Milwaukee Mathematics Partnership (MMP) Protocol for Examining Student Work

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Presenters:

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**Milwaukee Mathematics Partnership (MMP) Protocol for Examining Student Work - 75 min.**

| Introduction | **All**- introduce yourself and talk about your title and what you do with teachers | 3 min. |
| Goals | **Ingrid** Collaboratively Looking at Student Work- OH | 2 min |
| Overview of session | **Ingrid** | 2 min |
| Explain the process of using the Protocol and provide the research supporting it | **Jeanne** | 5 min |
| Why use a protocol? | **Pandora** | 5 min |
| Math prompt- participants individually complete the prompt as a 2nd grade student with understanding and/or misconceptions | **Pandora** | 5 min |
| Identify Key Mathematics Features- **CABS Assessment Overview** | **Pandora** | 3 min |
| Connect Learning Target/ Descriptors/to math prompt | **Jeanne** | 5 min |
| Part 2 of Protocol- participants do step 2, round 1 then watch video, round 2/video, and round 3/video | **Ingrid/ Pandora** | 36 min |
| Debriefing the learning experience | **Jeanne** | 3 min |
| Closing: Connect Continuum Mention Protocol article-raffle | **Jeanne** | 1 min |
Collaboratively Looking at Student Work

Goals:

- To extend leadership skills of teachers in supporting the work of mathematics.

- To foster a common understanding of student learning expectations for mathematics.

- To provide a collaborative forum for examining student work to inform mathematics instruction.
Session Overview:

1. Look at MMP Protocol
2. Complete a math prompt
3. Practice the MMP Protocol
4. View Milwaukee Math Teacher Leaders using the protocol and examining the same student work
5. Discussion
Protocol:

- Set of guidelines for structuring conversations about student work.

- Tuning Protocol
  Coalition of Essential Schools, 1992

- Collaborative Assessment Conference
  Harvard Project Zero, 1988

- Standards in Practice
  The Education Trust, 1995
2. Discussing the Work

- **Round 1.** Describing: What do you see?

- **Round 2.** Interpreting: What do the students understand?

- **Round 3.** Questions: What questions does this work raise?
Why Use a Protocol?

- Forum for individual and group reflection.
- Stay focused, make the most of limited time.
- Safe, supportive environment to publicly discuss student work.
- Surfaces specific feedback from colleagues.
Protocol
Collaboratively Looking at Student Work

1. Getting Started
   - Facilitator
   - Volunteer to present student work
   - Participants review the work silently

2. Discussing the Work
   - Round 1. Describing: What do you see?
   - Round 2. Interpreting: What do the students understand?
   - Round 3. Questions: What questions does this work raise?

3. Hearing from the Presenting Teacher
   - Comment on students’ work, respond to questions raised
   - Insights from surprising or unexpected comments

4. Repeat Steps 1–3 with another presenting teacher.

5. Discussing Implications for Teaching and Learning
   - Based on the discussion of the students’ performance, what might you suggest doing next with the class?
   - Describe ways the assessment did or did not give students opportunity to demonstrate what they knew.

6. Debriefing
   - What are we learning through this process?
   - How can the process be improved?
Protocol
Collaboratively Looking at Student Work
(CLM Draft 1/10/05)

This protocol provides a set of guidelines for structuring conversations among teachers about student work. The goal is to foster a common understanding of student learning expectations for mathematics and to provide a collaborative forum for examining student work to inform mathematics instruction.

Each teacher brings three samples of student work from the same assessment that show a range of responses from low to middle to high performance (e.g., not there yet, almost there, got it).

1. Getting Started
   - The group chooses a facilitator who keeps the group focused.
   - One person volunteers to present student work.
   - The presenting teacher puts the selected work where everyone can see it or provides copies for the other participants. S/he says nothing about the work, context, or students until Step 3.
   - The participants review the work in silence, perhaps making notes about aspects of it.

2. Discussing the Work
   The participants take turns speaking, varying the speaking order. Individuals are free to pass. There is no cross-dialogue. Comments are kept short (if you hear yourself saying “and” you’ve probably said too much). The facilitator may choose to insert a clarifying question.
   - Round 1. Describing the Work: The facilitator asks the group, “What do you see?”
   - Round 2. Interpreting the Work: The facilitator poses one or more of these prompts:
     - What does this work tell us about how well the students understand ___________?
     - What did the students demonstrate that they knew? What did the students not demonstrate?
     - What do the students seem on the verge of understanding?
     - What aspects of the assessment were difficult for the students?
   - Round 3. Asking Questions: The facilitator asks, “What questions does this work raise for you?”

3. Hearing from the Presenting Teacher
   - The facilitator invites the presenting teacher to speak.
   - The presenting teacher comments on the students’ work, describing what s/he sees, responding (if s/he chooses) to questions raised, and adding information that s/he feels is important to share with the group.
   - The presenting teacher also comments on insights and anything surprising or unexpected that s/he heard during the describing, interpreting, and questioning phases.

4. Repeat Steps 1–3 examining student work from another presenting teacher. Repeat the cycle for other teachers as time allows, making sure there is sufficient time to move to steps 5 and 6.

5. Discussing Implications for Teaching and Learning
   The facilitator invites everyone (the participants and the presenting teacher) to share any thoughts they have about their own teaching, children’s learning, or ways to support students in future instruction.
   - Based on the discussion of the students’ performance, what might you suggest doing next with the class?
   - With hindsight, describe ways the assessment did or did not give students a good opportunity to demonstrate what they knew.

6. Debriefing
   The group reflects on the experience of using the protocol as a whole or to particular parts of it.
   - In what ways did this process work or not work for you?
   - What are we learning through this process? How can the process be improved?
   - What suggestions might you have for facilitation of future conversations?

Adapted from: Collaborative Assessment Conference, Harvard’s Project Zero, http://pzweb.harvard.edu
Why is it important for teachers to have this discussion about student work?
Round 1

Pick a facilitator at your table to lead the discussion

Spread out student work samples and examine them quietly

Describe the work

Review DVD

Round 2

Facilitator will lead the participates to interpret student understanding

Review DVD

Round 3

Facilitator will ask participants to share what questions they have about the student work