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**

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

**Facilitating the Task**

- Teachers collect defensible evidence of each students’ competencies in 3-dimensional sense-making for the TCT in order to support each student’s growth.
- 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**

- Kentucky teachers define a grade-level continuum of student performance for the task for each dimension
- Teachers have specific information to refine curriculum around the dimensions identified in the TCT
- Teachers have specific information to refine instructional practices for students around the dimensions identified in the TCT
- Teachers expand their understanding of the connection between student performance and facilitation strategies
**Planning for Task Facilitation** (Danielson/KYfT—Domains 1 and 4)

### Desired Outcomes

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

### Actions (What)

**Collaboratively**, teacher teams:

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

### Possible Strategies (How)

- Complete the TCT as a learner—compare understanding of task through the lens of success criteria in order to understand expectations
- Identify the phenomenon within the task and consult resources to assure deep understanding of associated science concepts
- Collaborate to generate, review and refine feedback questions, other strategies:
  - Identify potential “trouble spots”
  - Plan for possible misconceptions
- Create/obtain method to document supports given during facilitation
- Create/obtain facilitation checklist to keep task facilitation focused
**Facilitating the Task** (Danielson/KYfT—Domains 3 and 4)

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Actions (What)</th>
<th>Possible Strategies (How)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers collect defensible evidence of each student’s competencies in 3-dimensional sense-making for the task</td>
<td>Ask appropriate feedback questions to support student access and engagement with the task in order to elicit accurate evidence to student capacities</td>
<td>Consider videotape and/or peer observation to obtain feedback about facilitation skills</td>
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<td>Teachers increase their competency with task facilitation—meeting each student at their “zone” with appropriate feedback questions, documentation of supports given, etc.</td>
<td>Implement documentation strategies to obtain clear evidence of supports given for each student through questioning</td>
<td>Use facilitation checklist to keep facilitation focused</td>
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</tbody>
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**Post Task Analysis** (Danielson/KYfT—Domain 4)

### Desired Outcomes
- A defined continuum of grade level student performance for each dimension of the TCT
- Teachers have specific information to refine curriculum around the dimensions identified in the TCT
- Teachers have specific information to refine instructional practices for students around the dimensions identified in the TCT
- Teachers expand their understanding of the connection between student support and instructional decisions

### Actions (What)
- 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)
- Make adjustments to curriculum to provide further experiences of the dimensions identified in the TCT
- Identify next steps for instruction, either as an extension of the TCT or within the components of the dimensions addressed within the TCT
- Reflect on questioning and/or other strategies used during facilitation to identify what is effective and incorporate this learning into instructional strategies

### Possible Strategies (How)
- Evaluate student work (including documented instructional supports) relative to the success criteria
- Review existing curriculum for possible gaps, or areas of enhancement, around the dimensions identified in the TCT
- Share details of TCT facilitation and resulting student work within the teacher team in order to learn from each other and improve instruction
- Each teacher identify two “changes to practice” learned through TCT facilitation and develop a plan/strategy to incorporate these changes into daily instruction