



## **EQIP Student Work Protocol for Teachers**

This document provides guidance to classroom teachers for using the Student Work Protocol. Teachers have a unique, hands-on experience with student work that gives them a different perspective from educators that are even a short distance from the classroom.

### **Why would a teacher use the EQIP Student Work Protocol (SWP)?**

- To take a deep look at a student task and its alignment to the CCSS or the state's college- and career-ready (CCR) standards.
- To examine how the targeted standards are reflected in students' responses to the task.
- To gain a better understanding of exactly how students experience the task.
- To reflect on the overall quality of the task and on ways to improve it.
- To consider modifications to instruction and materials to better prepare students for the task.
- To build collaborative relationships and a common understanding of quality and alignment with fellow teachers.
- To become a reflective practitioner, forming a habit of looking at student work for purposes other than evaluating the student.
- To deepen understanding of the CCSS or the state's college- and career-ready (CCR) standards.

### **Setting up a Review Team**

Reviewing each other's instructional materials and providing constructive feedback can be an important part of building a professional learning community. A review team is formed by a teacher presenting a task(s) to colleagues who will analyze it using the protocol. A productive review is grounded in a few considerations.

Presenting teachers:

- Select task(s) that are significant and central to a unit of instruction.
- Bring copies of a collection of student work that represents a range of student abilities in the class.
- Allow the team to reflect on the task and its alignment (Steps 1 and 2) without presenting teacher input.
- Work to ensure the privacy of the students selected for the collection of samples (e.g., replacing student names with numbers).
- Listen carefully and be open to suggestions for improving the instruction supporting the task(s).

### **Principles & Agreements**

Adhering to the EQIP 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 materials over time to improve student learning.

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 EQulP process.
4. **Evidence:** All observations, judgments, discussions, and recommendations are evidence-based.
5. **Constructive:** Lessons/units 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 or the state's CCR standards.

### **Giving Feedback**

The goal of EQulP is to support the education community in the development of exemplary instructional materials; constructive feedback and comments are fundamental to improving materials. It is critical to read every page of the instructional materials and student work samples. Reviewers should consider their audience and purposes when crafting the tone and content of their comments. 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.