
Student Work/Student Learning Goals Protocol

Team Tool 6.15 from *Leading for Literacy*

Purpose

With 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

50 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 (partners or small group, student choice, teacher prompt, work we do every day, etc.)? 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 sticky-note comments about the work (for example, on tables around the room, set one chair in front of each piece of student work). Be sure teachers each have a copy of the Student Learning Goals.

1. Teachers read and comment on student work 25 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 seat. The rotation continues for 25 minutes.

2. Teachers return to their own student work and reflect on the comments left for them by their team members. 5 min

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3. Teachers share their reflections with a partner. 10 minutes
Each partner takes 5 minutes.

4. Teachers write a synthesis of what they learned and wonder. 10 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.