**Exemplar Review Directions**

*Educators often work in isolation, both from colleagues within their school, and perhaps more often, from fellow educators in other schools. This can lead to teams feeling like they need to “reinvent the wheel” when they are designing new or refined strategies to try out in their practice. However, a great catalyst for such work can come from examining how other schools have approached similar areas of work to stoke ideas and highlight useful starting points for teams to use in designing strategies for their own context.*

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| **Time:** Approximately 45 minutes - 1 hour of meeting time | |
| **Typical Exemplar Review Steps**   1. Having clarified the main goals for the team’s design efforts, identify a set of sample materials by drawing upon:  * Your own knowledge and experience and that of colleagues * Samples available from reputable sources online * Publications on the topic that include samples from schools  1. Review a varied set of exemplars with a graphic organizer that prompts teams to look closely at format and content and identify what they think could work for their goals, what questions or insights about features that they think might not work in their own context and why. 2. Synthesize the ideas into key design points and considerations for the team. 3. Apply those ideas into creating a prototype of a practice or tool to test, deciding whether it is most efficient to adapt an existing design or build a new design informed by the exemplars. | |
| **Pros**   * Can leverage the experience and learning of colleagues outside the team to more efficiently build new approaches to test out. * Presents opportunities to highlight contrasts which can crystallize key design considerations for a team’s specific school context. * Opens opportunities for cross-school collaboration and learning as ideas get tested in multiple venues. | **Cons**   * It can be difficult to gather an informative set of exemplars for some practices, especially without someone who has a cross-school perspective. * Some practices are necessarily so highly contextualized, reviewing outside resources is minimally helpful. |