



Review & Response PROCESS

Delivering Excellent Learning and Teaching Strategy



Review and Response Process – Steps

Steps	
1. The Principal or Principal's delegate chairs the meeting.	<input type="checkbox"/>
2. The Timekeeper starts the timer. Meetings are 15 to 20 minutes.	<input type="checkbox"/>
3. The meeting protocols are read by the Chair and a reminder is given that the meeting is to support the teacher with classroom instruction and that time on task is critical.	<input type="checkbox"/>
4. Using a template to direct and focus conversation, the Chair invites the classroom teacher to present student work/assessment data. The Record keeper fills in the template throughout the meeting.	<input type="checkbox"/>
5. The class teacher, coming prepared with a student's work sample/s, clarifies why they are concerned with the instruction for this student who is not progressing. The classroom teacher reviews what instructional strategies have already been tried to teach the approved curriculum.	<input type="checkbox"/>
6. Group members ask questions to clarify, prompt and establish areas of the student's strengths and needs in light of the teaching that has occurred. The Chair ensures that all voices are heard.	<input type="checkbox"/>
7. Suggestions for responses in teaching are canvassed and discussed and several specific teaching strategies are decided by the classroom teacher and recorded on the template.	<input type="checkbox"/>
8. The classroom teacher selects which one strategy will be used in the classroom until the next Review and Response meeting and this is highlighted on the template.	<input type="checkbox"/>
9. The classroom teacher identifies the evidence of learning that they will bring to the next Review and Response meeting and this is recorded on the template. The template is given to the teacher.	<input type="checkbox"/>
10. The data from this meeting is added to the student's developing data set.	<input type="checkbox"/>
11. The next meeting is scheduled. At the next meeting the classroom teacher reports back on the impact of the specific teaching strategy on the student's progress.	<input type="checkbox"/>
12. Another Review and Response Process begins.	<input type="checkbox"/>

*Note: If the Principal's delegate attended the meeting, time should be made to feedback to the Principal the content and results of the meeting.

Adapted from Sharratt, L and Fullan, M *Putting Faces on the Data: What Great Leaders do!* (2012)