

Discussing Student Perspectives: A Seven Step Protocol (Radford C. P. 2013)

Follow these easy seven steps to lead a reflective conversation SPRINGFIELD

Steps 1	When	What the mentor needs to do
STEP 1	<i>Before your meeting</i>	<p>PRINT a copy of the Summary Data and a copy of the MA DESE Rubric. Give both documents to the new teacher PRIOR to your scheduled meeting (at least 45 uninterrupted minutes will be needed). You will need to create a summary sheet for the paper-pencil survey. Use a tool to create bar or pie graphs and percentages.</p> <p>Ask the novice to read the responses in the Summary Data and highlight 3 areas that stand out that he would like to discuss with you. Ask the novice to also compare the responses from the students to the MA DESE rubric. <i>How would the students rate the teacher based on the Standards?</i></p>
STEP 2	<i>Before the meeting</i>	<p>READ the Summary carefully. Jot down 2 areas that stand out for you in each section. The areas might represent an overwhelmingly positive response (100%) or an area that needs to be improved as evidenced by % response. Make notes on your copy.</p>
STEP 3	<i>Before the meeting</i>	<p>Review the MA DESE Rubric or your SEEDS rubric and compare the student responses to the teacher's performance on Standards 1 and 2 of the rubric. Where does your new teacher fit based on what the students are reporting? Make notes on your copy for further discussion with the new teacher.</p>
STEP 4	<p><i>The meeting!</i></p> <p><i>20 minutes! The teacher talks first!</i></p>	<p>Sit side by side like you do when you are completing the collaborative log. <i>Begin by asking questions. Do NOT share your notes first!</i></p> <p>Q 1: Look at the visual report and open responses together and ask the new teacher to share his 3 items that stood out for him. Then ask if he sees any surprise responses in the data. You are actively LISTENING.</p> <p>Q 2: Then ask him to share when he learned from this process of student surveys and how he might continue to incorporate this technique into his practice i.e. gaining student perspectives. You are still actively LISTENING. May ask probing question.</p> <p>Q 3: Review the questions that relate to teaching and learning ask for specific to improve teaching to improve student learning. You are continuing to actively LISTEN. May ask probing questions. Ask if there is anything else the teacher wants to share. Ask if she/he would like to hear what stood out for you.</p>
STEP 5	<i>The meeting continues (10 minutes)</i>	<p>Now you can talk! Share what stood out for you in the Summary Report and Open Responses, and compare it to what the new teacher has noted. <i>Where did you agree with the new teacher? What did you see differently?</i> Use the notes you made on your Summary.</p>
STEP 6	<i>The meeting continues (5 minutes)</i>	<p>Look at the MA DESE or SEEDS rubric you brought to the meeting. Discuss how you think the students would rate the teacher based on their responses on the survey. Together circle the rubric categories for Standards 1 and 2. Discuss why this is an important exercise.</p>
STEP 7	<i>Closing the meeting (10 minutes)</i>	<p>Set goals together that will be relevant to students to improve their engagement and learning for Standards.</p> <p>Use a <i>Set Goals page from the Mentoring book (Pelletier, 2006)</i> (last page of each chapter – use any month). Refer to other pages in their book they could use!</p>

