**HANDOUTS:** Student-Centered Learning Labs  
*MON, NOVEMBER 16, 1:30-3:00*

**SLIDES:** [https://goo.gl/DKdax0](https://goo.gl/DKdax0)

### Types of Learning Labs - Note Catcher

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<th>Model Classrooms</th>
<th>Peer Learning Labs</th>
<th>Student-Centered Learning Labs</th>
<th>Coaching Labs</th>
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<td><strong>Purpose</strong></td>
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<td><strong>Audience</strong></td>
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**Protocol for Student-Centered Learning Labs**
### Prebrief
45 minutes

- The teacher shares his or her goals for student learning, recent instruction, and how the students have responded. The teacher may also choose to share artifacts from the classroom such as anchor charts, student work, or other assessment data.
- The facilitator charts a set of “learning targets” that will focus the observation on collecting student evidence.
  *Chart is titled: “What will it look like/sound like if the students are demonstrating the intended learning?”*
- The facilitator reminds the group of the observation norms.

### Observation
50-60 minutes

- The group observes in the classroom. While observing, participants collect student evidence and also stay focused on the instructional practices that are used by teacher.
  *Notes can be organized as follows:*

<table>
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<th>Learning Targets:</th>
<th>Instructional Practice</th>
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<tbody>
<tr>
<td>Student Evidence</td>
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### Debrief
60 minutes

Throughout each round of the debriefing session, the facilitator ensures that the responses are specific and do not include feedback or suggestions. Each round is done as a “whip around” so that the discussion moves in an orderly fashion from one person to the next.

**Round One: Student Evidence**

- Share specific evidence regarding how the students performed in relation to the learning targets.
- Host teacher listens without responding.

**Round Two: Instructional Practice**

- Share instructional practices that supported student learning.
- Host teacher listens without responding.

**Round Three: Implications**

- Name the broader implications of what was observed. What does it mean for our teaching and learning?
- Host teacher listens without responding.

**Round Four: Response from the Host Teacher**

- The host teacher responds by thinking aloud about what was shared. What is a future goal for instruction? Will the learning targets change? If so, how?

**Round Five: Next Steps for Instruction**

- Each participant shares a goal or next step that resulted from the observation.
FAQs for Leading Learning Labs

*Developed by Diane Sweeney, author of Student-Centered Coaching (Corwin, 2011)*

**What is a learning lab?**
Learning labs create a framework for teachers to get into each other’s classrooms and learn alongside one another in a highly facilitated manner. There are three types of learning labs; model classrooms, peer-based learning labs, and student-centered learning labs.

**What do you focus on during a learning lab?**
Each type of learning lab includes a different focus. Model classrooms focus on effective instructional practices, peer learning labs focus on a dilemma or challenge that the host teacher is experiencing, and student-centered learning labs focus on collecting student evidence as it relates to instructional practice.

**What resources do learning labs require?**
Learning labs require planning time for the lab host and facilitator, release time for all participating teachers, and a knowledgeable and skilled facilitator who can move the group through the process in a productive and safe way.

**What is the time frame for a learning lab?**
Most learning labs occur over a half day time frame. This includes a prebrief, observation, and debrief. Some learning labs also include curriculum work, team planning, etc.

**How do I ensure that learning labs are safe, collegial, and productive?**
Using a protocol is the most important step in making sure the learning lab goes according to plan. Protocols scaffold thinking and conversations to ensure depth while honoring each member of the group. With a protocol, the lab host knows the direction that the conversation will go and the facilitator can redirect conversations that go off track. Note-taking tools and agreed upon norms are also useful tools to scaffold the learning lab process.

**How do I recruit teachers for learning labs?**
There are a variety of ways to recruit teachers to either host or observe during a learning lab. Model classrooms are hosted by teachers who have been vetted and approved by the system. This is important because the lab host is seen as a ‘model’ for the desired instructional practices. Peer and student-centered learning labs are hosted by teachers who opt-in and see value in participating. Observers in learning labs opt-in based on their own needs and interests.

**What kind of planning goes into setting up a learning lab?**
Learning labs require planning. Typically the lab facilitator, who is often the instructional coach, works with the teacher in a coaching cycle prior to the learning lab. This prevents surprises during the observation. The coach also determines the observers, sets up the schedule and protocol, and makes sure everyone in attendance understands the purpose and process for the observation. Ideally, planning for a learning lab begins at least three weeks prior to the observation.

**What about follow up?**
The most effective learning labs are connected to ongoing learning because they often trigger questions and requests for support from teachers. At the end of a learning lab, the facilitator works with the group to determine how ongoing support will be provided.