

Good to Great Reflection Guide

Use this protocol to reflect on student work in your PLC or other teacher group, using an assets-based approach to discover your students' success on a high-quality, grade-appropriate assignment. The protocol below describes the process for a single lesson. If time allows, we recommend that you go through this process with a series of lessons. Teachers find that this shared approach to looking at their own student work and having others look at their student work is eye-opening with regard to raising expectations for students.

Before the Lesson

1. Select a lesson with a complex text or task. [These resources](#) can help you identify grade-appropriate content. Plan for a lesson that gives students an opportunity to grapple with [high-quality, grade-appropriate assignments](#).
2. Identify a shared task that all students will complete. Tasks that involve student explanations or writing will offer a richer opportunity for teachers to discuss student performance.
3. Establish a common vision for student success. What does this task require students to know and do? What should a student response to the task include? Each teacher in the group should complete the task, then share with the group. Make adjustments as needed to ensure that everyone has the same high expectations for what students should produce, as appropriate for the grade level.

During the Lesson

All teachers in the group teach the same lesson and collect the final product from students.

After the Lesson

1. **Bring a sample of work to the group meeting.** Each teacher should bring 1-2 samples. If only selecting one sample, select something that will be “interesting” to analyze, not necessarily the best or worst examples, or bring a whole stack and select a random sample.
2. **Establish criteria for the analysis.** Discuss the task and establish a shared understanding of what you are looking for. Look back at the exemplar student response the group created as part of the planning process.
3. **Circulate the student work.** Group members sit together, with each member taking one sample. Review each sample independently, recording notes about elements that are aligned with the selected criteria or that might be interesting to discuss as a group. During this step, focus on the content of what students produced, rather than details of spelling or grammar. Focus first on what students are showing you that they know and can do. Rotate the samples around the group until everyone has reviewed all samples. Questions to reflect on include:
 - a. What **CAN** students do? What are students showing you they are able to do now with regard to the task or standards, so you can build on that in future instruction?
 - b. What can students not do **YET**? Where might students need more practice or some feedback to reach the expectations of the task?
 - c. What are possible next steps for this individual student?
4. **Debrief.** Discuss your takeaways from the student work.
 - a. What trends did you notice in what students **CAN** do? What happened in the lesson that contributed to that success?
 - b. What trends did you notice in what students cannot do **YET**?

- c. Is there evidence from student responses that reveals root misunderstandings that lead to student challenges? Specifically, what do students misunderstand? What evidence shows their misunderstanding?
- d. What strengths do students demonstrate, and how can you build on them in future instruction?

5. Reflect individually.

- a. What are you taking away from this experience that you can apply in your classroom tomorrow?
- b. How are you seeing your students differently after looking at their work and hearing about what others see in their work?
- c. Are there strengths or gaps you've noticed when comparing your students' work to that of your colleagues? What might explain differences in your students' performance? What strategies might you borrow or share?

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