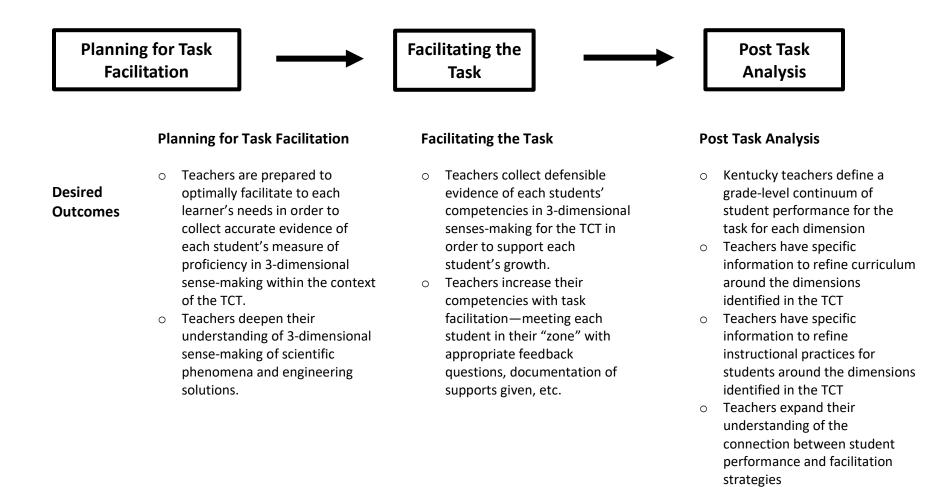# Through-Course Task (TCT) Facilitation: *a collaborative process for calibrating and refining teaching and learning around rich tasks at every grade level.*

Planning for Task Facilitation	→	Facilitating the Task	→	Post Task Analysis

Desired Outcomes

Planning for Task Facilitation

o Teachers are prepared to optimally facilitate to each learner's needs in order to collect accurate evidence of each student's measure of proficiency in 3-dimensional sense-making within the context of the TCT.

o Teachers deepen their understanding of 3-dimensional sense-making of scientific phenomena and engineering solutions.

Facilitating the Task

o Teachers collect defensible evidence of each students' competencies in 3-dimensional senses-making for the TCT in order to support each student's growth.

o Teachers increase their competencies with task facilitation—meeting each student in their "zone" with appropriate feedback questions, documentation of supports given, etc.

Post Task Analysis

o Kentucky teachers define a grade-level continuum of student performance for the task for each dimension

o Teachers have specific information to refine curriculum around the dimensions identified in the TCT

o Teachers have specific information to refine instructional practices for students around the dimensions identified in the TCT

o Teachers expand their understanding of the connection between student performance and facilitation strategies

Planning for Task Facilitation (Danielson/KYFfT—Domains 1 and 4)

Desired Outcomes

o Teachers are prepared to optimally facilitate to each learner's needs in order to collect accurate evidence of each student's measure of proficiency in 3-dimensional sense-making within the context of the TCT
o Teachers deepen their understanding of 3-dimensional sense-making of scientific phenomena and engineering solutions

Actions (What)

Collaboratively, teacher teams:

o Develop deep understanding for the "science behind the task" and grade level appropriate DCI expectations
o Develop understanding for how the students effectively use the SEP and CCC for sense-making in this task as grade level appropriate
o Develop appropriate feedback questions and/or other strategies to be used when facilitating the task
o Develop strategies to document supports used during task facilitation

Possible Strategies (How)

o Complete the TCT as a learner—compare understanding of task through the lens of success criteria in order to understand expectations
o Identify the phenomenon within the task and consult resources to assure deep understanding of associated science concepts
o Collaborate to generate, review and refine feedback questions, other strategies:
  o Identify potential "trouble spots"
  o Plan for possible misconceptions
o Create/obtain method to document supports given during facilitation
o Create/obtain facilitation checklist to keep task facilitation focused

Facilitating the Task (Danielson/KYFfT—Domains 3 and 4)

Desired Outcomes	Actions (What)	Possible Strategies (How)
o Teachers collect defensible evidence of each student's competencies in 3-dimensional sense-making for the task o Teachers increase their competency with task facilitation—meeting each student at their "zone" with appropriate feedback questions, documentation of supports given, etc.	o Ask appropriate feedback questions to support student access and engagement with the task in order to elicit accurate evidence to student capacities o Implement documentation strategies to obtain clear evidence of supports given for each student through questioning o Use facilitation checklist to keep facilitation focused	o Consider videotape and/or peer observation to obtain feedback about facilitation skills

Post Task Analysis (Danielson/KYFfT—Domain 4)

Desired Outcomes	**Actions (What)**	**Possible Strategies (How)**
o A defined continuum of grade level student performance for each dimension of the TCT o Teachers have specific information to refine curriculum around the dimensions identified in the TCT o Teachers have specific information to refine instructional practices for students around the dimensions identified in the TCT o Teachers expand their understanding of the connection between student support and instructional decisions	o Define a continuum of student performance for the task in 3-dimensions based on the work of students within the teacher teams (to be incorporated across KY for the task) o Make adjustments to curriculum to provide further experiences of the dimensions identified in the TCT o Identify next steps for instruction, either as an extension of the TCT or within the components of the dimensions addressed within the TCT o Reflect on questioning and/or other strategies used during facilitation to identify what is effective and incorporate this learning into instructional strategies	o Evaluate student work (including documented instructional supports) relative to the success criteria o Review existing curriculum for possible gaps, or areas of enhancement, around the dimensions identified in the TCT o Share details of TCT facilitation and resulting student work within the teacher team in order to learn from each other and improve instruction o Each teacher identify two "changes to practice" learned through TCT facilitation and develop a plan/strategy to incorporate these changes into daily instruction