

Studying student work

The final segment of the video shows educators working together after planning and observing their lesson—they are looking at student work together. The educators are able to gauge what students learned from the lesson by carefully studying their written work. This practice underscores the notion that the measure of a lesson's quality is what students learn from it. However, there might be gaps between what the children learned and what they wrote.

As with lesson planning, the study of student work is also done collaboratively. Each student's work is assessed, and educators offer their observations about what it seems students learned. Educators bring to the group multiple interpretations of student work stemming from their various perspectives. In the video, some groups made charts to compare student responses to the lesson's tasks; other groups divided the student work and categorized the kinds of responses they saw. They then considered how different elements of the lesson plan contributed to student learning, and they noted changes they might make if teaching the lesson again.

In keeping with the collaborative tone emphasized in these practices, the practice of studying student work involves teachers and administrators working together to study one lesson's content and the attendant student learning. They intend for fruits of this collaboration to carry over into continuing efforts, both in the company of colleagues and when working alone in their classrooms. The practice of examining student work carefully, looking for evidence of student learning, considering multiple interpretations of student responses, and better gauging the range of possible responses are all habits that can be cultivated in the collective study of student work.