



Content Teams, Looking at Student Work Protocol (~30 min): This protocol can help teachers and leaders evaluate and respond to student learning.

Before Meeting or Do First

- (If completed at start of meeting, plan for an additional 10-20 minutes depending on task.)
- Teacher or coach selects one worthy task (exit ticket, written response, independent practice, etc.).
- Teacher or coach shares lesson plan aligned to the worthy task. Participants read the lesson plan in advance of the meeting.
- Team completes the task for the meta purpose of identifying what insights/strategies/skills would indicate student mastery. *Note:* fully completing task may not always be feasible for some extensive tasks.
- Compare your work to exemplar. If no exemplar exists, teacher/group should create before completing task 😊.
- Gather and copy at least 6 samples of student work (2 mastered, 2 approaching, 2 not yet) for each participant.

Step 1: Norm on the criteria for success for the task. (5 min)

- The group listens to the teacher’s stated CfS, then accepts or revises those CfS.

Step 2: Analyze & sort student work (Independent Work) (8 mins)

- Independently identify one student who best demonstrated mastery then discuss why you selected this student.
- Collaboratively sort the student work into mastered, approaching, and not yet (or other categories based on your rubric). Collaborate with your teammates to ensure that folks are operating from a common lens.
- As you sort, think about the following questions:
 - What patterns (both successes and struggles) exist across student work samples?
 - What differentiates those who mastered the task from those who didn’t?

Step 3: Group discussion and calibration (8 mins)

- What are the one or two things that are most holding KIPPsters back?
- Work toward agreement on the 1-2 highest impact analysis statements using the analysis sentence starter:

KIPPster work would improve the most ***if KIPPsters*** _____

Step 4: Determine action steps for the whole class and/or sub-groups. (8 mins)

- Based on the analysis above, what whole-class or sub-group instructional adjustments will you make?
- Is there a teaching point that needs to be mastered by the whole class or a sub-group?
- Complete action step sentence starter:

KIPPster work would improve the most ***if the teacher*** _____

Step 5: Teacher re-states 1-2 concrete action steps that they are committing to in the next week. (1 min)

Step 6: All teachers share a transferable takeaway for their instruction (3 min)