

# STAR ★ PROTOCOL

SKILLS/KNOWLEDGE ■ THINKING ■ APPLICATION ■ RELATIONSHIPS

## PHASE ONE

## PERSONAL REFLECTION

*PERSONAL  
USE  
ONLY*

### The STAR Framework for Powerful Teaching and Learning™

#### **S** KILLS/KNOWLEDGE

Skills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall.

#### **T** HINKING

Thinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning.

#### **A** PPLICATION

Application of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make meaningful personal connections and to extend their learning within and beyond the classroom.

#### **R** ELATIONSHIPS

Relationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs.



# FOLLOWING THE STAR PROCESS

## SEE

- Observe a lesson for up to 30 minutes with colleagues.
- While observing, scan the Protocol and note Indicators and Strategies manifested during the observation period.

## TALK

- After the observation, meet with colleagues to discuss observations.
- Begin with the Relationships Essential Component and debrief through the Protocol backwards.
- Take one minute to scan the three Indicators and prepare to discuss with colleagues what Indicators you think were present during the observation.
- After everyone has had time to prepare, start with the first Indicator, and follow these three steps:
  - Step 1 Participants take turns talking about the strategies (bullets) they saw.
  - Step 2 When listing the strategies observed provide as many examples as possible as to how that strategy was manifested.
  - Step 3 After exhausting the discussion around what Strategies were manifested, decide as a group where to mark the Indicator on the Continuum.

## APPLY

- Based upon the discussion about the Strategies and how they were manifested, the group should decide (through consensus) where to mark the Continuum (left, middle, right) and respond to the Group and Personal Reflection Questions.



### Toward the Left

***"I just did not see it today."***

- Group Reflection Question:  
*What could we have seen, given the context of this lesson that would have made this Indicator Clearly Observable?*
- Personal Reflection Question:  
*How often, and in what way, is this Indicator manifested in my classroom?*



### In the Middle

***"I saw some elements, but not enough to say it was Clearly Observable."***

- Group Reflection Question:  
*What would have made the Indicator Clearly Observable to us?*
- Personal Reflection Question:  
*How can I make sure this Indicator is Clearly Observable in my classroom?*



### Toward the Right

***"I think this Indicator was Clearly Observable."***

- Group Reflection Question:  
*What Strategies did we see that made this Clearly Observable?*
- Personal Reflection Question:  
*What Strategies can I make sure I am using in my own classroom?*

## REFLECT

- During the Group and Personal Reflection times on each Indicator, journal and take notes at the bottom of each page. Once the team is done discussing all three Indicators, participants should review their reflections written at the bottom of the page and take two minutes to share the most pertinent learning so far with at least one other team member.
- After everyone has had an opportunity to share with a response partner, the team should go on to the next Essential Component. Repeat this process until you have discussed all five Essential Components or until time constrains the process.



# STAR Lesson Planning Guide

The STAR Lesson Planning Guide is designed to help educators either plan a lesson to be taught or to reflect on a lesson already taught.

## Reflection for Learning

If using the guide to reflect for learning that will happen in the future, think through the main objectives, timelines, activities, materials, and outcomes related to the lesson. After outlining the lesson, use the guide to predict which indicators and strategies are likely to be observable. After checking the applicable boxes, use the continuum to express the extent to which you think the Essential Component (overall) will be observable.

## Reflection on Learning

If using the guide to reflect on learning that has already happened, think about the main objectives, timelines, activities, materials, and outcomes related to the lesson. After outlining the lesson, use the guide to identify all the indicators and strategies that you believe were evident. After checking the applicable boxes, use the continuum to express the extent to which you think the Essential Component (overall) was observable.

		TEACHER	STUDENTS
		Not Observable  -----  Clearly Observable	
SKILLS	<b>1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating</b> <input type="checkbox"/> Poetry/essays/journals/research papers <input type="checkbox"/> Response logs/lab reports/data tables/graphic displays <input type="checkbox"/> Dialogue/debate/skits/presentations <input type="checkbox"/> Develop arguments	<b>2. Students' skills are used to demonstrate conceptual understanding</b> <input type="checkbox"/> Organize/sequence/categorize information <input type="checkbox"/> Consider alternatives <input type="checkbox"/> Interpret and/or evaluate <input type="checkbox"/> Predict/hypothesize <input type="checkbox"/> Compare/contrast <input type="checkbox"/> Analyze cause and effect <input type="checkbox"/> Develop model/simulation/original creation <input type="checkbox"/> Communicate conceptual understanding	<b>3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information</b> <input type="checkbox"/> Read and/or analyze text or other data <input type="checkbox"/> Produce a piece of creative or expository writing <input type="checkbox"/> Participate in a discussion/debate/oral presentation <input type="checkbox"/> Use and/or develop graphic organizer <input type="checkbox"/> Conduct interviews or focus groups around a topic <input type="checkbox"/> Construct a written or visual explanation to a phenomenon <input type="checkbox"/> Use manipulatives/maps/primary sources <input type="checkbox"/> Identify information sources to be used in a project <input type="checkbox"/> Develop a visual (or other artistic) representation of information
	Not Observable  -----  Clearly Observable		
KNOWLEDGE	<b>4. Teacher assures the focus of the lesson is clear to all students</b> <input type="checkbox"/> Assures students are aware of lesson objectives and assures that students know how to meet the objectives <input type="checkbox"/> Organizes lesson around guiding/essential questions and/or enduring understandings <input type="checkbox"/> Aligns lesson with state goals and learning targets	<b>5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall</b> <input type="checkbox"/> Generate their own ideas, questions, or hypotheses <input type="checkbox"/> Synthesize information <input type="checkbox"/> Analyze/critically examine information <input type="checkbox"/> Discuss a public issue <input type="checkbox"/> Use evidence/data to support an opinion <input type="checkbox"/> Use symbolic representation <input type="checkbox"/> Arrive at a conclusion or interpretation	<b>6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding</b> <input type="checkbox"/> Make distinctions <input type="checkbox"/> Apply/explain/debate ideas <input type="checkbox"/> Form generalizations <input type="checkbox"/> Raise questions <input type="checkbox"/> Formulate coherent/complete questions <input type="checkbox"/> Participate in a literature circle <input type="checkbox"/> Conduct a simulation <input type="checkbox"/> Demonstrate the use of vocabulary and fundamental concepts of a subject area



# TEACHER

# STUDENTS

Not Observable

Clearly Observable

## THINKING

**7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and communication skills**

- Asks students their opinions
- Gives sufficient wait time
- Asks open-ended questions
- Focuses on higher-order thinking questions
- Probes student responses beyond a correct answer
- Elicits responses from multiple students to a question
- Solicits contributions from all students

**8. Students develop and/or demonstrate effective thinking processes either verbally or in writing**

- Participate in a discussion around an issue
- Articulate thinking strategies
- Practice thinking in the context of required content
- Explain problem-solving processes
- Critique lab procedures
- Provide verbal and/or written feedback to peers
- Develop and/or demonstrate real-world connections
- Provide their own opinions on a topic or issue

**9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning**

- Demonstrate metacognition
- Make a text-to-text and/or text-to-self connection
- Examine own biases on an issue
- Monitor thinking and adjust strategies
- Reflect quietly to gain personal meaning (journals, exit slips, etc.)
- Students rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers

Not Observable

Clearly Observable

## APPLICATION

**10. Teacher relates lesson content to other subject areas, personal experiences, and contexts**

- Relates lesson content to prior learning
- Integrates multiple subject areas
- Relates information to a real world problem
- Makes meaningful personal and/or cultural connections
- Shares a personal story related to lesson content
- Demonstrates connection to a personal experience

**11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom**

- Make meaningful personal connections
- Share a personal story
- Address a real world/contemporary problem
- Design lab procedures for an experiment
- Carry out independent research
- Participate in a relevant simulation
- Articulate the purpose of a particular project
- Present work and/or finished projects to an audience

**12. Students produce a product and/or performance for an audience beyond the classroom**

- Post student work to a website or other public forum
- Write a letter to a newspaper editor
- Partner with community members/businesses
- Develop and/or conduct a community survey
- Correspond with pen pals
- Produce an informative or persuasive piece of work (essay, speech, play, brochure, etc.)
- Participate in a service-based learning project, job shadow, internship, and/or mentorship

Not Observable

Clearly Observable

## RELATIONSHIPS

**13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment**

- Interacts positively with students
- Solicits and encourages students' ideas
- Models and expects responsible behavior
- Provides challenging assignments
- Assures routines and rituals are in place that allow students to work and move comfortably in the room
- Encourages students to share their ideas, thoughts, and/or feelings
- Creates a welcoming environment where students feel safe, secure, and respected, and there is an atmosphere of respect, sincerity, warmth, and humor

**14. Students work collaboratively to share knowledge, complete projects, and/or critique their work**

- Receive social support for learning through periodic grouping with peers (response partners, triads, small groups, etc.)
- Make comments and respond to peers in a positive and constructive manner
- Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups

**15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)**

- Participate in enrichment and/or remediation activities
- Experience multiple ways to practice a concept and/or new learning
- Make their own choices about ways to approach learning tasks
- Progress through the lesson based on their needs rather than text progression



**Date:**

**Lesson Objective/Target:**

**Standard/GLE:**

**Essential Question(s):**

**Description of Lesson**  
(Content/Activity)

**Instructional Strategies**  
Powerful Teaching and Learning

**Skills and / or knowledge:**

**Thinking:**

**Application:**

**Relationships:**

**Optional Planning**

**Support Materials:**

**Academic Vocabulary:**



## Teacher Reflection Before Learning:

**Skills** – Where in the lesson will the students actively read, write, and/or communicate?

**Knowledge** – Where in the lesson will the students demonstrate depth of conceptual understanding?

**Thinking** – Where in the lesson will students demonstrate thinking through reflection or metacognition?

**Application** – Where in the lesson will the students connect their learning to a real-world or relevant context?

**Relationships** – How will I organize and manage the classroom to maximize interpersonal interactions that reflect a supportive learning environment?

**Evidence of Learning** – Where in the lesson will the students show evidence of learning?

**Possible Misconceptions** – Where in the lesson might students misunderstand or misinterpret the lesson objective/concepts?

## Teacher Reflection After Learning:

**Skills** – Did students actively read, write, and/or communicate? Examples?

**Knowledge** – Did students demonstrate depth of conceptual understanding? Examples?

**Thinking** – Did students demonstrate thinking through reflection or metacognition? Examples?

**Application** – Did students connect their learning to a real-world or relevant context? Examples?

**Relationships** – Did interpersonal interactions reflect a supportive learning environment? Examples?

**Next Steps:**

