EQuIP Student Work Protocol for Instructional Coaches

This document provides guidance to instructional coaches who are supporting teachers using the Student Work Protocol. Instructional coaches can support teachers throughout the process in a variety of ways, from organizing the review teams and selecting student tasks and student work to facilitating discussion and following up after the meetings.

Why would instructional coaches use the EQuIP Student Work Protocol (SWP)?
- To take a deeper look at student tasks and their alignment to the CCSS or the state's college- and career-ready (CCR) standards.
- To encourage and assist teachers in experiencing tasks as students do – to assume their perspective.
- To improve the quality of curriculum and instruction.
- To model professional learning groups.
- To determine professional development needs for the learning community.
- To individualize support to match the needs of specific teachers.
- To highlight successes and build collaborative relationships among teachers.

How can instructional coaches support teacher review teams using the SWP?
Selecting Task(s) to Be Examined
- Help teachers choose key student tasks that are central to units of study and student learning.

Compiling Student Work
- Help teachers collect and organize a range of student work that illustrates the full interaction with the task by a variety of students.
- Help prepare materials to ensure student anonymity and efficiency throughout the process.

Facilitating Team Discussions
- Help the team adhere to purposes of analyzing and improving materials, not evaluating students or teachers.
- Help the team follow the EQuIP Principles and Agreements (see below).
- Help the team understand and follow the steps in the process.
- Take notes throughout the discussion.

Following up After Meetings
- Help teachers revise tasks based on SWP analysis.
- Promote the use of the lesson and improved tasks by other teachers.
- Determine professional development needs based on experience with the SWP.

Principles & Agreements
Adhering to the EQuIP Principles and Agreements creates a collegial environment in which reviewers can develop evidence-based suggestions for improving the alignment and quality of instructional materials. It is vital to the process to create a collegial environment, recognizing both that it is challenging to create high-quality instructional materials and that it is necessary to receive quality feedback in order to improve these materials.

1. **CCSS:** Before beginning a review, all members are confident in their knowledge of the CCSS or the state's CCR standards.
2. **Inquiry:** Review processes emphasize inquiry and are organized in steps around a set of guiding questions.
3. **Respect & Commitment:** Each member of a review team is respected as a valued colleague and contributor who makes a commitment to the EQuIP process.
4. **Evidence:** All observations, judgments, discussions, and recommendations are evidence-based.
5. **Constructive:** Tasks to be reviewed are seen as "works in progress." Reviewers are respectful of contributors' work and make constructive observations and suggestions based on evidence from the work.
6. **Individual to Collective:** Each member of a review team independently records his/her observations prior to discussion. Discussions focus on understanding all reviewers' interpretations of the guiding questions and the evidence they have found.
7. **Understanding & Agreement:** The goal of the process is to compare and eventually calibrate judgments to move toward agreement about quality with respect to the CCSS the state's CCR standards.

Giving Feedback
The goal of EQuIP is to support the educational community in the development of exemplary curriculum; constructive feedback and comments are fundamental to improving materials. Reviewers should consider their audience and purposes when crafting the tone and content of their comments. It is critical to read every page of the supporting instructional materials and student work samples related to the task. Writing effective feedback is vital to the process. Below are the four qualities of effective feedback.

- **Evidence-based:** Written comments are based on the evidence found in completing each step of the protocol. No extraneous or personal comments are included.
- **Evidence Cited:** Written comments suggest that the reviewer looked for evidence in the task that address each step of the protocol. Examples are provided when suggestions are made.
- **Improvement Suggested:** When improvements are identified to strengthen the task, specific information is provided about how and where such improvement should be made to the materials.
- **Clear Communication:** Written comments are constructed in a manner keeping with basic grammar, spelling, sentence structure, and conventions.