**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.**

**Before the meeting**

1. Plan to participate in the meeting fully from the start to the finish time. Avoid calls, texts, or other disruptions that will interrupt the flow of the meeting and your concentration as a participant.
2. Bring a notebook or plan book to record a next action step to try out with students before the next Looking Collaboratively at Student Work meeting.

**Keys to being a Participant**

* The main responsibility for participants is to both talk and listen during the conversation and to offer responses consistent with the purpose of each step.
* Withhold judgments about the work, student, and teacher during the second step of describing the student work. Usually participants find slowing down the process of making a judgment to be challenging.

* Base all responses in evidence that can be literally pointed to in the student work.
* Remind yourself of the focusing question and the purpose of each step during the conversation.
* Reflect on how this conversation informs their own practice and they implement an idea before the next Looking Collaboratively at Student Work.
* Decide how to monitor the next action step to make sure that idea is tried.

**Participants 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.**   * Make sure cell phones and lap tops are turned off. * Organize time to be there from the start time to the finish time * Bring a notebook or plan book to record plans for next steps. |

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

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| **Facilitator** | Ask participants, ***“What do you see?”*** |
| **Documenter** | Create a bulleted list of observations. |
| **Participants** | Describe observations by pointing to evidence in the work, starting with:  ***“I see..”***  **“*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. * Pose a question if you don’t have an observation. * Keep observations focused directly on student work without any other comments to make sure that there is time for everyone to share more than one observation. * Describe only what you literally see in the work. * Avoid making judgments, for example, “He can’t spell.” Say instead, “ I see ten words misspelled, on line #1 I see, …” |
| **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?”***   * Assume that the work makes sense to the student and that there is a specific purpose and audience for the work. * Remind participants that children may be working on several problems/tasks in different ways. * Invite participants to make interpretations about the learner’s understanding, intellectual interests, strengths, struggles, and working process. * Encourage participants to use the following prompts:  |  |  |  | | --- | --- | --- | | * I think… | * They may have been trying to… | * I feel… | | * The student could… | * The student probably… | * The child might… | |
| **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.**  Use the following sentence starters:   |  |  |  | | --- | --- | --- | | * I think… | * They may have been trying to… | * I feel… | | * The student could… | * The student probably… | * The child might… |  * Assume that the work makes sense to the student and that there is a specific purpose and audience for the work. * Remember that children may be working on several problems/tasks in different ways. * Make interpretations about the learner’s understanding, intellectual interests, strengths, struggles, and working process. * Pretend to be the student and try to articulate what he/she might be thinking and feeling. |
| **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?”***   * Encourage participants to brainstorm all ideas, a wild brainstorm even of things that might not seem reasonable given constraint on instructional time and resources. * Keep brainstorm moving. * Avoid letting participants tell a story about what they have done in the past. Encourage a rapid brainstormed list of possible actions. * Remind participants to brainstorm possible answers to the focusing question. |
| **Documenter** | Create a bulleted list of interpretations. |
| **Participants** | **Consider the questions posed by the Facilitator and respond through brainstorming as many ideas as possible.**  **Consider these questions:**   |  |  | | --- | --- | | * 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? | | * 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? List those ideas. |  * Brainstorm as many ideas as possible. * Review the focusing question to make sure that the brainstorm of ideas provides multiple answers to the focusing question. * Do not edit ideas because of needing resources, the more ideas the better. * Brainstorm quickly. * Enjoy being creative. |
| **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.   * Watch the time to make sure to save time for Step 6. * Make sure that participants listen and do not interrupt the Presenting Educator |
| **Documenter** | Create a bulleted list of interpretations. |
| **Participants** | **Listen to the Presenting Educator. Make connections between what was interesting and useful to the presenting educator and your own practice.**   * **Do not interrupt the Presenting Educator.** * **Listen and think about why certain ideas may have resonated with the Presenting Educator.** * **Make connections and notice differences between ideas that resonated for you and ideas that were most interesting and useful to the Presenting Educator.** |

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| **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.   * Make sure that both the Facilitator and the Documenter as well all Participants share a take-away. It might be useful to revisit the notes on take-aways at another meeting to see how teachers have used the ideas generated from Looking Collaboratively at Student Work. * Take time to reflect on the process of the conversation. Make changes as needed to meet the needs of the group. Procedural changes might include: how notes are recorded and shared, length of the meeting, and starting and ending on time. Purposes and goals for the conversation might change such as bringing common assessments as the student work or focusing on student work from the “bottom third”. |
| **Documenter** | Create a bulleted list of 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.**   * Record your “take-away” so that you can remember to implement the idea before the next Looking Collaboratively at Student Work 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. |