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Methods for Learning From Student Work

Developed by Steve Hoffman & Chris Sperry (NSRF Coaches), Alternative Community School, Ithaca, NY., Amended by Gene Thompson-Grove, NSRF, 1998-1999, 2002, Revised by C. Estrada, Salt Lake City School District, 2001.

Method Overview	Reasons for Using	Types of Work	When to Use
ATLAS • Teacher briefly describes the assignment • Description by colleagues • Interpretation by colleagues • Discussion by colleagues about implications for practice • Reflection on Process by everyone • Strong facilitation to help colleague use description	To help teachers better understand: • How students are thinking and learning by describing (not evaluating) and interpreting the work • The kinds of strategies and next steps for the presenting teacher in re-designing the curriculum • The diversity in each other's beliefs and assumptions about teaching and learning	• Assignments that use lots of thinking and that give students some freedom in how they approach the task • Avoid work that consists primarily of answers with little explanation • Work that encourages close attention to details & affords multiple interpretations	• After the assignment is given and completed • In team teaching or grade level/department meetings plan the lesson together, teach it independently, then bring the student work back for this process
<u>Notes:</u> Minimum 50 minutes	Adapted from the Collaborative Assessment Conference by Eric Buchovecky while at Atlas Communities.		
Charette • Process designed to create a "we're in this together" climate with the presenter(s) deciding the direction • Ends when the requesting team has received what it needs • Responsive facilitation: specific needs of presenter(s), flexible timing, frequent checking with presenters to make sure there are opportunities to follow various lines of inquiry from colleagues	• This process was originally designed in the architectural community for getting feedback on projects where the design team or presenter is "stuck" • When you want to know: "How do I/we make this better?" Or "What are our next steps?"	• Any project where the team or individual wants to make a lesson, project, or unit design better	• For works in progress, at a critical juncture or for next steps to improve
<u>Notes:</u> Minimum 50 minutes	Described by Carol Coe at Puyallup High School (WA) to "kick up" level of teacher and student performance.		

Method Overview	Reasons for Using	Types of Work	When to Use
Collaborative Assessment Conference (CAC) • Teacher says nothing in the way of context • Description by colleagues • Questioning the work by colleagues • Speculating by colleagues • Hearing from presenter • Discussion by colleagues & presenter about implications for practice • Reflection on Process by everyone • Strong facilitation to help colleagues use description	To help teachers better understand: • Goals, problems and issues on which students choose to focus • Reflecting on and gathering ideas about revising classroom practice • Broader implications for teaching and learning	• One or two pieces of student work from a single student • Avoid work that consists primarily of answers with little explanation. • Work that encourages close attention to details and affords multiple interpretations.	• After the assignment is given and completed • Developed for use in high schools, but has been used in elementary and middle schools as well.
<u>Notes</u>: Minimum 60 minutes	Steve Seidel developed this process.	More information from Project Zero, Harvard Graduate School of Education	
Consultancy, adapted for Student Work • Presenter overview and framing question • Clarifying and probing questions • Feedback designed to give the presenter new perspectives and ideas • Presenter response • Debrief process • Responsive facilitation: meet with presenter to shape framing question, keep accurate time, may choose to participate	To help teachers: • Get the kind of feedback that will help them change their practice based on student needs • Think in new ways about their teaching	• Any work that poses a teaching and learning dilemma; use when the presenter wants to learn something that will help them re-think teaching and instructional strategies	• After the work is completed; the presenter uses this as a form of assessment to re-design teaching strategies suited to the learning needs of students
<u>Notes</u>: Minimum 60 minutes	Developed by Gene Thompson-Grove as part of the Coalition of Essential Schools' National ReLearning Faculty Program		

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Describing Student's Work
 	
• Focused skill: Description by colleagues
• Presentation of work by teacher
• Descriptive rounds consisting of:
  - Literal Description
  - What is student working on
  - Teaching Focus
  - Recommendation Focus
• Reflection on Process by everyone
• Strong facilitation to help colleagues use description
	To help teachers better understand:
	• The student's way of knowing
	• Implications for teaching this particular child
		• One or two pieces of student work from a single student
		• Avoid work that consists primarily of answers with little explanation
		• Work that encourages close attention to details & affords multiple interpretations
			• After the assignment is given and completed

<u>Notes:</u> Minimum 60 minutes	Adapted from Patricia Carini's Descriptive Review of the Child	More information from the Prospect Center in Bennington, VT	
Tuning Protocol • Presenter explains context, student learning goals, evaluation format and framing question • Clarifying questions • "Warm" and "cool" feedback • Presenter response • Debrief process • Responsive facilitation: meet with presenter to shape framing question, keep accurate time	To help teachers: • Develop more effective exhibitions and assessments • Develop common standards for students' work • Reflect on and gather ideas for revising classroom practice • Support student performances	• Student exhibitions or long-term projects, any assignment along with assessments that you want to fine tune for supporting higher quality of student performance	• After the work is completed and assessed in relation to a rubric, instructional objective, standard, or student learning goal
<u>Notes:</u> Minimum 60 minutes	Developed as part of the Coalition of Essential Schools' Exhibitions' Project		

Method Overview	Reasons for Using	Types of Work	When to Use
The Slice • Skill: Determining the sampling strategy • Intense examination of work around framing question • Presenters and Responders change places • Reflection on Process by everyone • Strong facilitation for leading Socratic seminar (if this discussion protocol selected to interrogate the slice)	• To help groups understand a variety of issues based on the framing question, sampling, methodology, and discussion protocol employed	• Sample distributed across the range of groups you want represented • Must determine the kinds of work and the duration of slice (over a week or month…) • This is a cross-section sample not a longitudinal study • Range of sample could be from different schools, grade levels, curriculum groupings, socio-economic concentrations, etc	• After the assignment is given and completed
<u>Notes:</u> Minimum 70 minutes	1996 Project at the University of Minnesota		

Refer to "Students' Work and Teachers' Learning" by Joseph McDonald in *Teachers Caught in the Action*, Teachers College Press (2001)
Assessing Student Learning: From Grading to Understanding by David Allen, editor, College Press (1998)
Looking Together at Student Work, Tina Blythe, David Allen, and Barbara Powell, Teachers College Press (1999)