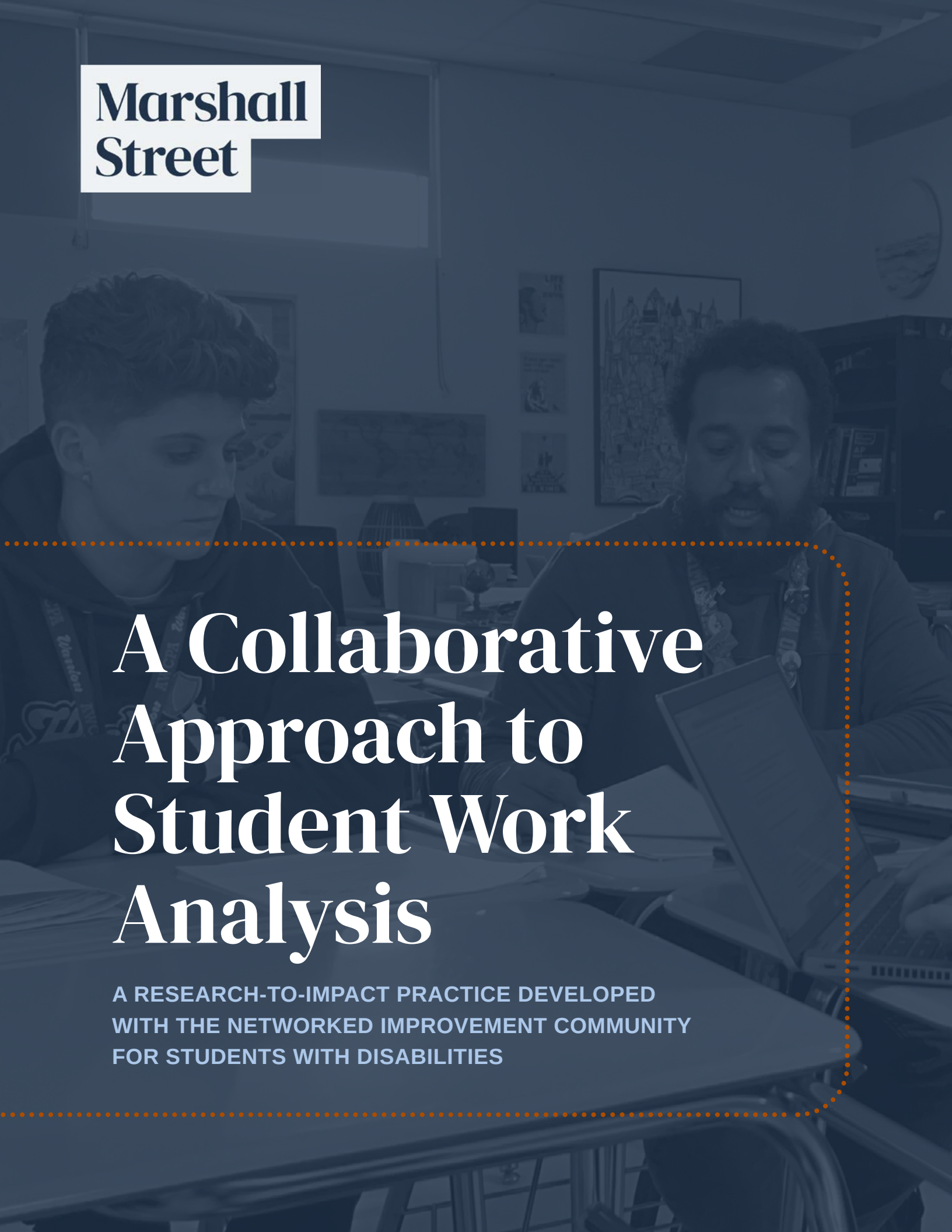
Marshall Street



A Collaborative Approach to Student Work Analysis

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

TABLE OF CONTENTS

4.3..... Practice Overview

4.3 | What is the Practice?

4.4 | Why is Student Work Analysis Important?

4.5..... Implementation at a Glance

4.5 | Enabling Conditions

4.6 | Steps to Implement

4.7..... Bringing this Practice to Life

4.12..... How to Implement this Practice

4.12 | Before School Begins

4.12 | Step 1: Determine Analysis Cadence

4.12 | Step 2: Select a Student Work Analysis Protocol

4.12 | Step 3: Launch the Protocol with the Entire Staff and Schedule in Spiraled Sessions

4.14 | Step 4: Establish Coaching Support

4.15 | Before the Meeting

4.15 | Step 1: Collect Student Work

4.15 | During the Meeting

4.17 | Practice Snapshot

4.18..... Summary

4.19..... Appendix

4.20 | How to Measure

4.22 | Green Dot's Student Work Analysis Protocol (2022–23)

4.25 | Notes

4.25 | Bibliography

A Collaborative Approach to Student Work Analysis

Implementation Level

- [ ] District/Central Office
- [x] School
- [ ] Program/Department
- [x] Classroom

Who Implements

- [x] Teacher(s)
- [x] Instructional Coach
- [x] Principal
- [ ] Central Office Leadership
- [ ] Specialist

Practice Overview

What is the Practice?

The collaborative analysis of student work by an interdisciplinary teaching team, specifically a general and a special educator, to collect and review data on student strengths and needs in order to plan instructional next steps.



Student Work Analysis Across *Any* Team

Within the NIC, CMOs featured in this chapter focused their energy on the collaborative student work analysis done between a general and a special education teacher. However, it is important to highlight that whenever multiple educators come together and look at students' work, particularly when those educators possess different areas of expertise, the findings will be more nuanced than those coming from individual or siloed review of the same work. We encourage leaders to think about other **teams** within their schools, such as grade-level or department-level teams, that can benefit from a student work analysis routine to drive data-based decision-making together.

Why is Student Work Analysis Important?

Black and Latinx students with disabilities experiencing poverty have been underserved for decades. To reverse the effects of learning and opportunity gaps, students must receive the learning support they need, when they need it. When teachers engage in rigorous student work analysis, they are enabled to meet students' exact needs in a rapid manner.[1]

Why it Works

Collaborative student work analysis using an instructionally focused protocol meets the needs of Black and Latinx students with disabilities experiencing poverty by:

BUILDING EDUCATORS' CAPACITY TO UNDERSTAND ROOT CAUSES OF MISUNDERSTANDINGS

Reviewing student work with an explicit focus on students' "misconceptions, errors and learning difficulties" allows teachers to identify the best instructional practices to address said needs. Doing this review with a colleague who has a different area of expertise allows a teacher to see a wider and more nuanced set of root causes.[2] This was demonstrated by collaborating teachers in the NIC, who, after multiple rounds of collectively engaging in a student work analysis protocol, began to "take on" each other's lenses. This allowed them to expedite students' growth because they were gradually learning from one another and "thinking" like their colleagues.

ENSURING CRITICAL ALIGNMENT BETWEEN TEACHERS

Collaborative work analysis helps teachers gain a shared understanding of grade-level rigor so that both teachers can teach toward it. This makes instruction from each teacher and toward IEP and course goals more efficient and more impactful.

EXPLICITLY ACKNOWLEDGING THE IMPACT OF STUDENTS' LEARNING NEEDS ON THEIR WORK

By including specific knowledge of students' **learner profiles** and IEPs (including their disabilities and accommodations) in the analysis of student work, educators reduce blind spots around the "why" of students' approach to content and learning activities.

LEVERAGING MULTIPLE FORMS OF DATA

Focusing regular analysis on students' work in addition to quantitative data allows teachers to supplement numbers with rich, illustrative examples of students' work and processing.[3] For many teachers, this can reinvigorate their investment in data-informed instruction as it is highly student-centric.[4]

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. Enabling Conditions describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. Steps to Implement presents a concise checklist of action items, which are explained in detail in How to Implement this Practice, below.

Enabling Conditions

Prerequisites	★ A belief among school leaders that special and general educators both have **valuable perspectives** to bring to student work analysis ★ A shared belief **in the value** of data-informed instruction ★ An approach to data that prioritizes investigation and inquiry, valuing deep curiosity over judgment ★ An expectation that student work is regularly collected and scored in alignment to standards
Recommended Materials	★ A protocol for student work analysis: – Green Dot Example Meeting Protocol and Data Analysis Template – Blue Engine Data Analysis Protocol
Staff Commitment	★ Collaborating teachers or co-teachers ★ Coaching support for student work analysis implementation, particularly as it is being launched ★ Content and instructional support for teachers
Recommended Time Allocation	★ **Regular, weekly shared meeting time for collaborating teachers** – This does *not* replace weekly co-planning. It can, however, occur during schoolwide professional development time or, if timing allows, precede a co-planning block. – Ideally, this is a 30–45 minute block. ★ **Regular time for collaborating teachers to meet** for student work analysis – Ideal for co-teachers: daily (5–10 min.)* + weekly (45 min.) – Ideal for collaborating teachers: weekly (45 min.) – Sufficient: biweekly (45 min.) – Minimum: monthly or quarterly (45–60 min.) ** For schools interested in and able to provide daily time for student work analysis, consider an abbreviated protocol such as Blue Engine's Daily Data Huddle.*

Steps to Implement

BEFORE SCHOOL BEGINS

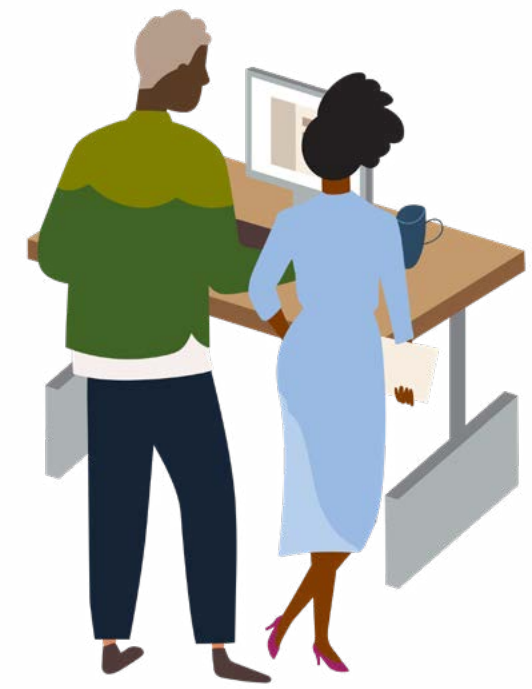
- [ ] Determine analysis cadence
- [ ] Select a student work analysis protocol
- [ ] Launch the protocol with the entire staff and schedule in spiraled sessions
- [ ] Establish coaching support

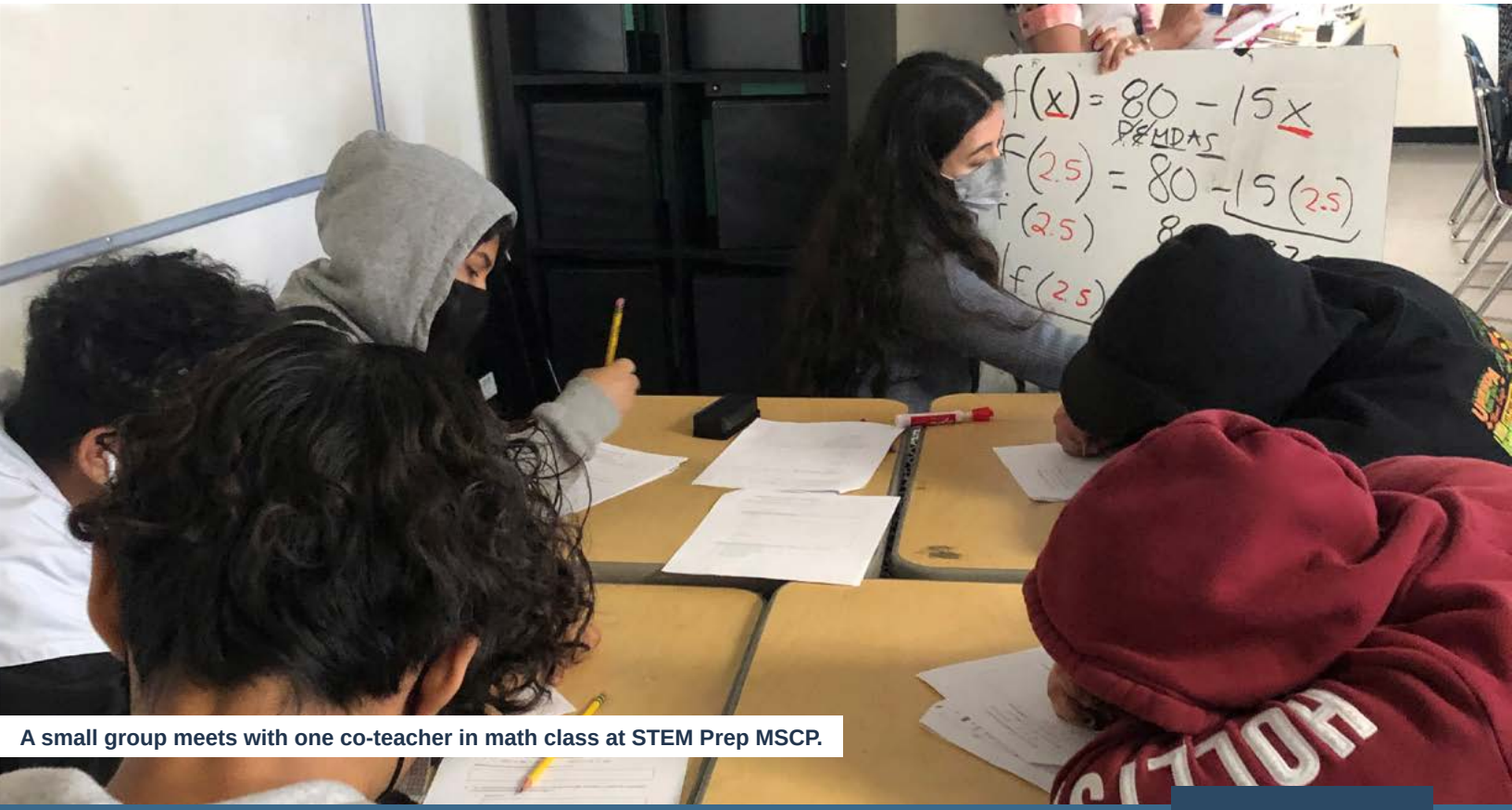
BEFORE THE MEETING

- [ ] Collect student work

DURING THE MEETING

- [ ] Celebrate successes
- [ ] Review data
- [ ] Plan interventions
- [ ] Assign next steps





A small group meets with one co-teacher in math class at STEM Prep MSCP.



Bringing this Practice to Life

INTEGRATING STUDENT WORK ANALYSIS INTO ROUTINES AT GREEN DOT PUBLIC SCHOOLS CALIFORNIA

In 2020–21, the principal at Green Dot Public Schools' Ánimo Watts College Preparatory Academy ("Watts") came into her role with a deep investment in engaging teachers in student work analysis in service of proactively addressing student needs. As she was iterating on that practice, co-teachers were simultaneously beginning to participate in ***quarterly co-planning days****.*

A year later, though survey data showed that teachers loved the co-planning days, student outcomes data continued to display large achievement gaps. The improvement team hypothesized that, perhaps, teachers weren't making substantial changes to their instruction based on student work. They grappled with how to address this discrepancy without overwhelming teachers with a "new" initiative and completed a larger stepback to look at their performance data. This led the team to identify a bright spot in grade improvements at Ánimo Watts. Upon investigation, the team learned that the site had adopted a new student work analysis practice at the school that worked well with the schoolwide collaboration and coaching structures. Based on data and stakeholder interviews, the team decided to adopt Watts's student work analysis protocol (SWA) for further iteration and spread across programs.

In the fall of 2022, Green Dot made the SWA the central focus of the professional development hour that launches each co-planning day. The focus on student work analysis has three core goals:

- Ground teachers' collaboration time in students' learning
- Provide a direct link to the subsequent co-planning time
- Enable teachers to intentionally plan to address the newly uncovered needs

After a semester of use, promising data began cropping up throughout Watts's classrooms. Of their eight co-taught classrooms, seven of them saw students' grades increase such that more than 84% of students were passing their courses.

The example below describes how two teachers, Heather, an 11th grade general education math teacher, and Justin, her special education counterpart, used the shortened SWA protocol to review student exit tickets from the previous day in one of their biweekly co-planning meetings.

Sorting Student Work and Discussing the Lesson's Context

For this meeting, Heather and Justin decided to review a set of work for the full class. Heather brought the exit tickets she had scored against their standards-aligned rubric in advance of the meeting. The teachers confirmed their shared understanding of exemplary completion of the exit ticket, which asked students to (1) interpret a word problem, (2) create an aligned one-step equation, (3) solve that equation, and (4) explain and justify their work in writing.

Next, they sorted their students' work twice: first to gain a picture of overall performance, then to identify any gaps between students with and without disabilities.

Rubric Score	Entire Class	Students with IEPs
0–1	18%	25%
2	21%	33%
3–4	61%	42%

Their findings showed Heather and Justin that they needed to dedicate ample time to understanding the exact needs of their students with disabilities. Understanding the root of students' misconceptions would allow them to provide the necessary support to close the gaps between students with and without IEPs.

Before moving to the next part of their student work analysis — noticing and wondering about students' work — Heather and Justin talked through what they had done to instruct on this skill prior to the exit ticket. In previous days, they had taught students the skill of using arrows to connect components of a word problem to portions of the aligned equation. They had also taught students the acronym "RAD" — that is, "Restate the question, Answer the question, Defend your work and thinking."

Noticing and Wondering

Next, Heather and Justin shifted into "noticings and wonderings," focusing on work at each score level one by one. The teachers reviewed the work of students who scored a 3 or 4 and noted that these students were able to successfully interpret the word problem, accurately solve their equation, and then provide a correct explanation of their work. Heather noticed that students had

correctly justified their answers, yet wrote responses that were superfluous, adding unnecessary detail that clouded their explanations. Justin first wondered if the accommodation that he had previously provided for students with disabilities – providing sentence stems – might have confused students and led them to add more than was necessary. He then noticed that more students with disabilities had demonstrated mastery of this skill than they had in the past, leading him to believe that, in fact, the accommodation was likely supportive.

Heather and Justin then moved on to discussing students who scored a 0 or 1. This group was composed entirely of students with IEPs, so their noticings and wonderings here allowed them to focus entirely on that subgroup. Justin noticed that two students, Jayme and Edwin, had struggled mightily to articulate their answers. They had either made no attempt or had written responses that were disconnected from the math work that they had done. Conversely, another student who scored a 0-1, Kayla, had incorrectly transcribed numbers from the word problem and had completed the equation in the wrong order. This caused her to produce a wrong answer which she had then attempted to defend in writing using the provided accommodation appropriately for written justification, yet incorrectly. Across their analysis of this group, Heather and Justin were able to group these and other students into categories depending on the needs students had demonstrated with the multi-step problem-solving process.

Finally, the conversation shifted to looking at the work of students who scored a 2. For the entire class as well as the subset of students with disabilities, Heather noticed a clear trend: students had correctly interpreted the word problem and accurately solved the ensuing equation, yet they had struggled to defend their work in writing. The teachers focused their attention on students with IEPs, noticing that their written responses were highly literal. So, rather than explaining how they had arrived at their answer to the equation, these students had detailed the steps of their work (for example, “First, I wrote 250, then, I wrote a division sign…”). Justin again wondered if his sentence starter accommodations had confused students who received them. Whereas for students scoring a 3 or 4 he had realized that those accommodations were in fact helpful, for the students scoring a 2 he wondered if his sentence starters were too long and should have, instead, been more concise (“Restate, Answer, Defend”).

Clarifying Root Causes

Having extensively reviewed students’ work, Heather and Justin worked to uncover the root causes of students’ misunderstandings. They began by discussing students who had scored a 3 or 4. For these students, they realized that most of the students who had struggled with concision had arrived to class late, thereby missing the mini-lesson that Heather and Justin had team-taught at the beginning of the lesson focused on being targeted and specific in written responses.

Next, they focused on students who scored a 2. With her increased knowledge of students’ accommodations and needs based on multiple rounds of student work analysis, Heather built on Justin’s wondering about the sentence stems and realized that students scoring at this level were getting lost in the complicated explanations that they had provided. Justin posited that “less could be more” for this group of students.

Finally, they focused on students who scored a 0 or 1. They focused first on Jayme, with Justin noting that her disability impacts her oral and written expression. She had been able to successfully complete the math, but had struggled to articulate and write out her thought processes. Justin noted that Edwin's disability relates to occupational therapy, which causes additional challenges when writing his explanation. The team also noted Kayla struggled with both transcription of the numbers for the problem set, as well as the order of steps for solving. This, they hypothesized, was likely related to her dyscalculia, making it more difficult for her to solve the equation in the correct order and then to explain her results.



Green Dot co-teachers Roane and Schacher implement station teaching in their classroom based on a recent student work analysis.

Defining Focus and Brainstorming Aligned Supports

Finally, Heather and Justin moved to action. They began by articulating their focus and goals for the entire class. Based on what they had seen in their students' work, they decided to focus on the skill of explaining mathematical processes and thinking in writing. They agreed that this skill applies broadly to the application of multiple content standards within their mathematics course, and it helps students with other courses and content, namely English Language Arts.

They set the goal that within three weeks, 85% of all students will score a 3 or higher on their written explanations of the day's math content. They did not set a separate goal for students with IEPs, but instead planned to focus their instructional efforts to offer re-teaching and accommodations to ensure these students could demonstrate proficiency at the same target levels as their peers. They agreed that regardless of the math content for the next three weeks, they would add in opportunities for students to practice written defenses of their thinking.

Finally, they discussed aligned instructional strategies. Justin noted specific considerations for students based on their learning profiles. For example, Edwin has a speech-to-text accommodation he is often hesitant to use that could assist in his written justification of his response, while Jayme benefits from examples of what is expected in order to reference them as models for his own attempts. Justin decided that a focus on shared writing for daily written defenses was an instructional approach that could meet both of these students' needs. He decided to work with the two students together in a small group to model aloud exactly how a strong written response could sound and to practice multiple examples verbally, then in written form, so they could gradually demonstrate the skill with greater independence. Justin decided that after a week of this practice, he would gradually shift the task of articulating a response to Edwin and Jayme so that they could gain practice with it on their own. Turning their attention to Kayla, Justin and Heather discussed

Heather checking in with Kayla following the next lesson to share feedback on where she got stuck and assist her in making a step card to check her work, first for the accuracy of her transcription of information, then for completion of the steps. If that strategy worked well, Heather would continue to check in with Kayla 1:1 following instruction to check her understanding and give her immediate feedback to help her self-monitor for errors over time.

For the remaining students, Heather and Justin decided to use stations during class time, creating intentional, small, homogeneous groupings of students based on this exit ticket data. They realized that while students had learned the description of “RAD” and had heard the criteria for strong written responses, they hadn’t yet seen a classmate do that work successfully and succinctly. They decided to use students’ work samples in an upcoming lesson to show the rest of the class what a clear and concise response looks like. After that lesson, they would weave error analyses into the coming weeks’ lessons based on one or two pieces of student work. Heather and Justin agreed that having students use an aligned rubric to evaluate their peers’ work would enable them to more effectively evaluate their own work.



Co-teachers at Green Dot Ánimo Watts meet to complete a student work analysis

Heather and Justin’s next steps relied on station teaching in their co-taught classroom. For more details, see ***Achieving High-Impact Co-Teaching: A Gradual Release Model***.

How to Implement this Practice

Before School Begins

Step 1: Determine Analysis Cadence

Regular student work analysis dramatically improves the quality of student interventions when paired with collaborating teachers' **co-planning** time. As school leaders are working to carve out time for multiple collaborative practices, they may consider creative ways to structure in student work analysis time, such as:

- **using a portion of regular professional development time** for collaborating teachers to meet;
- supporting teachers to use **5–10 minutes of longer instructional blocks** for daily work analysis; or
- having collaborating teachers **use an alternating schedule for their weekly common prep,** focusing on student work analysis in week A and co-planning in week B.
  Note: This structure does not work for co-teachers who need to co-plan weekly.

Step 2: Select a Student Work Analysis Protocol

Having a standardized protocol is essential to help teachers understand how to analyze student work. School leaders can choose to adopt a strong, existing protocol, such as **Green Dot's**, or they might modify or create their own protocol. Successful protocols include the following elements:

- Bringing relevant work samples
- Celebrating successes
- Reviewing data together
- Planning interventions
- Assigning next steps

Of paramount importance is that school leaders and instructional coaches are clear on and fluent in the SWA protocol prior to introducing it to teachers.

Step 3: Launch the Protocol with the Entire Staff and Schedule in Spiraled Sessions

Prior to having collaborating teachers initiate their student work analysis practice, leaders launch the protocol.

Commit 45–60 minutes to initial professional development that:

- shares rationale for the collaborative analysis of students' work, focusing on the unique lenses that general and special educators bring to this practice, and
- introduces staff to the student work analysis and response protocol.

As the school year progresses, bring the school wide team together regularly for 45–60 minute blocks of professional development that focuses on skillfully reviewing and analyzing student work. These sessions can be led by any skilled instructional or teacher leader. Less experienced teachers will benefit from development led by someone focused on their specific content area(s) so as to build expertise in the process within the context of the curriculum they are teaching. This is inclusive of special education services. School leaders should ensure that experienced special educators on staff (or, as needed, external consultants) are available to explicitly support teachers in analyzing students' work for the impact of students' disabilities on their output.

These sessions can occur within the context of department professional development, regular grade or department team meetings, or other structures that are already built into teachers' schedules. When built into schoolwide professional development time, this type of session is an excellent opportunity to bring broader teams together to collaboratively analyze work.

For example:

- The occupational therapist is invited to join the 9th grade ELA team's analysis time to share insights about students' writing.
- The vertical math team comes together, allowing 10th grade teachers to provide insight into 12th grade work where misconceptions may be related to prior grade levels' content.

School Spotlight

A pair of **Ednovate** co-teachers were excited about incorporating **different co-teaching models** into their instruction, but were anxious about setting up systems for routine analysis of their students' work. As they planned for new models, they realized that they needed a better understanding of their students' needs in order to plan the most effective groupings.[5] They discovered that by regularly analyzing students' responses on mid-lesson checks for understanding, they could more effectively adjust upcoming instruction to meet students' precise needs.

Protocol Overview: GD Student Work Analysis Protocol

Green Dot Public schools

STEP 1: Prior to the Protocol
- Choose 5–10 student work samples

STEP 2: Getting Started
- Facilitator reviews norms
- Teacher provides a very brief description of the assignment

STEP 3: Describing the Student Work
- Discuss the question:
  - What do you see?
- Describe work without judgment or interpretation

STEP 4: Interpreting the Student Work
- Discuss the question:
  - What do these work samples reveal about what students understand or know how to do?
- Use evidence to determine what students understand and don't understand

STEP 5: Implications for Practice
- Discuss the question:
  - "What are the implications of this work for teaching and assessment?"
- Consider what skills and content you need to build and re-teach

STEP 6: Planning for Implementation
- Consider when and how you will implement the next steps related to re-teaching
- Each participant shares their actionable next steps

STEP 7: Reflecting on the Process
- Each participant shares key takeaways about student learning and instruction
- Discuss the process itself and next steps from implementation next round

STEP 8: Suggestions for Support
- Participants may request implementation support for the next steps generated by reflection and feedback from colleagues, CSs, and admin

Step 4: Establish Coaching Support

The impact of coaching on the efficacy of student work analyses is highly beneficial. When a supportive third party joins the discussion, collaborating teachers can be pushed to amplify their individual expertise in reviewing students' work and to think more creatively about how to address the root causes of students' needs.

Before launching this practice with collaborating teachers, school leaders should determine when coaches will support work analysis meetings. Coaches' presence is crucial to the initial success of the collaborative student work analysis and to the increasing efficacy of analysis by pairs who need additional support.

Ideally, **coaches join every student work analysis meeting:**

- as the protocol is launching at their site, or
- if either collaborating teacher is very new to their content or to teaching.

Coaches join meetings monthly or quarterly:

- if coach availability and portfolio do not allow for weekly attendance, or
- once teachers are effectively going through the protocol with minimal facilitation.

School Spotlight

A gradual release of responsibility coaching model can help teachers feel supported as they grow their expertise in the practice. For example, at **KIPP Northern California's Navigate College Prep,** two collaborating teachers were in their early years of teaching, limiting the depth of their analysis of students' work. To deepen their knowledge of what to look for, both a math coach and a special education coach joined the teachers' student work analysis meetings to share noticings and instructional next steps, voicing over the deeper pedagogical knowledge that informed their insights. Over time, this type of support built the collaborating teachers' expertise and enabled them to notice key findings independently. Even after the teachers' expertise grew, one coach continued to join the student work analysis meetings throughout the semester to probe the teachers or to facilitate when needed.

When coaching collaborative teaching teams in the use of student work analysis, there are two common needs for coaches to keep in mind to ensure teams leverage their individual and collective expertise and knowledge of students:

- **Push teachers to "notice and wonder" deeply.** A coach at Green Dot noticed that, when learning how to use the SWA protocol, collaborating teachers often have the inclination to move quickly to instructional next steps. By encouraging collaborating teachers to linger on the notice and wonder step and go deeper in the analysis of students' work — especially through each teacher's unique lens and expertise — the collaborating teachers have more time to bounce ideas off of one another. This back-and-forth builds rapport and understanding and gets to the most accurate and pressing needs for students' learning.
- **Inquire about accommodations.** Coaches should ensure that students have received their appropriate accommodations before the analysis begins. This inquiry creates a space for necessary dialogue to occur if accommodations are not being provided, and also ensures that teachers are looking at the most accurate representation of students' learning.

Before the Meeting

Step 1: Collect Student Work

In order to analyze student work, teachers gather a representative sample of their class's most recent scored work (for example, an exit slip, quiz, or test).

During the Meeting

The goal of collaborative, interdisciplinary student work analysis and response is to carefully review representative students' work for progress toward rigorous, grade-level content standards and for manifestations of disabilities that may be inhibiting students from accessing that content. The findings from the student work analysis process inform upcoming lessons so that barriers to access are removed before instruction occurs, increasing the ability for all students — particularly those with disabilities — to successfully master content the first time.

During the meeting, teachers follow their school's student work analysis protocol. Most protocols include the four steps described on the following page.



The Value of Recent Data

After the first year of implementing SWA efforts, **Green Dot's** improvement lead realized that when teachers focused their student work analysis on the previous day's exit ticket or writing sample, they were able to spend their time addressing their students' most immediate, pressing needs. Conversely, when teachers brought a "bigger" unit assessment from three weeks prior, the findings were often outdated or too broad to feel immediately actionable.

When analyzing students' work, it is imperative that teachers are getting an accurate assessment of what students know. For students who have designated accommodations, it is crucial that those accommodations are provided. If not, collaborating teachers will have an incorrect understanding of a students' knowledge and skill. For example, a student who is entitled to having text read aloud before responding to comprehension questions, but who does not receive that accommodation, may present as struggling with inferential questions when, in fact, they were struggling with decoding the text.

Collaborative Student Work Analysis Protocol

STEP 1: CELEBRATE SUCCESSES

Collaborating teachers reflect on ways in which their collaborative student work analysis and planning has positively impacted their practice and their students' outcomes. Teachers ground themselves in the work's criteria for success and revisit the instructional support that was provided prior to and during the work sample or assessment, including accommodations.

STEP 2: REVIEW DATA

Collaborating teachers review each representative set of students' work and elevate what is seen in the work itself without planning solutions. Both teachers are taking an investigative stance, seeking to note objectively what they see, and an inquisitive stance, seeking to determine why and how these results came about. They use guiding questions to push themselves to elaborate on noticings and wonderings, identifying causes of strengths that can be replicated and using their unique expertise to get to the root causes of misconceptions or challenges.

STEP 3: PLAN INTERVENTIONS

Collaborating teachers identify specific next steps for each group of students reflected in the representative samples, ensuring that there is an explicit focus on the needs of students with disabilities. Teachers articulate what they want to see next in students' work.

Collaborating teachers discuss what they need to address next, based on the root cause reflections and aligned to their articulated foci, as well as how they can best proceed in ways that are accessible to students.

STEP 4: ASSIGN NEXT STEPS

Collaborating teachers explicitly connect their proposed intervention responses to their next steps for planning and instruction, confirming what role and specific responsibilities each will take to enact their plans.

For a more detailed description and guidance, see Green Dot's Student Work Analysis Protocol (2022–23) in the appendix. Alternative versions available for reference include the Green Dot Biweekly Co-Planning Agenda with embedded student work analysis (2022–23) *and the* Green Dot Student Work Analysis Spreadsheet Template (2023–24).

Practice Snapshot

ACHIEVING ALIGNMENT FOR GRADE-LEVEL RIGOR AT EDNOVATE

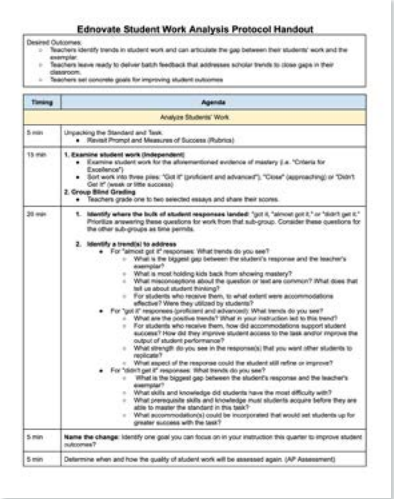
Collaborative student work analysis has benefits beyond highlighting students' most pressing needs. The practice requires reviewing students' work together against the expectations of student performance for that activity. At Ednovate, collaborating teachers Katie (general education, English) and Jerry (special education) found that by collaboratively analyzing students' work, they grew in their shared understanding of what should be expected of their students, regardless of IEP status.

In the spring of 2023, Katie and Jerry began working with a coach to help them optimize their collaborative partnership. Prior to that time, Katie was inconsistently scoring work and inputting the information into Gradebook, their grades platform, but Jerry neither helped with evaluating work nor had access to the submitted results. In an effort to increase alignment as a teaching team, the teachers, with the support of their coach, began engaging in daily data tracking, collecting, scoring, and analyzing against a standards-aligned rubric.

Through this process, Katie and Jerry realized that they were not, in fact, in alignment about what rigorous student work looked like at the end of the lesson. Through their discussions, the teachers realized that Jerry was holding a higher bar for student responses than Katie. v realization pushed them to collectively raise the bar for what they expected when evaluating students' work and to amplify the rigor of the questions that they were asking of students during lessons and in students' work. At the close of the quarter in which they shifted to this type of student work analysis, Katie and Jerry's class saw an increase in their course pass rate from 79% to 97%.



Jerry and Katie used the **Ednovate Student Work Analysis** agenda for their collaborative planning.



Ednovate Student Work Analysis Protocol Handout

Desired Outcomes:
- Teachers identify trends in student work and can articulate the gap between their students' work and the exemplar.
- Teachers leave ready to deliver batch feedback that addresses scholar trends to close gaps in their classroom.
- Teachers set concrete goals for improving student outcomes

Timing	Agenda
	Analyze Students' Work
5 min	Unpacking the Standard and Task • Revisit Prompt and Measures of Success (Rubrics)
15 min	**1. Examine student work (Independent)** • Examine student work for the aforementioned evidence of mastery (i.e. "Criteria for Excellence"). • Sort work into three piles: "Got it" (proficient and advanced"), "Close" (approaching) or "Didn't Get It" (weak or little success) **2. Group Blind Grading** • Teachers grade one to two selected essays and share their scores.
20 min	**1. Identify where the bulk of student responses landed:** "got it, "almost got it," or "didn't get it." Prioritize answering these questions for work from that sub-group. Consider these questions for the other sub-groups as time permits. **2. Identify a trend(s) to address** • For "almost got it" responses: What trends do you see? ◦ What is the biggest gap between the student's response and the teacher's exemplar? ◦ What is most holding kids back from showing mastery? ◦ What misconceptions about the question or text are common? What does that tell us about student thinking? ◦ For students who receive them, to what extent were accommodations effective? Were they utilized by students? • For "got it" responses (proficient and advanced): What trends do you see? ◦ What are the positive trends? What in your instruction led to this trend? ◦ For students who receive them, how did accommodations support student success? How did they improve student access to the task and/or improve the output of student performance? ◦ What strength do you see in the response(s) that you want other students to replicate? ◦ What aspect of the response could the student still refine or improve? • For "didn't get it" responses: What trends do you see? ◦ What is the biggest gap between the student's response and the teacher's exemplar? ◦ What skills and knowledge did students have the most difficulty with? ◦ What prerequisite skills and knowledge must students acquire before they are able to master the standard in this task? ◦ What accommodation(s) could be incorporated that would set students up for greater success with the task?
5 min	**Name the change:** Identify one goal you can focus on in your instruction this quarter to improve student outcomes?
5 min	Determine when and how the quality of student work will be assessed again. (AP Assessment)

Summary

The practice of analyzing student work to inform future instruction is relatively common in schools. However, when general and special teachers collectively analyze students' work through their unique lenses, they are able to build a rich and detailed understanding of strengths and needs in a way that a single educator cannot. In order to best serve the needs of all students, particularly Black and Latinx students with disabilities, instruction needs to be highly tailored and targeted to individual student needs. When students' work and learning are evaluated simultaneously by content experts (general education teachers) and accessibility experts (special education teachers), students' needs are identified more precisely, and aligned supports are crafted with both high rigor and access in mind. All teachers are then able to more effectively respond to the needs of individual students as well as the whole class. This response might look like implementing high-impact small groups based on academic data, rather than simply grouping students based on their ability designations. Alternatively, this collaborative student work analysis could lead educators to identify important moments for whole-class instruction. Analyzing student work as a team ensures that all teachers in a classroom are deeply knowledgeable about student needs and the gaps of the class as a whole. This leads to a greater feeling of shared responsibility for all learners.

FURTHER LEARNING

Weekly Data Meeting Protocol
UNCOMMON SCHOOLS

ATLAS — Learning From Student Work
NATIONAL SCHOOL REFORM FACULTY

Using a Student Work Analysis Protocol to Improve Outcomes
RELAY GRADUATE SCHOOL OF EDUCATION

Looking Collaboratively at Student Work: An Essential Toolkit
COALITION OF ESSENTIAL SCHOOLS



A COLLABORATIVE APPROACH TO STUDENT WORK ANALYSIS

Appendix

Appendix

How to Measure

When content and accessibility experts work together to implement student work analysis protocols, monitoring how useful, usable, and utilized the practice is by team members and across the school system can accelerate learning to improve outcomes for students. At a minimum, these measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process (utilization)	Log	Are teachers meeting to analyze student work? Yes / No	Percent of planned meetings held by teachers for student work analysis	Teachers are consistently engaging in student work analysis 100% of the time as scheduled.	Teams can (briefly) log their meetings to denote that the meeting(s) occurred and/or log the key trends identified in each meeting and 1–2 key next steps.
Process (utilization)	Observation	Are teachers using the protocol? Yes / No	Percentage of time (and/or teams) using the protocol	All collaborating teams use the SWA protocol 100% of the time.	School leaders or instructional coaches can collect completed protocols as an alternative to observing the student work analysis meetings.
Process (utilization)	Observation	To what extent are teachers using all components of the protocol?	Percentage of teams using all components of the protocol	Teachers are addressing all intended components of the SWA protocol during their meeting time.	It may be beneficial to measure implementation by section. A coach may sit in on a student work analysis conversation with a copy of the agenda in hand, noting which sections are addressed, how much time teachers spend on each section, and the outcomes of each protocol section.
Outcome	Student Outcomes Data	Are students' academic outcomes improving as a result of student work analysis–informed instruction?	Percent mastery of individual work samples Percent mastery on summative assessments (overall and for priority subgroups)	Levels of mastery increase for students overall and for priority subgroups of students. Gaps in measured academic performance between students with and without disabilities are shrinking.	Quarterly, leaders and teachers review the mastery percentages for students with disabilities for a subset of focal standards that have been reviewed.

Additional measures can guide a team to know whether student work analysis is leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Observation	To what extent is each teacher's unique expertise being leveraged when analyzing students' work?	Percent of time that each teacher is contributing to discussions of students' work	Both teachers are actively and equitably participating in the student work analysis discussion at nearly equal levels.	A coach might join the student work analysis and gather **frequency and/ or duration data** for each teacher as they participate in the SWA discussion.
Process (usefulness)	Survey	How valuable do teachers find student work analysis?	Average of scores (1–5) on survey	Increasing average of survey scores over time	After each student work analysis meeting, teachers are provided with an anonymous survey which asks, "How valuable do you find the student work analysis process?"
Process	Observation	How are teacher practices changing as a result of using the SWA protocol?	Percent of observed instances where teachers are implementing practices aligned to the student work analysis plan	Collaborative teams are implementing instructional practices that are directly aligned to needs surfaced through students' work.	

PRACTICE TOOL

Green Dot's Student Work Analysis Protocol (2022–23)

Note: Questions that are likely to be within the unique purview of special educators are denoted with "SPED." Ideally, however, as this process occurs more regularly, many of these questions can be increasingly answered by either educator.

INTERDISCIPLINARY, COLLABORATIVE STUDENT WORK ANALYSIS	
Necessary Resources	Bring a representative sample of the most recent scored work (exit slip, quiz, test, etc.): ☐ 2 students who demonstrated mastery and above (earned an 80+% or a 3–4) ☐ 2 students who are approaching mastery (i.e., earned 60–79% or a 2) ☐ 2 students who are not yet approaching mastery (i.e., earned <60% or a 0–1) ☐ 1–2 students with disabilities ☐ 1–2 students who are emergent multilingual learners
Celebrating Successes 3 minutes	Collaborating teachers reflect on ways in which their collaborative student work analysis and planning has positively impacted their practice and their students' outcomes. For example: • What is one way in which you are using student work that is making an impact on your students' learning, experiences and/or outcomes, specifically for students with disabilities? • What is one way you are currently using student work that has made an impact on your teaching practice, particularly when supporting students with disabilities?
Articulating the Context for the Work Sample 5 minutes	Collaborating teachers ground their analysis in a reminder of the instructional support that was provided prior to the work sample or assessment. For example: • What type of methods were used to introduce new material? For practice? • What small group instruction was provided? Who participated? What was the focus? • What are students' accommodations (per their IEP or 504)? Were those accommodations provided when students were producing this work? (SPED) • What specially designed instruction was provided leading up to this work? (SPED) • If relevant, what co-teaching models were used to support this content? Teachers also ground themselves in the criteria for success for the work by: • Reviewing the standard and stating, in their own words, what it demands of learners. • Reviewing the rubric used to assess any written work.

<table>
<tr>
<td>Notice and Wonder
12 minutes</td>
<td>Teachers review each representative set of students' work and elevate what is seen in the work itself without planning solutions.

Collaborating teachers aim to be as generative as possible, taking an investigative stance to review students' work through their unique lens and perspective.

<table>
<tr><th>What are we NOTICING
in students' work?</th><th>What are we WONDERING
about students' work?</th></tr>
<tr><td></td><td></td></tr>
</table>
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<tr>
<td>Clarifying Root Causes
8 minutes</td>
<td>Collaborating teachers use guiding questions to push themselves to elaborate on noticings and wonderings, identifying causes of strengths that can be replicated and using their unique expertise to get to root causes of misconceptions or challenges.

• What strengths do you see in the student work samples?
– What supports were provided to students to bring about or amplify these strengths? Within their general education course? In any additional services they receive? (SPED)
– How can we replicate those supports?

• What is keeping students back from the next level of understanding and mastery?
– What prerequisite content gaps exist? Be as specific as possible.
– Why do those content gaps exist?
– What accessibility gaps exist? Be as specific as possible. (SPED)
– Are any gaps a manifestation of disabilities or language acquisition needs? How so? (SPED)
– What supports toward those gaps have been provided in class and through specially designed instruction?
– What about those supports has not yet led to content mastery?
– What connections, if any, exist between students' IEP goals and the demands of the current work sample? How can we connect those IEP goals to this work? (SPED)</td>
</tr>
<tr>
<td>Defining the Focus
5 minutes</td>
<td>Collaborating teachers identify specific next steps for each group of students reflected in the representative samples, ensuring that there is an explicit focus on the needs of students with disabilities.

Teachers articulate what we want to see next in students' work by X date.</td>
</tr>
</table>

Brainstorming Aligned Responses 8 minutes	Based on the root cause reflections and aligned to their articulated foci, collaborating teachers discuss: • What steps could we take with these students (and by extension - all of our students) to support their learning and help them progress in their work? • What accommodations and/or specially designed instruction will be necessary to support students' learning? (SPED) • Do the content or skills require quick touchpoints or a full re-teach? – What teaching strategies might be most effective in building these *skills*, re-teaching this *content*, and *assessing* them again? – What consistent strategies could we implement to build student skills? – What instructional model(s) would be most effective to use? *For co-teachers, this includes different* **models of co-teaching**. – How will we re-engage, review, or re-teach to build student knowledge or repair misconceptions? – What opportunities can we use to reassess the student skills or knowledge we build? – What type of data would provide evidence of progress?
Finalizing Next Steps 4 minutes	• What is the timeline for implementing each of your next steps? • What will we specifically do ***in our next co-planning time*** to address the needs identified above?

Notes

1 National Center for Learning Disabilities and Understood, *Forward Together*, 20

2 Langer et al, *Collaborative analysis of student work*, 19

3 Bella, “Benefits of Analyzing Student Work”

4 Knight and Faggella-Luby, “‘Data’ Shouldn’t Be a Dirty Word.”

5 In their publication, “Forward Together,” The National Center for Learning Disabilities cites data-informed flexible grouping as one of the strongest practices for effectively supporting students with learning and attention challenges. When teachers know, specifically, what students need, they can plan strategically for groups of students who have similar needs.

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