Center for Leadership & Educational Equity

Interrogating the Slice Protocol I

Developed in the field by educators.

1. **Getting Started** (5 minutes)
   The facilitator describes the purpose for conducting the Slice. The facilitator reviews the Guidelines for Learning from Student Work and encourages participants to focus on evidence and refrain from making judgments.

2. **Framing the Slice** (5 minutes)
   The facilitator presents the guiding questions for the group's current work and future discussion. The questions are provided in writing to all participants. (These questions are clarified by the group.)

3. **Focusing Inward** (45 minutes)
   After individually answering the guiding questions in writing and providing evidence for each response, each participant examines the student work (sometimes with another colleague), reviewing it in depth. Participants also write down questions that emerge for them from this look at the student work.

4. **Broadening the Perspective** (30-40 minutes)
   After reviewing the student work, the facilitator convenes all the participants for a guided discussion. They review the guidelines for sharing perspectives based on the evidence. Participants share their responses to each question and the evidence supporting their responses. Participants look for patterns in their responses as well as differences that emerge from the evidence. These may be charted.

5. **Emerging Questions and Insights** (15-20 minutes)
   Following the group's discussion, the facilitator summarizes the evidence presented and the emerging patterns, issues, themes and questions from the discussion. If there is a designated presenter, this person may want to add his or her reflections now. The group identifies potential next steps for improving the student work related to the guiding questions, and then debriefs the process. (15-20 minutes)

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Interrogating the Slice Protocol II

Developed in the field by educators.

The Minnesota district used a Socratic seminar conducted in a "fishbowl" to interrogate their slice.

Protocol

1. **Introduction** (5 minutes)
   The facilitator introduces the norms for the seminar. Then the facilitator introduces the presenters.

2. **Reviewing the Process** (5 minutes)
   A spokesperson for the presenters briefly describes the parameters, focus, and methodology of the slice. The facilitator then presents the guiding question for the discussion.

3. **Examining the Work** (45 minutes)
   Responders examine the work (including any video, print, or audio evidence) and take notes in silence. Small groups may examine different blocks of evidence in order to cover all the work presented. Examination is guided, but not necessarily limited to the original focus.

4. **Socratic Seminar** (40 minutes)
   The facilitator leads a Socratic seminar among the responders, using the norms previously introduced. The work in the slice serves as the seminar's only text. Presenters remain silent.

   Socratic Seminar Method
   - The purpose is to explore various understandings, interpretations of a text (in this case the data serves as the text).
   - The group reads/review the data. The facilitator poses one or more open-ended questions that require/ support careful exploration of the data.
   - The group discusses the questions, grounding their responses in the data. Participants might pointing to the places in the data support their response.

   General guidelines
   - Listen closely
   - Speak without raising hands
   - Refer to the text
   - Talk to each other, not the facilitator
   - Ask for clarification
   - Invite and allow others to speak
   - Consider all points of view - the purpose is to expand understanding, not win an argument

5. **Changing Roles** (20 minutes)
   Responders and presenters change places, and the presenters continue the seminar discussion among themselves, with facilitation continuing. Responders remain silent.

6. **Debrief** (20 minutes)
   Led by the facilitator, the entire group debriefs the process. What have they learned of value through this process, and why? What could be improved?

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