**The Deeper Learning Student Work Review Protocol**

# **What is this protocol for?**

The Deeper Learning Student Work Review Protocol is designed to guide teams of educators **in reflecting on artifacts of student work, which might take the form of formative, summative, formal, or informal assessments.**

In this protocol, educators analyze what students do, create, respond to, or revise in order to determine to what degree all students have achieved the Deeper Learning Student Outcomes of Mastery, Identity, and Creativity. In analyzing student artifacts, educators can cultivate Deeper Learning by reflecting on areas of strength and areas of growth in their instructional materials and pedagogical practice.

# **When should educators use this protocol?**

This protocol can be used after teaching any lesson within a unit and can be completed multiple times throughout a single unit. It can be used with any curriculum; those educators using curriculum that has been rated as “Meets Expectations” by [CURATE](https://www.doe.mass.edu/instruction/curate/default.html) or [EdReports](https://www.edreports.org/) may find that their observations can be more tailored to their students’ unique needs rather focused on supplementing the instructional materials. This protocol is best used as a team.

# **What is in this protocol?**

There are two stages in the Deeper Learning Student Work Review Protocol, each of which includes optional steps, in addition to recommended prework. The below times are suggested and may vary based on individual context, length of unit, and other factors.

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| [*Prework*](#_Protocol_Prework) | *40m* | Facilitators establish areas of focus for the team. Educators individually review the assessment materials and student work artifacts, then reflect on them using an equity lens. |
| [*Stage One*](#_Stage_One_–) *Building out the  Bigger Picture* | *25m*  *– 40m* | Facilitators guide their team through a reflection of their prework, identifying patterns, trends, and outliers in student achievement. Optionally, educators can triangulate their observations with additional data sources. |
| [*Stage Two*](#_Stage_Two_–) *Prioritizing Next Steps* | *35m*  *– 55m* | Facilitators guide their team to identify high leverage next steps around instructional materials and/or pedagogy. Optionally, educators can reflect on the connections between this and any other protocols completed for the unit in which the assessments take place. |

# **Protocol Prework**

For the Deeper Learning Student Work Review Protocol, it is encouraged that all team members complete the prework individually and asynchronously prior to Stage One. To focus educators’ efforts in the protocol, a few steps of prework specific to the protocol facilitator have been included below.

For this protocol, you might choose student work artifacts from a formative, summative, formal, or informal tasks to focus on during this protocol. The artifacts might be videos of student performance, student-created texts or projects, or something else.

To ensure that reflections and next steps are grounded in equity, the sample set of student work should include artifacts from students with disabilities and multi-lingual learners whenever possible.

## **Facilitator Steps:**

1. Select one task from the unit from which to source artifacts of student work and collect 5+ representative samples of student work artifacts.
   1. If available, include an exemplar artifact as well.
2. Determine when and how your team will complete each stage of the protocol.
3. *Optional: Collect additional data for your team to use during their conversation, such as student feedback, standardized assessment data, etc.*

## **Team Prework Instructions:**

1. Read through the provided student work artifacts, including any provided exemplars, and the materials for the task.
   1. You may also find it helpful to skim the lesson and/or unit materials to contextualize the task within the sequence of learning activities and overall objectives.
2. Complete the individual prework by responding to [the Pause for Equity questions](#_Pause_for_Equity); you may also find it useful to review [the Deeper Learning Guidance Tool](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) prior to discussion.
3. *If relevant, review the additional data provided by your facilitator that your team will reference during the protocol.*

# **Stage One – Building out the Bigger Picture**

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| **Protocol Steps** | **Instructions** | **Tips and Recommendations** |
| *Warm Welcome (0 – 5)*   * Norm on expectations for process and outcomes * Establish shared foundation of knowledge | 1. Begin with a warm welcome and by reminding your team of any pre-existing norms or goals (e.g., the school’s instructional focus). 2. Share a brief summary of the task and set of student work artifacts, as well as any additional helpful context, such as the learning arc, student demographics, etc. 3. Have everyone take a few moments to review their [Pause for Equity prework](#_Pause_for_Equity). | * Identify a notetaker and timekeeper for the conversation. |
| *Pause for Equity*  *(5 – 25)*   * Ground the conversation in the student experience of the lesson * Identify patterns, trends, and outliers in student achievement | 1. Have each member of the team share a response to: “What about your responses to the Pause for Equity surprised you or stood out to you? Why?” 2. Guide your team through a discussion of the Pause for Equity. You might choose to discuss the [questions from the prework itself,](#_Pause_for_Equity) or you may find it useful to explore the following prompts:    * Which of the Deeper Learning Student Outcomes appears most consistently across the student work samples? What might this tell us about the task, the unit, and/or the pedagogy?    * Which of the Deeper Learning Student Outcomes does not appear with consistent quality across the student work samples? What does this make us wonder about the task, the unit, and/or the pedagogy?    * Are there any patterns in who did not achieve the DL Student Outcomes? If so, what are they, and what are the implications? | * Focus the conversation on the section of the Pause for Equity where you feel the conversation might be the most rich, whether that’s what people were most surprised by or where you feel your team could dig more deeply. |
| *OPTIONAL Data Triangulation (15m)*   * Consider what you have noticed about the student artifacts within a broader context * Identify patterns, trends, and outliers in student achievement | *If you chose to include additional data sources for the protocol, you may choose to discuss the following prompts as well:*   * *If you gathered feedback from students, what does the student feedback tell us about the assessment? How does it reinforce what we see in the student work samples? What new questions does it make us ask?* * *What does the provided data tell us about the assessment? How does it reinforce what we see in the student work samples? What new questions does it make us ask?* | * *Use sticky notes, a whiteboard, or a tool like Jamboard during this exercise to provide a visual reference with easy-to-move components.* |

# **Stage Two – Prioritizing Next Steps**

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| **Protocol Steps** | **Instructions** | **Tips and Recommendations** |
| *Planning for Future Instruction (25 – 50)*   * Ground the conversation in asset-based, solutions-oriented language * Shift focus from the assessment to the Deeper Learning journey as a whole | 1. Have your team brainstorm which elements of the instructional materials and pedagogy might have led to the trends, patterns, and outliers in the student work samples (and, if relevant, the student feedback and/or quantitative data).  * Glows: What were the most promising outcomes in the student work samples (and feedback)? How might we replicate them in the future? * Grows: What are the biggest opportunities for student growth revealed by this assessment (and feedback)? How might we shift our instructional materials and/or practice to better support all learners? | * Educator observations often trend toward identifying areas of growth that might have influenced negative trends, patterns, and outliers during this part of the protocol. Encourage your team to reflect on areas of strength that led to positive outcomes as well. |
| *OPTIONAL Protocol Impact Reflection*  *(10m – 30m)*   * Ground the conversation in the student experience of the lesson * Identify patterns, trends, and outliers in student achievement | *If your team completed the Deeper Learning Adjustment Protocol prior to facilitating the unit, discuss: “Is there any evidence in these work samples to indicate that our adjustments from the Adjustment Protocol had their intended effect(s)?”*  *If your team completed the Deeper Learning Facilitation Protocol for a lesson related to this assessment, discuss: “Is there any evidence that our prepared instructional strategies impacted students’ ability to advocate for their needs, engage in productive struggle, and/or do the “heavy lifting”?”* | * Focus the conversation on the section of the Pause for Equity where you feel the conversation might be the most rich, whether that’s what people were most surprised by or where you feel your team could dig more deeply. |
| *Closing and Reflection*  *(50 – 60)*   * Identify short- and long-term goals for individual educators and as a collaborative team * Debrief the protocol experience | 1. Have your team consult [the Deeper Learning Guidance Tool](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) to identify specific Indicators related to the ideas that they have brainstormed (and, if relevant, to the connections they have made to prior protocols). Then, guide educators in identifying 1-2 high leverage next steps related to replicating strengths and/or shifting practice to address areas of growth. 2. Guide your team through a discussion of the following prompts:  * “How well did this process work? If relevant, how have we improved since the last time we used this protocol?” * “What about this process helped you notice and learn interesting things?” * “How could this process be improved?” | * Encourage educators to ground next steps in the language of the look-fors to ensure that goals are aligned to the principles of Deeper Learning. * Share your reflections on the protocol experience through [our feedback survey](https://survey.alchemer.com/s3/7348948/Deeper-Learning-Protocols-Feedback-Ongoing). |

# **Appendix: Protocol Resources**

The following resources are available to accompany the Deeper Learning Student Work Review Protocol.

1. [Pause for Equity](#_Pause_for_Equity)

## **Pause for Equity (Student Work Review)**

(Recommended Prework)

*Instructions: Read through the provided resources for the assessment and the 5+ samples of student work. If relevant, review the additional data points provided by your facilitator as well. Then, respond to each of the following questions.*

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| **Pause for Equity Questions** | |
| Mastery | What was the learning goal for this specific task? How does it align to the grade-level standards, content objectives, and language objectives of the unit? |
| How was the learning in this task assessed? When and how do educators know when students have mastered the content and language objective(s) of the task? |
| As you examine the 5+ samples of student work, what do you notice about student mastery of the knowledge and skills for this task? |
| Identity | Where and how within the task did students have opportunities to develop their academic and/or social identities? |
| How did this task (or project) create windows (I see into the lives of others), mirrors (seeing myself reflected), and/or doors (ability to enter into new spaces) for my students?  *Note: When answering this prompt, it may be helpful to explore resources on complex identities and stereotype threat.* |
| As you examine the 5+ samples of student work, what do you notice about student identity development for this task? |
| Creativity | What opportunities existed in this task for students to develop capacity for independent learning by:   * Driving the learning? * Asking their own questions? * Analyzing the content? * Choosing their own processes? * Monitoring the quality of the work? |
| When you consider the activities, knowledge, and skills associated with this task, what are your beliefs about students’ abilities to independently complete this task? How might these beliefs come across in your reflections on the student work artifacts? |
| As you examine the 5+ samples of student work, what do you notice about student creativity in the planning, development, completion, iteration, and/or reflection of the task? |
| *Reflections on Additional Data (OPTIONAL)* | *In what ways does the student feedback mirror what you see in the student work samples? In what ways does it provide new or different perspectives on the assessment?* |
| *In what ways does the provided data mirror what you see in the student work samples?* |
| *What is one positive trend or highlight that you notice across the provided data and student work artifacts?* |
| *What is one constructive trend or key question that you notice within the provided data and student work artifacts?* |