



EQIP Student Work Protocol for Administrators

This document provides guidance to administrators as they support teachers and instructional coaches who are using the Student Work Protocol. Administrators will have the pleasure of working with teachers to improve both the instruction and materials in their schools. Using the Student Work Protocol can help improve instructional materials and teacher habits in ways that are different from the usual observation and evaluation.

Why would an administrator use the EQIP 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 better understand how students experience instructional tasks.
- To champion the cause of including student work analysis in the work of creating quality tasks.
- To establish an understanding of the areas in which teachers need support.
- To better understand the instructional materials teachers are asked to use.
- To model professional learning and to build collaborative teams among the faculty.
- To inform curriculum purchasing decisions.
- To build a network for sharing insights on quality curriculum with other administrators.

How can administrators support teacher review teams using the SWP?

- Support the instructional coach or presenting teacher (the teacher in the group whose students' work samples are being reviewed) in purposefully selecting and preparing student work samples.
- Ensure the privacy of students whose work was selected to be part of the collected samples.
- Support the team and instructional coaches in their planning and preparation, including proper training on the protocol for all team members.
- Provide enough scheduled time for teachers to train, prepare for, and complete the process, including additional follow up meetings to revise materials.
- Consider selecting a master teacher as the first presenting teacher, one that is open to critique and has a track record of good instructional practices. Determine the implementation process and timeline, which may be an entire year and maybe even multiple years.
- Be mindful that the team may need to complete Steps 1-3 at the beginning of the year and then follow up with Steps 4 and 5 after the first round of revision and collection of student work.
- Expect the process to move more slowly at first. As teams become more adept, the process will streamline naturally as teachers become able to work more efficiently.

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 EQiP 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 EQiP is to support the educational 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 supporting instructional materials and student work samples related to the task. 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 improvements should be made to the materials.
- **Clear Communication:** Written comments are constructed in a manner keeping with basic grammar, spelling, sentence structure and conventions.