

Examining Student Work Protocol

1. Set up the panel (5 minutes)

- Identify the presenting team and display their student's work. Do not explain the work at this time.
- Everyone else in the group is on the review panel.

2. Describe (10 minutes)

Presenting Teachers: State the grade level of the student and name the components of the sample (ex, artist statement, journal entry, etc.). Do not provide any more information at this time-- not even the content areas involved! Use your *Examining Student Work: Presenting Team Tool* to record notes and insights as you listen to the panel discussion.

Panel:

- a. Use *Examining Student Work: Panel Tool* to silently take notes about your observations of the collection of student work. Do your best to stay close to the evidence, and stay away from interpretations or conjectures. Describe the important elements that meet your senses.
- b. When prompted by the facilitator, share your observations with your colleagues in the panel, adding one descriptive element per person until everyone has finished.

3. Questions (10 minutes)

Presenting Teachers: Use your *Examining Student Work: Presenting Team Tool* to record the questions that each panel member shares. You will not respond to the questions out loud now, but select some questions and record ideas that you may share with the panel later.

Panel:

- a. Use *Examining Student Work: Panel Tool* to silently note the questions that you have about the work, process, or instruction.
- b. Some of your questions will be about the nature of the learning in the student work that you are looking at ("Assessor Questions") and some more about the activity "Activity Planner Questions." Star the "Assessor Questions."
- c. When prompted by the facilitator, share your questions with your colleagues in the panel, starting with the "Assessor Questions," contributing one question per person until everyone has finished.

(over)

4. Speculate (10 minutes)

Presenting Teachers: Use your **Examining Student Work: Presenting Team Tool** to record the speculations that each panel member shares. You will not respond out loud now, but record ideas that you may share with the panel later.

Panel:

- a. Use **Examining Student Work: Panel Tool** to silently speculate about the student learning that resulted from the unit, based on what you noticed in the work. Think about the big idea, content areas, and types of learning.
- b. When prompted by the facilitator, share your speculations with your colleagues in the panel, contributing one speculation per person until everyone has finished.

5. Presenting Teachers Respond (10 minutes)

Presenting Teachers: Look over the notes you've taken and take a few minutes to respond to what the panel has discussed. Use the questions in **Examining Student Work: Presenting Team Tool** to guide your response to the following:

- a. What insights did you have based on the descriptions the panel made?
- b. What questions were most interesting to you, and why?
- c. What do you appreciate more now about your teaching and learning strategies? What would you modify?

Panel: Listen and allow time for the presenting teachers to process the above questions without interruption. When they are done you can give your **Examining Student Work: Panel Tool** handouts to the presenting teachers.