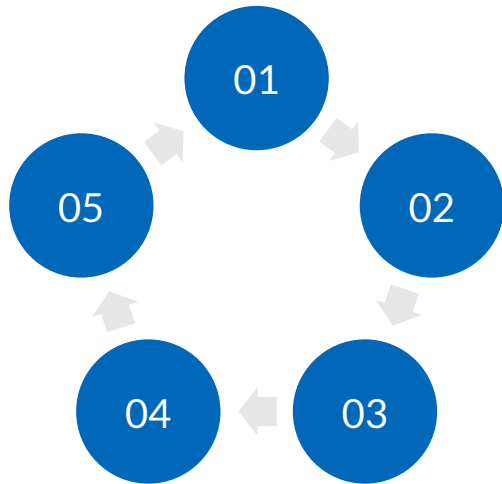




# Protocol #1: Learning from Student Work

Adapted from National School Reform Faculty Atlas Learning From Student Work Protocol



1

## Presenter Selects Student Work

Choose an assignment that involves a lot of student thinking and gives students freedom as how they approach the task.

2

## Share and Discuss Student Work

Facilitator structures the dialogue with guided, pointed questions and time guidelines.

3

## Reflect: Looking for Evidence of Student Thinking

Facilitator Guides: What did you learn about the student and how he or she thinks/learns? What did you see in the student work that was interesting or surprising?

4

## Reflect: Listening to Colleagues

Facilitator Guides: What new perspectives did you learn from your colleagues? How can you make use of your colleagues' perspectives?

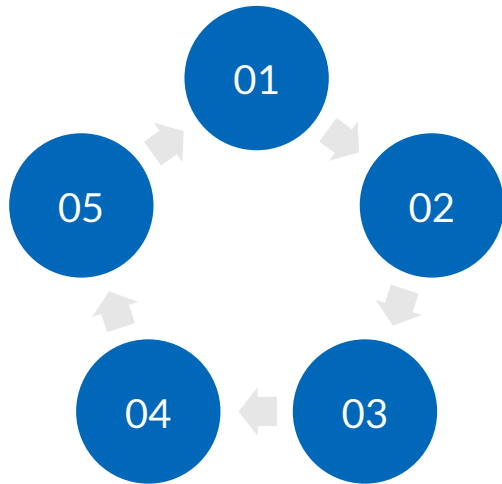
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## Reflect: Thinking About Your Own Thinking

Facilitator Guides: What questions about your teaching and assessing do you have? What will you try based on what you learned?

# Protocol #2: Consultancy

Adapted from National School Reform Faculty Consultancy Protocol



1

## Present Student Work

The presenter shares an overview of the student work and highlights concerns. The presenter poses a framing question for the group.

2

## Examine and Clarify Student Work

The participants examine the student work and ask clarifying questions only to the presenter.

3

## Ask Probing Questions

The participants ask probing questions of the presenter so that the presenter can better understand their initial question and goals of the session.

4

## Discuss Student Work

The participants discuss the student work in light of the questions and answers. The presenter is silent but listens to commentary from the group, while taking notes.

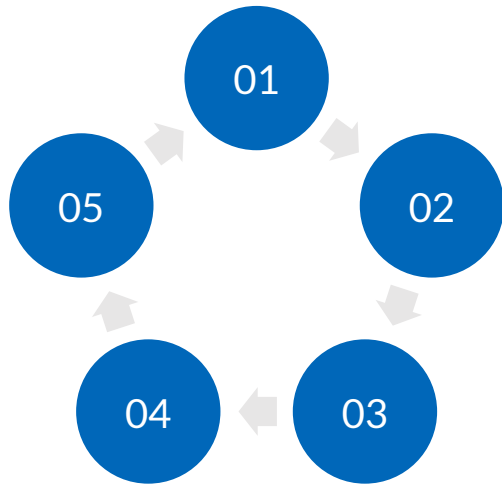
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## Respond and Reflect

The presenter shares major themes heard from the group and reflects upon the commentary as it relates to his or her practice.

# Protocol #3: Tuning Protocol

Adapted from National School Reform Faculty Tuning Protocol



1

## Present Student Work

The presenter shares student work and the question or problem of practice that they have.

2

## Ask Clarifying Questions

The participants ask clarifying questions.

3

## Examine Student Work

The participants look closely at the student work, silently, and take notes based on the context that the presenter shared.

4

## Provide Warm/Cool Feedback

The participants pause to take notes of warm and cool feedback and then share out to the whole group.

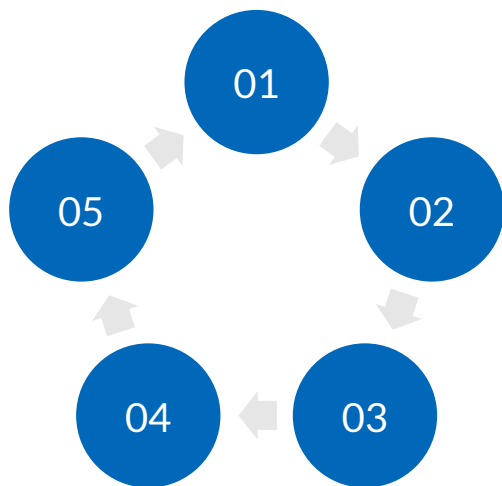
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## Reflect

The presenter shares his or her thoughts based on the feedback and commentary by the participants.

# Protocol #4: Slice

Adapted from National School Reform Faculty Slice Protocol



1

## Determine the Purpose of the Slice (small piece of data)

What is a common problem or practice? What is the piece of data (or slice) that you are focusing on?

2

## Create a Guiding Question

Formulate a guiding question for your slice analysis.

3

## Determine the Sampling and Methodology of the Slice

How will you sample? What methods will you use to analyze the slice to address the guiding question?

4

## Interrogate the Slice

Once you have your data, interrogate the slice. Some suggestions are: lead a Socratic Seminar; have a discussion based on guiding questions; split up the components of the slice for small group discussion.

5

## Respond and Reflect

What has the group learned and what will they do next?