

# Looking At Student Work Protocol Template

**National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Committee on the Foundations of Assessment**

*Looking Together at Student Work, Third Edition* Tina Blythe, David Allen, Barbara Schieffelin Powell, 2015 This updated third edition provides teachers and administrators with strategies and resources for examining and discussing student work, such as essays, math problems, projects, artwork, and more. The authors describe two ways of looking together at student work—The Tuning Protocol and The Collaborative Assessment Conference—including how to choose work to present and examples of groups using each protocol. This new edition also offers suggestions for addressing some of the key challenges that emerge when groups first begin to share and discuss student work, as well as guidance for using protocols once groups have progressed beyond the initial stages. This book will be useful to teachers, administrators, teacher educators, coaches, and others who are involved in the work of improving teaching and learning for all students. New for the Third Edition: The addition of The Microlab Protocol, a relatively quick and easy way to introduce groups to protocol-guided conversation. Facilitation strategies and more detailed notes for presenters about how to select work and prepare for their roles. Updated examples and a new case focused on a school's use of protocols to develop teachers' understanding and application of the Common Core State Standards. Current research on the effectiveness of practices that involve the collaborative examination of student work. "School leaders looking for systemic strategies to improve student achievement would be well served by *Looking Together at Student Work*." —The School Administrator (first edition) "This is a book that is at once brief, elegant, and useful. . . . These authors know as well as anyone on Earth that the practice of collectively accountable teaching is messy, but they also appreciate the fact that people in the midst of it nonetheless need some kind of map." —From the Foreword by Joseph P. McDonald, New York University "This excellent book will be very helpful to teachers, school leaders, and parents who want to improve teaching and learning, and to researchers who want to understand school improvement." —David Cohen, John Dewey Collegiate Professor, School of Education, University of Michigan

**Collaborative Analysis of Student Work** Georgette M. Langer, Amy B. Colton, Loretta S. Goff, 2003 When teachers get together and apply their combined knowledge and experience to the challenges of teaching and learning, amazing things can

happen. In this book, you'll find out how to set up collaborative analysis of student work in your school. Developed and refined with more than 100 elementary and secondary teachers, this adaptable system combines the best of action research, study groups, standards-based learning, student assessment, teacher reflection, and portfolio assessment. The authors guide you through each component with concrete, detailed descriptions and authentic examples. You'll learn \* ideas for setting up effective study groups \* strategies for documenting students' progress toward learning standards \* methods for reflecting on professional growth \* ways to share the benefits with colleagues and students. This system of professional inquiry challenges you to examine your beliefs about what students can do and helps you identify which teaching methods are working most successfully. You and your colleagues can acquire deeper insight into the link between your instruction and each student's learning--and enhance your ability to help every student succeed.

*Looking Together at Student Work* Tina Blythe, David Allen, Barbara Schieffelin Powell, 2008 This expanded second edition provides teachers and administrators with strategies and resources for working together to examine and discuss student work, such as science projects, essays, art work, math problems, and more. Providing real examples of how educators can do this, the authors describe three structured conversations, or protocols. Retaining all of its practical, user-friendly features, this updated edition introduces: A new section that summarizes recent research that supports looking at student work as an instructional and school improvement strategy. "The Consultancy," an additional protocol that shows groups how to address issues and dilemmas of practice using student work as evidence. A new chapter on the role of the facilitator, including techniques. A new case study focusing on the Tuning Protocol.

Everything You Need for Mathematics Coaching Maggie B. McGatha, Jennifer M. Bay-Williams, Beth McCord Kobett, Jonathan A. Wray, 2018-04-02 Plan, focus, and lead: Your toolkit for inspiring math teachers What's your go-to resource for guiding teachers to grow mathematics proficiency in their classrooms? This comprehensive toolkit for busy math coaches positions student learning as the focus of all work, and connects the Eight Mathematical Practices for students with NCTM's Eight Effective Teaching Practices to deliver coaching strategies that work. Use the coaching cycle—plan, gather data, reflect—to build trust and rapport with teachers. Navigate coaching conversations. Plan, focus, and facilitate professional learning communities. Includes examples from the field, resources, and a plethora of tools to download and share. Create a professional learning plan that empowers you to lead with clarity and purpose.

*The Power of Protocols* Joseph P. McDonald, 2007 The use of protocols has spread from conferences and workshops to everyday school and university settings. Featuring seven protocols, this teaching and professional development tool is useful for those working with collaborative groups of teachers on everything from school improvement to curriculum development to teacher education at all levels.

**Protocols for Professional Learning** Lois Brown Easton, 2009 Provides different protocols for facilitating PLC

conversations and activities used to to examine student work, explore instructional practice, address problems, or engage your colleagues in discussion.

Maker-Centered Learning Edward P. Clapp, Jessica Ross, Jennifer O. Ryan, Shari Tishman, 2016-12-05 The Agency by Design guide to implementing maker-centered teaching and learning Maker-Centered Learning provides both a theoretical framework and practical resources for the educators, curriculum developers, librarians, administrators, and parents navigating this burgeoning field. Written by the expert team from the Agency by Design initiative at Harvard's Project Zero, this book Identifies a set of educational practices and ideas that define maker-centered learning, and introduces the focal concepts of maker empowerment and sensitivity to design. Shares cutting edge research that provides evidence of the benefits of maker-centered learning for students and education as a whole. Presents a clear Project Zero-based framework for maker-centered teaching and learning Includes valuable educator resources that can be applied in a variety of design and maker-centered learning environments Describes unique thinking routines that foster the primary maker capacities of looking closely, exploring complexity, and finding opportunity. A surge of voices from government, industry, and education have argued that, in order to equip the next generation for life and work in the decades ahead, it is vital to support maker-centered learning in various educational environments. Maker-Centered Learning provides insight into what that means, and offers tools and knowledge that can be applied anywhere that learning takes place.

*Achievement Teams* Steve Ventura, Michelle Ventura, 2022-05-27 What if you had a collaborative process of looking at student data that could pinpoint student gaps in learning and suggest effective strategies to close those gaps? What if you knew not only what you should start doing to enhance student learning, but also what you should stop doing because it hasn't given you the hoped-for results? Enter Achievement Teams. This is not another program that's here today and gone tomorrow; it's a timeless approach that any school or district can replicate that focuses on the most significant variable in student achievement: teaching. In *Achievement Teams*, Steve Ventura and Michelle Ventura offer a framework based on John Hattie's Visible Learning research that makes teacher collaboration more efficient, rigorous, satisfying, and effective. Think of it as a systematic treasure hunt for best practices using real data on your students. The authors walk you through the Achievement Teams four-step meeting protocol: \* In Step 1, teams focus on the evidence from a pre-assessment to provide specific feedback to students and teachers about concepts and skills that students did and did not learn. \* In Step 2, teams use that evidence to establish SMART goals for both teachers and students. \* In Step 3, teams summarize the collected data and make inferences around students' mastery levels. \* In Step 4, teachers select high-impact strategies directly targeted to student needs. A post-assessment reveals what did and didn't work. The authors provide a plethora of resources along the way, including reflection activities to extend your thinking and a variety of helpful downloadable templates designed to facilitate the work. If you're a teacher or leader who is interested in maximizing student achievement, this book is for you.

**Get Better Faster** Paul Bambrick-Santoyo, 2016-07-25 Effective and practical coaching strategies for new educators plus valuable online coaching tools Many teachers are only observed one or two times per year on average—and, even among those who are observed, scarcely any are given feedback as to how they could improve. The bottom line is clear: teachers do not need to be evaluated so much as they need to be developed and coached. In *Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, he breaks down the most critical actions leaders and teachers must take to achieve exemplary results. Designed for coaches as well as beginning teachers, *Get Better Faster* is an integral coaching tool for any school leader eager to help their teachers succeed. *Get Better Faster* focuses on what's practical and actionable which makes the book's approach to coaching so effective. By practicing the concrete actions and micro-skills listed in *Get Better Faster*, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it's possible to implement this work at any time. Junior and experienced teachers alike can benefit from the guidance of *Get Better Faster* while at the same time closing existing instructional gaps. Featuring valuable and practical online training tools available at <http://www.wiley.com/go/getbetterfaster>, *Get Better Faster* provides agendas, presentation slides, a coach's guide, handouts, planning templates, and 35 video clips of real teachers at work to help other educators apply the lessons learned in their own classrooms. *Get Better Faster* will teach you: The core principles of coaching: Go Granular; Plan, Practice, Follow Up, Repeat; Make Feedback More Frequent Top action steps to launch a teacher's development in an easy-to-read scope and sequence guide It also walks you through the four phases of skill building: Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2: Instant Immersion Phase 3: Getting into Gear Phase 4: The Power of Discourse Perfect for new educators and those who supervise them, *Get Better Faster* will also earn a place in the libraries of veteran teachers and school administrators seeking a one-stop coaching resource.

*Data Wise, Revised and Expanded Edition* Kathryn Parker Boudett, Elizabeth A. City, Richard J. Murnane, 2020-08-26 *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* presents a clear and carefully tested blueprint for school leaders. It shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' abilities to capture teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate. This revised and expanded edition captures the learning that has emerged in integrating the *Data Wise* process into school practice and brings the book up-to-date with recent developments in education and technology including: The shift to the Common Core State Standards. New material on the "ACE Habits of Mind": practices that prioritize Action, Collaboration, and Evidence as part of transforming school culture. A new chapter on "How We Improve," based on experiences implementing *Data Wise* and to address two common

questions: “Where do I start?” and “How long will it take?” Other revisions take into account changes in the roles of school data teams and instructional leadership teams in guiding the inquiry process. The authors have also updated exhibits, examples, and terminology throughout and have added new protocols and resources.

**How to Give Effective Feedback to Your Students, Second Edition** Susan M. Brookhart, 2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M. Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including • Strategies to uplift and encourage students to persevere in their work. • How to formulate and deliver feedback that both assesses learning and extends instruction. • When and how to use oral, written, and visual as well as individual, group, or whole-class feedback. • A concise and updated overview of the research findings on feedback and how they apply to today's classrooms. In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing that the feedback you give students is engaging, informative, and, above all, effective.

**Driven by Data** Paul Bambrick-Santoyo, 2010-04-12 Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.

**The Word Study That Sticks Companion** Pamela Koutrakos, 2019-05-29 Kickstart joyful independent word study practice in your K-6 classroom Pamela Koutrakos offers a plethora of tools and ready-to-go resources to help teachers put the inquiry-based structures, lessons, and routines she delivered in her first book, *Word Study That Sticks*, into action. Loaded with teacher-facing resources such as planning and assessment tools, and student-facing tools such as reproducible minicharts, choice checklists, and self-assessments, *The Word Study That Sticks Companion* includes routines and materials that can be used within any word study curriculum. Let students take charge of their learning while you gain time for differentiated instruction, and make word study fun for students!

**Understanding by Design** Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors

Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of *Understanding by Design* offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

**Making Thinking Visible** Ron Ritchhart, Mark Church, Karin Morrison, 2011-03-25 A proven program for enhancing students' thinking and comprehension abilities *Visible Thinking* is a research-based approach to teaching thinking, begun at Harvard's Project Zero, that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, *Visible Thinking* is a varied collection of practices, including thinking routines?small sets of questions or a short sequence of steps?as well as the documentation of student thinking. Using this process thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon. Helps direct student thinking and structure classroom discussion Can be applied with students at all grade levels and in all content areas Includes easy-to-implement classroom strategies The book also comes with a DVD of video clips featuring *Visible Thinking* in practice in different classrooms.

**Leading Impact Teams** Paul Bloomberg, Barb Pitchford, 2016-09-15 Learn how to promote teacher, student, and collective efficacy Teachers are a school's greatest resource. Excellent teachers make excellent schools. *Leading Impact Teams* taps into the scheduled team planning time every school already has, and repurposes it in a model that provides the processes needed to build teacher expertise and increase student learning. The model combines two existing practices, formative assessment and collaborative inquiry, and promotes a school culture in which teachers and students are partners in learning. Readers will learn how to: Build a culture of efficacy Take collective action Embed student-centered assessment in the classroom culture Clarify learning goals for success Leverage progressions of learning for "just right" instruction Utilize evidence-based feedback

**Knowing What Students Know** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Committee on the Foundations of Assessment, 2001-10-27

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments--assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment--what students know and how well they know it--as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

**Total Participation Techniques** Pérsida Himmele, William Himmele, 2011-07-21 Providing easy-to-use alternatives to the "stand and deliver" approach to teaching that causes so many students to tune out--or even drop out--Total Participation Techniques presents dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth of their knowledge and understanding. The authors, Pérsida Himmele and William Himmele, explain both the why and the how of Total Participation Techniques (TPTs) as they explore the high cost of student disengagement, place TPTs in the context of higher-order thinking and formative assessments, and demonstrate how to create a "TPT-conducive classroom." Readers will learn how to implement field-tested techniques they can use on the spot (e.g., Quick-Draws, Quick-Writes, Chalkboard Splash); with Hold-Up cards (e.g., True/Not True, Selected Response); with movement (e.g., Bounce Cards, Line-Ups, Simulations); and to guide note-taking and concept analysis (e.g., Picture Notes, 3-Sentence Wrap-Up, Debate Team Carousel). Each TPT is presented in four parts: \* A descriptive overview \* How It Works--step-by-step instructions for implementation \* How to Ensure Higher-Order Thinking--ideas for advancing students beyond surface-level thinking \* Pause to Apply--suggestions for how to adapt and personalize the technique for specific contexts and content areas Filled with examples from real classrooms, Total Participation Techniques is an essential toolkit for teachers at all levels and for

administrators who want a model for analyzing lessons to ensure that they are relevant, engaging, and cognitively challenging.

Common Formative Assessment Kim Bailey,Chris Jakicic,2011-10-11 Teams that engage in designing, using, and responding to common formative assessments are more knowledgeable about their own standards, more assessment literate, and able to develop more strategies for helping all students learn. In this conversational guide, the authors offer tools, templates, and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning

The TurnAround ToolKit Lynn Winters,Joan Herman,2011 Lynn Winters's and Joan Herman's The Turnaround Toolkit is written for school leaders who are focused on transforming instruction, and who may be working under significant time constraints to reverse declining student achievement or public perceptions of school failure. Based on the evidence that simply implementing “continuous improvement” is not enough to close the achievement gap, The Turnaround Toolkit provides a nine-step formative evaluation program designed to achieve an immediate and consistent focus on improving instruction in order to bolster student achievement. In a straightforward and accessible fashion, Herman and Winters explain three overarching “Turnaround Tasks” that frame these steps and the necessary-and sometimes drastic-actions that must be taken by school leaders as they use data to strategically choose, implement, monitor, and revise school interventions. A dedicated, online “toolkit” offers numerous worksheets and templates that support each stage of the process and help school leaders scaffold the work of educators to put an aggressive turnaround plan into action while a leadership guide at the end of the book provides guidance to turnaround teams and facilitators.

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