



HVWP Discussion Protocol for Examining Student Work*

Teacher Introduction.....3 minutes

- Presenting Teacher briefly explains what this work is. What was the instructional context? For instance, did this piece of writing come from one class, one week, or several weeks of instruction? What aspect of the **process** does this student work sample(s) represent (e.g., Initial brainstorm? First draft? Final work?)?

Clarifying questions.....3 minutes

- Group members may ask any clarifying questions (not philosophical). Facilitator collects questions from group, then Teacher answers with brief, factual answers.

Group Examination of the Work.....5 minutes

- Presenting teacher read the student work aloud and then steps aside from the group and takes notes on the ensuing discussion. Teacher re-joins group for “Teacher Reflection” portion.

Group members individually take 1-2 minutes to underline/take notes on the work sample, noticing places of interest. Each member of the group takes a turn stating facts about the work, avoiding inference and judgment.

I see...; I notice...; There are many...; There are few... Facilitator takes notes

Facilitator say back

Group Interpretation of Work.....5 minutes

- Group members speculate about what writer has accomplished (or tried to accomplish), pointing to pieces of the text for support. Group members speculate about what the writer does and does not understand.

The student seems to think...; The student has learned...; S/he understands...

Facilitator say back

Group Implications for Classroom Practice.....5 minutes

- Group members imagine what they might do if they were working with this student(s). Group members suggest ways to help the student progress as a writer (for instance, teaching strategies, assignments, and/or assessments).

Because I think that the students has not done _____ yet, I would...; Next, a teacher could...;

I like to...

Facilitator say back

Teacher Reflection.....3 minutes

- Teacher reports observations. Teacher shares what s/he learned about the student, the assignment, teaching, and/or colleagues.
- Group members listen

I learned...; I saw...; I heard...; I am going to...; This helped me...

Individual Reflection on Discussion.....3 minutes

- Each participant records and/or shares reactions, thoughts, and ideas.

What did you see or hear that was new or important for you? What ideas for writing or strategies for teaching would you consider trying or experimenting with in your classroom? Why? How might you adapt them?

*Adapted from Prospect Center Descriptive Process, Bennington Vermont & [Appreciative Inquiry Protocol](http://www.newpaltz.edu/hvwp)