

TEAM TOOL 6.15

Student Work and Student Learning Goals Protocol

PURPOSE

With the Reading Apprenticeship Student Learning Goals as a common frame of reference, team members move from work sample to work sample in a gallery rotation so that everyone has the opportunity to get and give feedback and then to reflect on student thinking and learning in relation to Reading Apprenticeship instructional practices.

PROCEDURE: FIFTY MINUTES

In advance: Teachers each select a piece of student work for colleagues to explore. Each work sample is accompanied by a form that addresses these questions:

- *Description of student work:* Why is this work important? What characterizes the activity structure (e.g., partners or small group, student choice, teacher prompt, work we do every day)? Why did you select work from *this* student?
- *Context:* Where does the work fit into your curriculum? What were your learning goals for the work?
- *Framing Questions:* What do you want to know as it relates to particular student learning goals? What are you wondering about?
- *Revised Framing Questions:* After reflection on feedback from colleagues and other student work you saw, what did you learn and what are your new framing questions?

Arrange the room so that each sample of student work has its own station—on a desk, table, or wall where teachers can comfortably read the context form, read the work sample, and write on sticky notes their comments about the work. Be sure teachers each have a copy of the student learning goals.

1. Teachers read and comment on student work: Twenty-five minutes

Teachers pick a station and read the context form and student work in front of them. They write comments related to the student learning goals framing questions on a large sticky note that they affix to the student work or a separate paper, and then move to another piece of student work. The rotation continues for twenty-five minutes.

2. Teachers return to their own student work and reflect on the comments left for them by their team members: Five minutes

3. Teachers share their reflections with a partner: Ten minutes

Each partner takes five minutes.

4. Teachers write a synthesis of what they learned and wonder: Ten minutes

On the context form describing the work, teachers reflect on what they learned in relation to their framing questions and new questions they have now.