

Quality Work Protocol Summary Sheet

School Name Genesee Community Charter School
Date of Protocol June 2017
Participants K-6 teachers and TAs, arts teachers
Based on today's protocol, what conclusions did you draw about the level of craftsmanship displayed in the student work? - Students appear to be utilizing checklists and anchor charts around quality work in daily work shared by teachers. - Using student work as models and in feedback protocols along the way inspired many students to improve own work
Based on today's protocol, what conclusions did you draw about the tasks and scoring tools that teachers are designing? - Student work reflects the demands of task sheets; task sheets and product descriptors that are brief and clear lead to stronger student work - Not all tasks had clear scoring guides, rubrics, or checklists, which could lead to student confusion - Appears to be alignment between scoring tools and student work (evidence drawn from LASW) - Checklists show teachers are thinking and planning toward HQW (especially around mechanics) - Targets evident in scoring tools; do students know how these are assessed? - All teams report using oral feedback/ conferencing; only 8/10 student work samples had evidence of written feedback by teachers
Based on these conclusions, what goals or action steps did you determine? - On the right track! Evidence of craftsmanship and complexity at each grade level - Opportunities for consistency in anchor charts of expectations for daily work (within loops and across grade levels) - Use student work to align to lesson design - where are there gaps? - Revisit feedback protocols (teacher to student, student to student, student to self) - Do all products need to reflect all aspects of craftsmanship, complexity, and authenticity? How do we elevate authenticity for students?