LOOKING AT STUDENT WORK TO INFORM TEACHING AND LEARNING

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Agenda

LOOKING AT STUDENT WORK TO IMPROVE TEACHING AND LEARNING

1. Overview (Agenda, Outcomes)

2. Why is looking at student work important?

3. What is a protocol? Why use a protocol?

4. The Consultancy Protocol
   - Overview- What it is? Why use it?
   - Preparing to present a dilemma
   - Guidelines/ Tips for presenters; facilitators
   - Setting Norms
   - Types of questions/responses
   - Protocol steps

5. References

6. Reflection/Exit Slip

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Outcomes

Participants will

• understand the importance of looking at student work
• understand what a protocol is and why it is a valuable tool
• know the purpose of a consultancy protocol
• know how to prepare to facilitate or present using the consultancy protocol
• learn the different types of questions to ask
• know the consultancy protocol steps to follow

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Why is looking at student work important?

Looking at student work

• enables teachers to know more about their students—what they think, believe, know, don’t know, challenges and the connections they have made

• assists teachers to learn about their instructional practices—considering their craft, the materials, quality of the product/process

• enables teachers to collaboratively work together to generate ideas about how to make their work better

• informs teachers about whether students are meeting the standards

• enables teachers to make more informed, focused and skillful decisions about teaching and learning

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Protocols

What is a protocol?

• A protocol consists of agreed upon **guidelines for a conversation**, and it is the existence of this structure -- which everyone understands and has agreed to -- that permits a certain kind of conversation to occur -- often a kind of conversation which people are not in the habit of having.

Protocols are vehicles for **building the skills and culture necessary for collaborative work**. Thus, using protocols often allows groups to build trust by actually doing substantive work together.

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Why use a protocol?

1. A protocol creates a structure that makes it safe to ask challenging questions of each other. It ensures that there is some equity and parity in terms of how each person's issues are attended to.

2. The presenter has the opportunity not only to reflect on and describe an issue or a dilemma, but also to have interesting questions asked of him or her, to gain differing perspectives and new insights.

3. Protocols build in a space for listening, and often give people a license to listen, without having to continuously respond.

4. Protocols build in time and are designed so that people make the most of the time they do have.

5. Finally, protocols allow participants to have an in-depth, insightful, conversation about teaching and learning.
CONSULTANCY PROTOCOL

What is the Consultancy Protocol?
A structured process for helping an individual or a team think more expansively about a specific dilemma.

Why use this protocol?
This protocol is used to help teachers:
– Get the kind of feedback that will help them change their practice based on student needs
– Think in new ways about their teaching
How to Prepare to Present or Facilitate

**TASK:** Work in a group

Decide who will record; report out; facilitate

Read assigned pages (15-20 minutes)

Discuss and chart salient points (15 minutes)

Share out/Reflection

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Types of Questions Posed

1. Focusing question is a question developed by the presenting teacher. The question usually captures the reason why the teacher is bringing the work to the group, and what she/he hopes to learn from the group discussion.

   Example: “I know that project based learning keeps my students engaged and eager to learn, but those kinds of projects take so long to carry out. How can I serve both the goals of the tests and my own goal of keeping students engaged and involved?”

2. Clarifying questions are simple questions of fact. The goals of clarify the presentation and provide “nuts and bolts” information that participants need in order to ask good probing questions and provide useful feedback later in the protocol.

   Example: “How much time did the project take?”

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Questions Cont’d

3. Probing questions are intended to help the presenter think more deeply about the issue at hand, open-ended, and help to create a “paradigm shift” in the presenting teacher’s (and possibly, the group’s) thinking.

   Example: “How do you think your expectations for students might have influenced their work on this project?”

4. Mediational questions help the colleague to hypothesize what might happen, analyze what worked, imagine possibilities, compare and contrast.

   Example: “What criteria do you use to ...?”

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Responses

1. **Paraphrasing** is restating in your own words, or summarizing what you have heard someone say. Paraphrasing communicates that the listener has heard, understood and cares about what the speaker has said.

   *Some possible paraphrasing stems include the following:*
   
   *So.......*
   *In other words........*
   *What I’m hearing then..........*

2. **Non-judgmental responses** help to build trust, encourages self-assessment, fosters risk taking, and develops beginning teacher autonomy.

   *Examples:*
   
   *Ask the teacher to self assess - “How do you think the lesson went and why?”*
   *Ask the teacher to identify his or her role “What did you do to make the lesson so successful?”*

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Consultancy

Please refer to the Consultancy Protocol

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References

1. National School Reform Faculty- (www.nsrfharmony.org)

2. Coalition of Essential Schools
   (http://www.essentialschools.org/resources/60)

3. Looking at Student Work- (www.lasw.org)


5. A Facilitator's Book of Questions: Resources for Looking Together at Student and Teacher Work
Exit Slip

WHAT?  What is your understanding about the use of protocols?

SO WHAT?  How is the use of protocols relevant to you and your work?

NOW WHAT?  What are some actions you will take as a result of what you have learned today?

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