategies to support multiple pathways, community engagement protocols to increase parent participation, or professional development activities that have moved your work forward.

Knowledge Building: The facilitator(s) share information about a meaningful topic so that participants are able to leave the workshop knowing next steps they can take to use this knowledge in their work. Examples of this type of workshop include research supporting proficiency-based education, key features of community engagement plans, or elements of effective instructional strategies.

Critical Conversation: The facilitator(s) present a relevant, inspiring, and thought provoking topic from their own work before skillfully facilitating a conversation among participants. Examples of this type of workshop include topics such as leading for equity, student voice and choice, or the importance of authentic community engagement.

Please see our program from SRIA 2023 for examples of previous successful workshops.