**Agenda Guide: Looking Collaboratively at Student Work General Description**

P**rint and bring to the meeting**

1. Agenda Guide
2. Group Norms
3. Role Descriptions – print in color role descriptions and keep them in plastic sleeves to reuse
4. Note Taking Form
5. Optional: Copies of the student work for each participant to view. Remove name of student.

**Roles (Rotate for each meeting)**

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| --- | --- |
| Facilitator | Guides group through the protocol and manages logistics. |
| Presenting Educator | Brings a focusing question and related student work and listens to the conversation. |
| Documenter | Captures the ideas shared by writing a record of the meeting. |
| Participants | Shares thinking and listens to the thinking of others related to the focusing question and student work. Uses this conversation to reflect on own teaching. |

**Looking Collaboratively at Student Work has Six Steps (30 – 60 minutes)**

* 1. **Getting Started**

Facilitator opens the conversation and the Presenting Educator shares a question and related student work. *Presenting educator listens to the conversation until Step 5 without speaking or answering questions.*

* 1. **Describing the Student Work**

Participants literally describe what they see. By carefully “reading” the work, participants make visible the complexity without judgments.

* 1. **Interpreting the Student Work**

Participants take on the perspective of the student to think about what the student is working on. The child’s purpose, audience, thoughts, understandings, intellectual interests, strengths, struggles, and working process are considered. Children may be working on several problems/tasks in different ways.

* 1. **Implications for Classroom Practice**

Participants brainstorm potential next steps in response to the presenting educator’s question.

* 1. **Interesting and Useful**

Presenting educator shares what was interesting and useful from the conversation.

* 1. **Reflections**

All members of the group take turns in a circle describing what they learned from the conversation and/or their next step. The group reflects on the process considering pluses and wishes for future conversations. Plans for next time are confirmed by participants rotating roles and confirming a date for the next Looking Collaboratively at Student Work conversation.

**Agenda Guide: Looking Collaboratively at Student Work in Six Steps**

1. **Getting Started : Begin four roles and agenda (5-10 minutes)**

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| **Facilitator** | Confirm end time, review norms, state six steps in the protocol |
| **Presenting Educator** | Describe context of student work in three to four sentences and shares a focusing question that will guide the conversation. |
| **Documenter** | Capture ideas from the conversation on chart paper, electronically and then project ideas, or in a spiral notebook. See note taking form. |
| **Participants** | Prepare to participate in each step of the protocol. Listen to Facilitator and Presenting Educator. |

1. **Describing the Student Work (5 – 10 minutes)**

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| **Facilitator** | Ask participants, ***“What do you see?”*** *Ask participants to state their observations one person at a time around the table until everyone has had at least one turn.*Note: If a judgment is made then the facilitator asks the participant to identify the evidence that the judgment is based on. Ask, **“*Can you point to a place in the work that makes you say that?”***  |
| **Documenter** | Create a bulleted list of observations. |
| **Participants** | Describe observations by pointing to evidence in the work, starting with ***“I see..”*** or **“*On #3, the student included… but omitted…” “I noticed this pattern…”*** Point to student work with each observation. Pose questions that arise from the work. |
| **Presenting Educator** | Listen to conversation, but **do not speak**. The presenting educator may slide back from the table to remove him/herself from the conversation and take notes. |

1. **Interpreting the Student Work (5 - 10 minutes)**

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| **Facilitator** | Ask participants, ***“From the student’s perspective, what is the student working on?”*** |
| **Documenter** | Create a bulleted list of interpretations. |
| **Participants** | Infer what the student was thinking and why; what the student does and does not understand; what the student was most interested in; how the student interpreted the assignment. Assume that the work makes sense to the student. Start with:

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| * I think…
 | * They may have been trying to…
 | * I feel…
 |
| * The student could
 | * The student probably…
 | * The child might…
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| **Presenting Educator** | Listen to conversation, but **do not speak**. The presenting educator may slide back from the table to remove him/herself from the conversation and take notes. |

1. **Implications for Classroom Practice (10 - 15 minutes)**

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| **Facilitator** | Remind everyone of the focus question posed by the Presenting Educator. Ask participants, ***“What are the implications of this work for teaching and assessment?”***

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| * What are possible next steps for the teacher and the student?
 | * What else would you like to see in the student work? What kinds of assignments or assessments could provide this information?
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| * What teaching strategies might be most effective?
 | * What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
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| **Documenter** | Create a bulleted list of implications and next steps. |
| **Participants** | Consider the questions posed by the Facilitator and respond through brainstorming as many ideas as possible. |
| **Presenting Educator** | Listen to conversation, but **do not speak**. The presenting educator may slide back from the table to remove him/herself from the conversation and take notes. |

**5.** **Interesting and Useful (5 – 10 minutes)**

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| **Facilitator** | Remind everyone of the focus question posed by the Presenting Educator. Ask Presenting Educator, ***“What was most interesting and might be useful in planning next steps from our conversation?”*** Remind Presenting Educator that this is not a time to answer questions that came up, but rather a time to just state what was interesting and useful and to identify next steps. |
| **Documenter** | Put a star next to ideas that the Presenting Educator identifies. Add and star ideas the Presenting Educator mentions that are new or missing from the notes. |
| **Participants** | Listen to the Presenting Educator. Make connections between what was interesting and useful to the presenting educator and your own practice. |
| **Presenting Educator** | Talk about what was interesting and useful from the conversation. Identify what the next steps will be for both the teacher and the student. The next steps might be something from the conversation or a new idea that has emerged for the Presenting Educator. |

1. **Reflections (5 -10 minutes)**

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| **Facilitator** | 1. Ask everyone to ***briefly state their “take-away” action or learning*** from this conversation in a round one person after the other. 2. Ask the group to ***reflect on the process*** *of the conversation and determine pluses or wishes for the next conversation.* 3. **Confirm role rotation** and the date for the next conversation. |
| **Documenter** | Create a bulleted list of each person’s name and their take-aways and plans for the next conversation. Copy notes for Presenting Educator and store notes in notebook or online for future reference. |
| **Participants** | State briefly their “take-aways”, reflect on the process of the meeting, and confirm role for next meeting. |
| **Presenting Educator** | Listen to participant “take-aways”, contributes to ideas for the next conversation, note the new role for next meeting. Receive a copy of the documenter notes. |