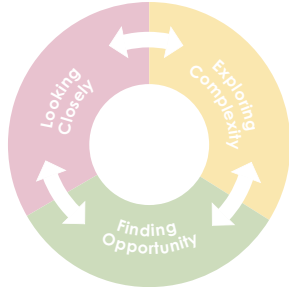


LOOKING AT STUDENT WORK

A PROTOCOL TO LOOK COLLABORATIVELY AT MAKER-CENTERED LEARNING

Prior to meeting with colleagues to look at student work, take the time to determine your purpose and the specific puzzles or questions you hope to learn more about.



As a starting place, consider an overarching question to anchor the process in the Agency by Design Framework, for example: What can we learn about students and their capacity for looking closely, exploring complexity, and/or finding opportunity?

Then, use the following questions to guide your thinking as you focus in on your specific goals for the session:

- Will you look at final products or artifacts that share a portion of the process?
- What are you hoping to understand more about: the knowledge, skills, dispositions, or something else, connected to a maker-centered activity?
- Do you want to focus in on one learner or a small group?
- Do you want colleagues to support you in critiquing an activity you just tried or do you want to have colleagues provide feedback on something you are designing for your learners to do in the future?

Once you have settled on the goals for the session, decide if there is a specific question or puzzle that will guide the looking and what artifacts of student learning you will share.

Getting Started:

Be sure to greet and welcome one another at the start of the session.

Consider the time you have allotted and how many educators will share work in each group. This protocol is untimed, it can be completed in as little as 35-40 minutes with one presenting teacher, but more time allows for deeper analysis. Take a moment to make choices about the timing of each step to meet your time constraints. Agree on the presenting educator(s). Once you have chosen a presenting educator, choose one timekeeper and one facilitator.

Presentation:

The presenting educator begins by sharing the purpose, puzzles, and questions they hope to learn more about during the session and only the contextual information that is absolutely necessary to support the process. Then they present the student work they chose to share in the session.

After this brief introduction of the student work, the presenting educator stays quiet during the next phase, except to answer any clarifying questions from other educators.

Sharing Documentation:

Once the work is shared, the other educators discuss the work moving through each step of the See, Think, Wonder routine below, taking time to gather plenty of responses at each step.

What do you see in the work?

Describe the work. Withhold judgment for the time being. What do you notice?

What do you think about what you noticed?

Speculate - What's going on here?

What does the work make you wonder?

Ask questions about the work.

Insights and Puzzles:

Up to this point the presenter has been quiet. Now the presenter has the opportunity to share insights and puzzles about what they saw and heard while the other group members are quiet. What are some insights you gained from the discussion and what are some puzzles? What are implications for future maker-centered learning activities? How did the student work and discussion inform your thinking about your students and the Agency by Design maker capacities?

Reflection:

Reflect on the protocol and your own learning. How was the process? What worked, what might you do differently next time? Save any documentation or notes from this session to review as you plan for the next opportunity to look at student work together.

Thank one another for taking the time to engage in this process.

For additional suggested practices for this process, check out the [Looking at Student Work](#) page on the Agency by Design website.