Success Analysis Protocol

Developed by educators in the field with NSRF; adapted by Tanya Friedman, Tania Gutierrez & Gregory Peters, SF-CESS, 2014

*For the purpose of this protocol, "**SUCCESS**" is a practice that was effective in meeting the needs of a traditionally underserved student (or students).* "***PRACTICE***" is an ongoing instructional approach or program, a one-time event, or an explicit stance from which one works.

Purpose: In a profession where we continuously strive to improve, it is important to take time to identify what we do well. Not only does the act of celebrating increase our sustainability as practitioners but analysis of our successes can increase our efficacy as we build on that which works.

Our greatest successes often originate in our deepest dilemmas. Given the overwhelming pressure of the unrealistic dichotomy of absolute success or failure within our profession, we are challenged to share our dilemmas honestly and openly– especially those that negatively impact our students the most – when we lack the relational trust with those around us.

An important tool in the leader's toolbox, the Success Analysis Protocol provides – in a limited but focused time – an experience to develop relational trust; to identify, make meaning of and celebrate unseen, authentic successes, and ultimately motivate individuals to deepen their equity-centered, Discourse II reflection about their own practice – moving from an intent-focus to an impact-focus.

Roles: The Presenter and a Facilitator/Timekeeper

Ideally, each participant takes a turn as both a participant and the facilitator. The facilitator is a full participant; besides keeping time, the facilitator's job is help the groups:

A. focus on the authentic successes within the presenter's practice (considering intentions, circumstances, instincts, relationships, resources…),
B. identify themes or patterns amongst the indicators across collective practices, and
C. surface Discourse II issues related to equity (by naming them and/or asking probing questions).

Time: Each individual round takes 8-13′ plus 12-22 minutes for whole group. Depending on Group Size (*Groups of 3 = ~49-65′; 4 = ~47-79′; 5 = 58-93′*). The times offered for each step are meant to serve as guides – time can be kept for each step of holistically for each round.

Process:

1. Review Protocol (~2′)
2. Each participant reflects & writes a brief description of a practice, which was successful in serving a traditionally underserved student or population but participant is not sure why it was successful. *What were your intentions, actions & results – for whom? What happened? Why do you call it a success?* (~5-8′)
3. 1st presenter describes her practice, intentions and the actual impact on traditionally underserved students, including success measures, evidence and gaps. (~3-5′)
4. Participants ask brief, clarifying questions to help them answer the question, "*What about this practice, in service of traditionally underserved students, was successful*?" (~2-3′)
5. Participants discuss/analyze what made the practice successful. Presenter takes notes. (~3-5′)
6. Presenter briefly shares any insight or reaction s/he has from the conversation. Participants conclude by celebrating the success of the presenter with applause. (~1′)
7. Repeat steps 2-6 for each participant.
8. Group discusses themes or patterns & share commitments related to improving their practice in service of their underserved students. *What did we learn? What will I do?* (~5-8′)
9. Group debriefs the protocol. *How did we experience the process? How did we do as a team?* (~3-5′)