USEFUL THINKING ROUTINES AND PROTOCOLS

The following Thinking Routines and Protocols are particularly relevant for either the classroom or adult meetings. The Thinking Routines are all drawn from the Visible Thinking Website (www.pzweb.harvard.edu/vt). Many of the protocols are drawn from the School Reform Initiative Website (www.schoolreforminitiative.org/protocol) (SRI), the book, *The Power of Protocols (POP)* (McDonald et al., 2003), and the Making Learning Visible Website (www.pzweb.harvard.edu/mlv) (MLV).

Thinking Routines

(Note: Routines on the Visible Thinking Website are grouped under the following headings: Core, Understanding, Fairness, Truth, and Creativity)

- Connect-Extend-Challenge: A routine for connecting new ideas to prior knowledge
- See-Think-Wonder: A routine for exploring works of art and other interesting things
- Headlines: A routine for capturing essence
- What Makes You Say That?: Interpretation with justification routine
- I used to Think…, But Now I Think…: A routine for reflecting on how and why our thinking has changed
- Think-Puzzle-Explore: A routine that sets the stage for deeper inquiry
- MYST (Me/You/Space/Time): A routine to help teachers prepare for and reflect on making thinking visible
- Here Now/There Then: A routine for considering presentist attitudes and judgments
- Question Starts: A routine for creating thought-provoking questions
- Circle of Viewpoints: A routine for exploring diverse perspectives
- Compass Points: A routine for examining propositions
- Think-Pair-Share: A routine for active reasoning and explanation

Protocols

- Looking at Documentation #1: A short protocol for looking at and critiquing documentation to be shared back with others (MLV Website)
- Looking at Documentation #2: (follows above protocol) A protocol for creating documentation to be shared back with others either during or after a learning experience (MLV Website)
- The Modified Collaborative Assessment Conference: A protocol based on Steve Seidel's Collaborative Assessment Conference which allows teachers to examine and discuss pieces of documentation in a nonjudgmental, structured conversation (MLV Website)
- The Descriptive Consultancy: A protocol for helping an individual or team think through a problem by framing it themselves, then hearing how others frame it (*POP*)

- Tuning Protocol: A protocol to ensure that educators receive direct and respectful feedback on the problems they present and the opportunity to reflect on the feedback (*POP*)
- Microlab Protocol: A protocol for addressing a specific sequence of questions in a structured format with small groups using active listening skills (useful for team-building and democratizing participation; asks that participants equalize communication and withhold judgment) (SRI Website)
- Provocative Prompts Protocol: A protocol to elicit a variety of viewpoints on a complex issue that can help participants to shape and re-examine their own perspectives and attitudes (*POP*)
- Rich Text Protocol: A protocol for dealing with a text or video that is particularly dense or ambiguous in meaning (*POP*)
- Text-based Seminar: A protocol to enlarge understanding of a text (SRI Website)
- Final Word Protocol: A protocol to expand the interpretation of one or more texts by encouraging the emergence of a variety of interests, viewpoints, and voices (*POP*)
- Learning from Speakers Protocol: A way to structure the experience of the invited speaker format so learning is maximized for the speaker and the learners (SRI Website)
- Looking at Students' Thinking (LAST) Protocol: A protocol for looking at student work with a focus on the thinking present in the work (VT Website)

Other Reflection Tools

- Looking at Opportunities: A Tool for Assessing A Culture of Thinking: a reflection and observation tool focused on four key areas: focus of content, engagement of students, depth of work, and presence of thinking (VT Website)
- Ladder of Feedback: A protocol for giving feedback with four "rungs": clarification, valuing, concerns, suggestions (MLV Website)
- Chalk Talk: A silent way to reflect, generate ideas, check on learning, develop projects, or solve problems (SRI Website)