

Understanding the STAR Protocol

Five Essential Components

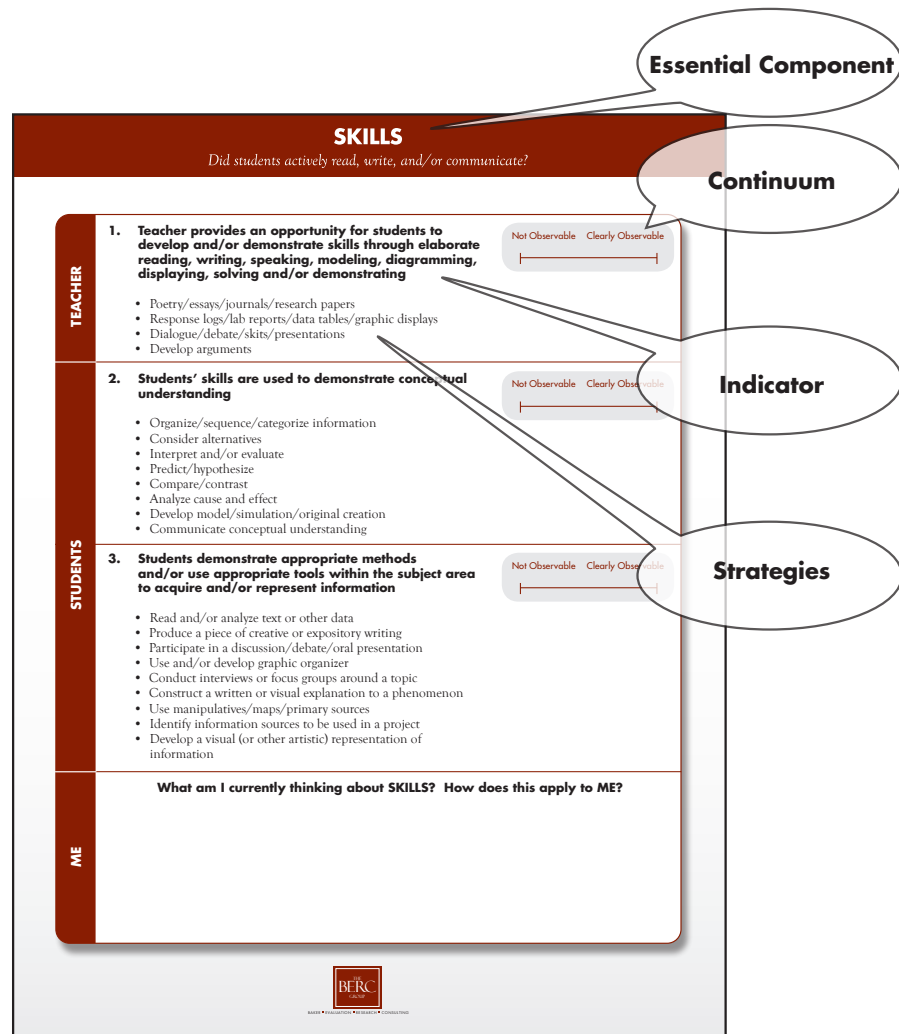
15 Indicators

Multiple Strategies

The STAR Protocol was developed by and for The BERC Group, Inc. The STAR Protocol is a research instrument used to measure the degree to which Powerful Teaching and Learning is present during any given period of observation time in a classroom.

By popular demand, The BERC Group also developed modified versions of the original research instrument to be used by professional development groups.

Through 15 Indicators, the STAR Protocol efficiently assesses student learning in the areas of **S**kills, **K**nowledge, **T**hinking, **A**pplication, and **R**elationships.



STAR Process

Most people assume that the purpose of classroom observation is to make judgments and provide feedback to the teacher observed. With the STAR Protocol and Process, nothing is further from the truth.

The STAR Protocol and Process simply uses classroom observation as an opportunity for us to reflect on our own instruction. Classroom observations should be opportunities to enter learning labs. We are NOT trying to critique the teacher observed. Rather, we are trying to determine if WE see the various elements of Powerful Teaching and Learning. Commenting on another teacher's classroom practice is much more about our own understanding of Teaching and Learning than it is about the quality of the lesson itself.

As we observe lessons we will use the STAR Protocol to determine whether we see elements of Powerful Teaching and Learning. We refer to Strategies under each Indicator to determine what we saw. As we discuss the lesson we will maintain an internal dialogue about how we can apply what we are learning to our own classrooms.

Reflecting on our own practices rather than judging someone else can be a new experience. If we are going to learn to change our practice we need to follow a few simple yet somewhat counterintuitive steps.

SEE — For teachers to do something different in their classrooms, they must see something different. The first step in the STAR Process is to observe a classroom and see Teaching and Learning take place.

TALK — When educators see someone teach, they usually want to discuss what they saw. The second step in the STAR Process is to talk with colleagues about the observations. The key is maintaining reflective and constructive dialogue.

APPLY — To make sure the dialogue is reflective and constructive, the focus needs to be on personal application. The third step in the STAR Process is to apply what you discuss to your own instructional practices.

REFLECT — To move from observation to improving instruction requires the examination of personal classroom practices on a regular basis. The fourth step in the STAR Process is to reflect on the Teaching and Learning in your classroom and integrate these reflections into your lessons.

