

LOOKING AT STUDENT THINKING PROTOCOL

Roles: Presenting Teacher, Facilitator, and Documenter (Optional)

Presentation & Preparation

Presenting the work (no more than 5 minutes)

Presenting teacher provides the context, goals, and requirements of the task. The group asks clarifying questions that will help the to understand the work

Reading the Work (as much time as needed though not to exceed 7 minutes)

Read the work silently. Take notes for later comment. Categorize your notes to fit in with the stages of the protocol.

Discussion & Analysis

NOTE: Presenting teacher does not talk during the discussion and analysis but takes notes or documents the group's conversation for later comment.

1. Describing the Work (5-7 minutes)

What do you actually see in the work itself? The purpose is to raise one another's awareness of all the features of the work. Avoid interpretation and just point out what things can be seen.

2. Speculating about the Students' Thinking (5-7 minutes)

Where in the work do you see thinking? What aspects of the work provide insights in students' thinking? Interpret the features of the work and make connections to different types and ways of thinking. The Understanding Map may be useful.

3. Asking Questions about the work (5-7 minutes)

What questions does this work raise for you? NOTE: These are questions about the thinking and understanding and not questions about the lesson itself. Frame questions to get at broad issues as well as specifics. Ask the question behind the question. Rather than, "How long did this take?" ask, "This raises questions for me about the time needed to do this kind of work."

4. Discuss implications for teaching and learning (5-7 minutes)

Where might this work go next to further extend and build on students' thinking? Suggest practical possibilities and alternatives for the presenting teacher. Raise general implications the work suggests for promoting students' thinking.

Debriefing the Conversation & Protocol

Presenting teacher responds to the discussion (maximum of 5 minutes)

What have you as presenting teacher gained from listening to the discussion? Highlight for the group what you found interesting in the discussion. Respond to those questions that you feel need addressing by you. Explain briefly where you think you might now go with the work.

Reflecting on the Protocol (5 minutes)

How did the process go and feel? Reflect general observations. Notice improvements and changes since the last time the group used the protocol. Make suggestions for next time.

Thank the Presenting Teacher and the Documenter

The group acknowledges everyone's contribution. Decide how the documentation will be shared, used, and archived or the group. Establish roles for the next meeting