

Learning Huddle Discussion Protocol 1



North Star: Develop students' word knowledge for reading and writing

Goals:

- ❖ Group students by analyzing their spelling
- ❖ Prepare and organize word study materials
- ❖ Establish instructional routines for word study
- ❖ Facilitate student discussion and reflection about words
- ❖ Provide opportunities for students to transfer their learning about words

The focus of each learning huddle is an instructional practice that supports word study.

Agenda

Total time: 30 mins

1. Choose Roles:

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time
- Note-taker: Captures individual intentions during *Step 7*
- Process observer: Observes how team is working together and reflects *during Step 8*

Teachers choose roles that support the group process.

2. Review Norms: Place a check mark next to one you'd like to be mindful of today.

- Maintain a learning stance
- Be present
- Ask questions

3. In one word, how are you feeling about how you've grouped students for word study instruction?

4. Think and Write Time: Successes and Challenges (~ 2 mins)

WRITING PROMPT:

- How have you grouped students?
 - What is working well?
 - What has been challenging?

Writing time provides space for internal reflection before the group discussion.

Questions to Consider

- How did you use the assessment results to form groups?
- What is the size of your groups?
 - What is the developmental range for each group?
 - How do you support all students in the group?
- How are students responding to instruction?
- Which students are able to accurately read the words/identify most of the pictures?
 - Which students are able to understand the overarching goal and explain their learning?

This step ensures that every group member has a voice in the discussion from the start and acknowledges teachers may be in different places in their practice.

These optional questions support reflection on different aspects of the instructional practice.

The open discussion is the heart of the protocol and is designed to support the group in having a deeper discussion about one challenge.

5. Round Robin Sharing: Successes and Challenges (2 mins/person)

DISCUSSION PROMPTS:

- How have you grouped students?
- What has been effective?
- What has been challenging?

The round robin format supports equity of voice – everyone has a turn to share.

6. Open Discussion (8–10 mins):

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge.

7. Round Robin Share-Out: What's your next step?

*Note-taker records next steps, shares at next huddle

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

In this step each group member shares out what they will try in their classroom and these commitments are recorded by the note-taker.

8. Debrief Huddle: How did it go?

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms

At the end of the huddle the group reflects on what went well and one area for refinement. Groups may also reflect on established success criteria for learning huddles at this point.