



## *Looking At Student Work!*



# LOOKING AT STUDENT WORK

## Tuning Protocol

**STICK TO THE PROCESS LIKE  
GLUE...**  
Trust the process.

**Description:** A format for receiving *feedback* for the purpose of *improving* work in progress.

**Process:**

1. Select members to play important roles in the protocol.  
**Facilitator:** Manages the protocol and keeps the group on task  
**Timekeeper:** Helps the group adhere to the time schedule
2. Ask a **focus question**. For example:
  - Which Rubric categories am I addressing?
  - How can I increase the Rigor in this assignment?
3. Follow a specific procedure for the protocol.



**Presentation of Work (5-10 minutes)**

The presenters describe the work. Be specific and describe the work in detail. Identify the competency and the Rubric categories addressed in the assignment. If presenters have specific request for areas of feedback, make that clear.

**Clarifying Questions (2-3 minutes)**

Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

**Reflection Time (As much time as needed—depends on focus question)**

Participants write down their input.

**Feedback**

**Warm Feedback** (5 minutes): Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters' request for feedback.

The supporting perspective: What are the strengths, features, and highlights of this work?

**Cool Feedback** (5 minutes): Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

The questioning perspective: What could be improved, changed, refocused about this work?

**Presenters' Response (3 minutes)**

Presenters respond to feedback.

**Debrief (3-5 minutes)** Critique the experience: What was helpful? What wasn't? What did we learn? What might be done differently or more thoroughly?

## **Engaging Teachers in Looking at Student Work**

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*Student work is the most tangible artifact of the  
teaching craft.*

**Kate Nolan, Annenberg Institute for School Reform**

### **Why look at student work?**

- **A New Staff Development Paradigm**
  - **Higher Order Thinking**
  - **Depth of Knowledge**
  - **Substantive Dialogue**
  - **Connection to “Real” Work of Teaching**
- **Follow-Up to Professional Development Events (On-Site Presentations, Conferences)**
- **Support for Accountability to Standards-Based Reform**
- **Use of Data: The End Product of Teaching**

**STICK TO THE PROCESS  
LIKE GLUE...**

**Trust the process.**

## Engaging Teachers in Looking at Student Work

### Tuning Protocol

**Description:** A format for presenting and receiving *feedback* for the purpose of *improving* work in progress.

**Process:**

1. **Select members to play important roles in the protocol.**

*Facilitator:* Manages the protocol and keeps the group on task

*Timekeeper:* Helps the group adhere to the time schedule

2. **Ask a focus question, depending on school improvement goals or focus for improving instruction.** For example, “How can we continue to raise expectations for students?” or “How can we continue to improve students’ reading and writing skills?”

3. **Follow a specific procedure for the protocol.**

***Presentation of Work (5-10 minutes)***

The presenters describe the work. Be specific and describe the work in detail. The more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

***Clarifying Questions (2-3 minutes)***

Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

***Reflection Time (1 minute)***

Participants write down their input.

***Feedback***

**Warm Feedback (5 minutes):** Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters’ request for feedback.

- The supporting perspective
- What are the strengths, features, and highlights of this work?

**Cool Feedback (5 minutes):** Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

- The questioning perspective
- What could be improved, changed, refocused about this work?

***Presenters’ Response (3 minutes)***

Presenters respond to feedback.

***Debrief (3-5 minutes)***

Critique the experience: What was helpful? What wasn’t? What did we learn? What might be done differently or more thoroughly?







## Engaging Teachers in Looking at Student Work

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### Organizing Staff to Look at Student Work and Teacher Assignments/Assessments Checklist of Considerations

#### \_\_\_\_\_ Forming Teams: What Staff Work Together?

\_\_\_\_\_ **Kinds of Teams:** Develop a **system of teams** who will look at student work and teacher assignments. Teachers may serve on more than one team. Include administrators on teams.

\_\_\_\_\_ **Teacher Selection of Teams (Surveys, Assignments):** Some teams may be voluntary and some assigned.

\_\_\_\_\_ **Finding Time for Teams to Meet: When and Where?** Establish **meeting time** for teams. Do not intrude on this time, but expect accountability.

#### \_\_\_\_\_ Providing Training: What Do Staff Need to Know and Be Able to Do?

\_\_\_\_\_ **Nature of Teaming/Working Together:** Ask teams to develop a **mission statement** for their team and to set **goals** concerning what they will do. Develop written action plans each school year. A mission statement might read, “To review assignments and student work for the purpose of raising expectations and student achievement.” In terms of group goals, a group may agree to review samples of student work twice per month and report to the entire staff on their findings twice per year. Have each team write a set of **operational guidelines and rules of interaction** (where they will meet, when, who will facilitate, and what members agree to do to be respectful and stay on task).

\_\_\_\_\_ **Processes Teams Will Use: Train the teams** in the processes they will use such as action research/study processes or protocols for looking at student work.

#### \_\_\_\_\_ Managing and Sustaining Teacher Teams: How Do We Keep the Momentum and Learning Going?

\_\_\_\_\_ **Productive Meetings and Facilitation: Challenge teams** to continuously learn—by providing them with school-wide data or essential questions to guide their discussion.

\_\_\_\_\_ **Progress Reports:** Collect summaries of what was reviewed and discussion points. Ask teams to **regularly report** their progress and what they have learned to the site team. This could be as often as monthly.

\_\_\_\_\_ **Sharing Across Teams and with the Whole Staff:** Establish a **site team** made up of representatives from each team. Create communication channels for reporting how teams are doing and disseminating information to teams. Provide opportunities for representatives of the team to **share practices and findings** with the rest of the staff, particularly to draw conclusions and celebrate what was learned at the end of the school year.

## Engaging Teachers in Looking at Student Work

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For each of the possible ways to generate time for looking at student work, identify how you might use time that already exists and possible ways to make better use of that time.

<b>Staff Meetings and/or Department Meetings</b>	
What exists . . .	What is possible . . .
<b>Common Planning Time/Common Planning Periods</b>	
What exists . . .	What is possible . . .
<b>Chunking Time: Before or After School/Moving Small Pieces of Time from Several Days Together for One Day</b>	
What exists . . .	What is possible . . .
<b>Professional Development Time: Summer Retreats, Staff Development Days, Early Release or Late Arrival Days</b>	
What exists . . .	What is possible . . .
<b>Other</b>	
What exists . . .	What is possible . . .