



## Interrogating the Slice Protocol

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*Developed in the field by educators affiliated with NSRF.*

The purpose of the Slice Protocol is to look at student work across classrooms and grade levels in order to gain new insights and perspectives on teaching and learning. A representative sample of student work is collected over a specific period of time and examined by staff looking for evidence related to specific guiding questions.

### **1. Getting Started** (5 minutes)

The facilitator describes the purpose for conducting the Slice. The facilitator reviews the Guidelines for Learning from Student Work and encourages participants to focus on evidence and refrain from making judgments.

### **2. Framing the Slice** (5 minutes)

The facilitator presents the guiding questions for the group's work and future discussion. These questions are clarified by the group. The questions are provided in writing to all participants.

### **3. Focusing Inward** (15 minutes)

After individually answering the guiding questions in writing and providing evidence for each response, each participant examines the student work (sometimes with another colleague), reviewing it in depth. Participants also write down questions that emerge for them from this look at the student work.

### **4. Broadening the Perspective** (30-40 minutes)

After reviewing the student work, the facilitator convenes all the participants for a guided discussion. They review the guidelines for sharing perspectives based on the evidence. Participants share their responses to each question and the evidence supporting their responses. Participants look for patterns in their responses as well as differences that emerge from the evidence. (30-40 minutes)

### **5. Emerging Questions and Insights** (15-20 minutes)

Following the group's discussion, the facilitator summarizes the evidence presented and the emerging patterns, issues, themes and questions from the discussion. If there is a designated presenter, this person may want to add their reflections now. The group identifies potential next steps for improving the student work related to the guiding questions, and then debriefs the process. (15-20 minutes)