



## *“Day in the Life” or “Slice”\* Protocol*

The purpose of the **Slice Protocol** is to look at student work within a classroom, across classrooms and grade levels, within departments, or throughout a school in order to gain new insights and perspectives on teaching and learning. A representative sample of student work is collected over a specific period of time and examined by staff looking for evidence related to guiding questions.

1. **Getting Started [5 minutes]:** The facilitator describes the purpose for conducting the “Slice” Protocol. The facilitator reviews the Guidelines for Learning from Student Work (Horace p. 2, November, 1996) 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 work and future discussion. The group clarifies these questions. (The questions are provided in writing to all participants.)
3. **Focusing Inward [15 minutes]:** Each participant individually reviews the student work in depth. Each person is asked to answer the guiding questions in writing and to provide evidence for each response. Each participant also writes down questions that emerge from this look at student work.
4. **Broadening the Perspective [30-40 minutes]:** After reviewing the student work, the facilitator convenes all the participants for a guided discussion. He or she reviews 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. (This discussion may follow the ATLAS Protocol Guidelines to some degree.)
5. **Emerging Questions and Insights [15 minutes]:** Following the group's discussion, the facilitator asks one or two colleagues to summarize the evidence presented and the emerging patterns, issues, themes and questions from the discussion. The group identifies potential next steps for deepening the student work related to the guiding questions.
6. **Presenter’s Comments and Group Debrief [5 minutes]:** Presenter shares the ideas, comments and insights that he/she is most aware of right now. The presenter may then open the discussion to the rest of the group.

\*This protocol is a variation of the Vertical Slice, the Minnesota Slice, the Albuquerque Slice and the "Day In The Life" South Bend and Hempstead Slices. The Vertical Slice originated in the work of the Bush Educational Leaders Program at the University of Minnesota.