

Learning from Student Work Protocol

Source: developed by Eric Buchovecky, based in part on the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teacher Project

Purpose

This protocol is designed as a tool to guide groups of teachers discovering what students understand and how they are thinking. Student work is the centerpiece of the group discussion.

Time allotted

About 90 minutes.

Group format

The protocol needs one facilitator, with understanding of and experience with the protocol, a documenter to capture the groups' thinking, the presenting teacher, and a group of 5-10 colleagues.

Facilitation tips

- This protocol works best if one person, preferably someone who is familiar with the protocol, acts as the facilitator. This person will not be part of a group that discusses the question(s).
- The facilitator should begin the session by restating the importance of the trust and respect that this protocol requires. Discussions and feedback that take place in the session are professional conversations between the participants and the teacher seeking feedback.
- The facilitator should also explain that the protocol will be implemented with fidelity to the process and the constructive spirit of the process. The facilitator may ask participants to reword or withdraw comments that are evaluative or judgmental.
- The protocol follows the following steps:
 - Introduction (protocol goals, guidelines and schedule): 5 – 10 minutes
 - The presenting teacher displays the work where everyone can see it or distributes copies to the other participants (the teacher says nothing about the work, the context, or the students: 2 minutes
 - The participants review the student work in silence (they may take notes for use during the discussion): 5 minutes
 - The facilitator asks the group 'What do you see?'
 - The participants take turns speaking (individuals are free to pass) without making judgements or personal preferences. Comments are kept short. The facilitator may choose to insert clarifying questions (the presenting teachers does not take part in the discussion, but listens and may take notes: 10 minutes
 - The facilitator asks the group 'From the student's perspective, what is the student working on?'
 - The participants take turns speaking (individuals are free to pass) without making judgements or personal preferences. Comments are kept short. The facilitator may choose

to insert clarifying questions (the presenting teachers does not take part in the discussion, but listens and may take notes: 10 minutes

- The facilitator asks the group 'What are the implications for teaching and assessment?'
- The participants take turns speaking (individuals are free to pass) without making judgements or personal preferences. Comments are kept short. The facilitator may choose to insert clarifying questions (the presenting teachers does not take part in the discussion, but listens and may take notes: 10 minutes
- The facilitator invites the presenting teacher to share his or her reflections and reactions to the discussion: 10 minutes
- The facilitator invites all participants, including presenting teacher, to share any suggestions for teaching and ways for supporting students' learning: 10 minutes
- Debrief (open discussion of the experiences of the group): 10 minutes
- Thank the presenting teacher