



Gap Analysis Protocol

Developed by Daniel Baron.

Purpose

To make a stronger connection between beliefs and practice

Roles

Each person in the triad takes a turn at facilitating and presenting. The facilitator is a full participant in this protocol.

Process

1. Reflect on the shared beliefs of the school corporation, the school, or your own core beliefs about teaching and learning (depending on the context of the meeting). In any case, identify the one belief about teaching, learning, or leading that you hold most dear. Spend a few minutes thinking about how this belief is visible and present in your current practice. Next, reflect on what gaps are there between that belief and your current practice. Write a short description of where your belief and practice are aligned and where the gaps are. (5 minutes)
2. In groups of 3, the first person shares her/his belief and the analysis of that belief in action. Be sure to share both the alignments and the gaps. (5 minutes)
3. The rest of the group asks clarifying questions about the details of the analysis. (3 minutes)
4. The group does a "gap analysis" of the presenter's practice and paints a vivid picture of the possibilities of having even more evidence of the chosen belief in the presenter's practice. The presenter turns away from the group as she/he takes notes of the conversation. (10 minutes)
5. The presenter reflects out loud on the group's analysis of her/his practice and shares at least one idea that will become part of her/his practice. (2 minutes)
6. Repeat Steps 2-5 for each person in the group. Each round takes 20 minutes.