



"These authors really know what they are writing about—not just protocols (though they are world experts there) but teaching and learning."

—From the Foreword by **Joseph P. McDonald**, emeritus professor,
New York University

"Excellent examples, along with multiple protocols, provide the tools to get started immediately. This book is a phenomenal resource."

—**Kari Thierer**, executive director,
School Reform Initiative

"This is the perfect guidebook for teachers to use protocols effectively in their classrooms."

—**Ron Berger**, chief academic
officer, EL Education

"Offers an unmatched set of practical and proven process tools to guide teachers and students in productive learning interactions."

—**Jay McTighe**, co-author, *Understanding by Design*®

"This is a blueprint for authentic relevant teaching."

—**Gillian Smith**, founding principal, The
Facing History School, NYC

PROTOCOLS IN THE CLASSROOM

Tools to Help Students Read, Write, Think, and Collaborate

David Allen, Tina Blythe, Alan Dichter, and Terra Lynch
Foreword by Joseph P. McDonald

For nearly 2 decades, *Looking Together at Student Work* and *The Power of Protocols* have sustained educators in their professional learning. *Protocols in the Classroom* expands the scope of those books from teachers' professional learning to include students' learning, providing teachers with the tools they need to use discussion protocols to support students in developing crucial skills and habits as readers, writers, critical thinkers, and active participants within the classroom community. This essential guide provides detailed descriptions of protocols for four critical purposes:

- Entering into and engaging with texts of many different types;
- Sharing perspectives on questions, issues, or topics;
- Giving and receiving important feedback on works in progress; and
- Exploring one's own unique learning style.

For each protocol the authors provide a clear set of steps, tips for teachers and students in facilitating the protocol, and a story of a teacher using the protocol with students. The book is filled with resources for getting started using protocols with students, as well as for deepening the use of protocols over time. It also relates protocols to other strategies for supporting students' learning, including Accountable Talk, Thinking Routines, and Socratic seminars. The authors describe how protocols contribute to a schoolwide culture of discussion, inquiry, and reflection.

David Allen is an associate professor at the College of Staten Island, City University of New York. **Tina Blythe** is a researcher at Harvard Project Zero and consults for schools and organizations around the world. **Alan Dichter** is the director of the CUNY Affinity Team, providing leadership and instructional professional development for New York City public schools. **Terra Lynch** is a learning specialist in Austin, Texas, and a professional development consultant for Metro Learning Communities at New York University.

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