Griffin Protocol

1. **Introduction (5 minutes)**
   - The presenting teacher briefly introduces the student work ie. Purpose, context, task, learning sequence, assessment rubrics
   - Participants are silent

2. **Clarification (5 minutes)**
   - Participants ask ‘clarifying’ questions that may have been omitted from the introduction

3. **Review (10/15 minutes)**
   - Each participant has an opportunity to look at the work sample and consider where the student might be assessed against the rubric/continuum. This includes looking closely at the evidence.
   - Each participant takes turns in sharing their position on what level the child is functioning using a rubric/continuum eg. Australian curriculum. Discussion is linked to the evidence in the work sample.
   - Each participant then takes some time to reflect on a possible goal for the student (What will be the next step for this student in terms of their learning? How will I take them to the next stage?)
   - The group decides on an appropriate goal/s for the student
   - Each participant records this on their response sheet

4. **Strategy (15-20 minutes)**
   - Participants take a few minutes to reflect individually on the shared goal and suggest:
     - A teaching strategy/ies
     - Resources that could be used to achieve the goal
     - Evidence that will show the goal has been met
   - Each participant records this on their response sheet
   - Each participant takes turns in sharing their strategies, resources, evidence

5. **Plan (10 minutes)**
   - The group decides on the most appropriate instructional strategies for each goal and the evidence for each goal that will show the goal has been met.
   - Presenting teacher has an opportunity to sum up and comment on how this has helped shape their thinking about teaching this student and what the next steps might be in their learning.

The 5-8 Project – Supporting Literacy and Numeracy across Years 5 to 8

Modified for use by the Scottsdale Cluster