



# **Teacher Collaboration Activity Facilitator Guide**

*Module 3:  
Clarifying and Sharing Learning Goals and Success Criteria*

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## Module 3: Clarifying and Sharing Learning Goals and Success Criteria

### Materials:

- Module 3 Teacher Collaboration Activity PowerPoint presentation:
- Use either the 1) Developing Learning Goals and Success Criteria Tune-Up Protocol or 2) Revising Learning Goals and Success Criteria Tune-Up Protocol; both are available at the end of this guide.

### Facilitation Considerations:

Facilitators should review the process agenda, the PowerPoint presentation and all materials in preparation for the Module 3 Teacher Collaboration Activity meeting.

The Module 3 process agenda below serves as a resource for facilitators who prefer an agenda that is ready to implement. Facilitators should feel free to adjust the agenda to better meet the needs of their team either based on content priorities or to accommodate available time or larger discussion groups. The PowerPoint presentation is a resource that facilitators can choose to use as is, revise to suit local needs, or decide not to use.

Facilitators should make decisions ahead of time about strategies for grouping participants and structuring share outs.

## Suggested Process Agenda

### Facilitator Suggestions:

- This activity is designed to support participants to apply their learning about Learning Goals and Success Criteria from Module 3 to their own context.

- The activity uses structured protocol for sharing and responding to a specific lesson to either develop or revise Learning Goals and Success Criteria. Two versions of the Learning Goals and Success Criteria Tune-Up Protocol are provided at the end of this guide and will structure the activity and discussion. The purpose of the protocol is to:
  - Build a shared understanding of meaningful Learning Goals and Success Criteria in practice
  - Apply ideas about Learning Goals and Success Criteria
  - Work together to improve upcoming instruction
- The facilitator will need to do some pre-work and decision making about the structure of the activity to ensure it runs smoothly. Some important prior steps are detailed here:
  - **Recruit a volunteer and identify a target lesson to share**: Facilitators will need to identify a participant willing to volunteer to share a lesson for discussion and feedback from their peers. The parameters for the lesson to be shared are flexible, it just has to be a lesson the volunteer is comfortable sharing and believes has room for improvement in terms of using Learning Goals and Success Criteria to inform the lesson design and the formative assessment process.
  - **Select the specific protocol to use**: If the lesson *does not* currently include Learning Goals and Success Criteria, the facilitator can select the protocol for *developing* Learning Goals and Success Criteria. If the lesson *does* include Learning Goals and Success Criteria, the facilitator can select the protocol for *revising* Learning Goals and Success Criteria.
  - **Decide the group structure for the protocol**: With a small group, the lesson tune-up activity can be structured with one volunteer sharing and the whole group providing feedback and discussion. With a larger group, facilitators may want to structure the activity using smaller groups. This could involve recruiting multiple volunteers to share in several small groups that would run concurrently. Alternatively, one volunteer could share a lesson and participants could break into smaller groups or breakout rooms to discuss it. However, facilitators should keep in mind that this could make it more difficult for the volunteer to hear and process the feedback.
- Facilitators will play several key roles in supporting the implementation of the tune-up activity:
  - **Orient participants to structure, roles, and responsibilities**: Facilitators should ensure that all participants understand the purpose of the activity, how the protocol will structure the activity and the kind of discussion that will be most productive. Facilitators should ensure that participants are clear on when they will be speaking and when they will be listening.
  - **Reinforce norms**: Facilitators should ensure that the group works together in a way that is productive, supportive, and safe, particularly for the person who volunteered to share their work. It can be intimidating to share work and get critical feedback, and the facilitator should work with the group to ensure that this is a positive experience for everyone. Suggested norms are presented in the PowerPoint, but facilitators should feel free to edit these to reflect personal preferences and local norms already in place.

- **Monitor process:** During the activity, the facilitator’s primary role is to monitor the process, watching the time and providing reminders about roles and norms as necessary. The facilitator can step in to respond to the content of the discussion if the group is stuck or off track.
  - **Encourage thoughtful reflection and discussion:** Facilitators can guide the group to use the checklist to anchor their discussion, module productive discussion about Learning Goals and Success Criteria in the context of the example lesson and ask questions to push participants’ thinking during the discussion period.
- In a digital setting, annotation tools and shared documents (e.g. Google Docs) could be useful for capturing collaborative ideas.

**Table: Process Agenda**

Time	Agenda
5 minutes	<p>Welcome</p> <ul style="list-style-type: none"> <li>● Review of collaboration activity Success Criteria               <ul style="list-style-type: none"> <li>○ Develop meaningful Learning Goals and aligned Success Criteria</li> <li>○ Plan to engage students to use Learning Goals and Success Criteria to guide their learning</li> </ul> </li> <li>● Overview of agenda (the participant agenda is available in the Teacher Collaboration PowerPoint presentation)</li> </ul>
5 minutes	<p>Learning Goals and Success Criteria Refresher</p> <ul style="list-style-type: none"> <li>● As needed, provide a refresher on the foundational ideas from Module 3 that will inform this session: Meaningful Learning Goals and Success Criteria</li> </ul>
40 minutes	<p>Lesson Tune-up Activity</p> <ul style="list-style-type: none"> <li>● Orient participants to the purpose of the activity, reinforce norms, and orient participants to the protocol, including their roles and responsibilities at each stage of the process</li> <li>● Follow the protocol to cycle through the sharing of a lesson, questioning, discussion, and reflection. Encourage participants to use the <i>Meaningful Learning Goals and Success Criteria Checklist</i> not only to focus on the Learning Goals and Success Criteria themselves, but to understand how students will engage with them to support their own learning</li> </ul>

Time	Agenda
5 minutes	<p data-bbox="464 245 863 272">Activity Debrief and Reflection</p> <ul data-bbox="464 298 1898 493" style="list-style-type: none"><li data-bbox="464 298 1898 363">• Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include:<ul data-bbox="512 386 1692 493" style="list-style-type: none"><li data-bbox="512 386 1192 414">○ What is one big takeaway for your own practice?</li><li data-bbox="512 423 1692 451">○ How might you engage students more deeply with Learning Goals and Success Criteria?</li><li data-bbox="512 461 1451 493">○ What is one thing you will do differently based on what you learned?</li></ul></li></ul>

**Total time: 60 minutes**

## Tune-Up Protocol: Developing Learning Goals and Success Criteria

### Purpose:

- Build a shared understanding of meaningful Learning Goals and Success Criteria in practice
- Apply ideas about Learning Goals and Success Criteria
- Work together to improve upcoming instruction

### Time:

- About 40 minutes

### Preparing to Share:

- Prior to the activity, facilitator and volunteer should identify a specific lesson to share in order to get feedback from colleagues about the development of Learning Goals and Success Criteria.
- The lesson should be one the volunteer feels comfortable sharing and believes has room for improvement. It does not need to be a model lesson.
- Print or digital copies of the lesson, or a description of the lesson, can be distributed to the other participants to refer to throughout the activity.

**Table: Developing Learning Goals and Success Criteria**

Time	Process
3 minutes	Introduction (Facilitator)
7 minutes	Presentation (Volunteer) Volunteer: <ul style="list-style-type: none"> <li>• Describes the lesson and shares any documents</li> <li>• Indicates the standard(s) addressed in this lesson</li> <li>• Identifies questions, challenges, and any specific areas for feedback</li> </ul> Group listens and takes notes
5 minutes	Clarifying and Probing Questions (Group and Volunteer) Group: <ul style="list-style-type: none"> <li>• Asks clarifying questions, which can be answered with factual information (e.g. How long is this lesson? Do the students have independent work outside of class time?)</li> <li>• Asks probing questions, which are answered with subjective information and are designed to push thinking (e.g. Why did you make that choice? What matters most in this lesson?)</li> </ul> Volunteer answers questions
20 minutes	Learning Goals and Success Criteria Tune-Up Discussion (Whole Group) Group: <ul style="list-style-type: none"> <li>• Analyzes the lesson paying close attention to the standard(s) and the most important activities. Identifies the most important things students are learning. Reflects on how students demonstrate their learning. What does this tell you about the most important learning in the lesson?</li> <li>• Shares and discusses ideas for possible Learning Goals and Success Criteria for the lesson. The group should use the <i>Meaningful Learning Goals and Success Criteria Checklist</i> document to support discussion about possible Learning Goals and Success Criteria.</li> <li>• Discusses any possible revisions to the lesson to ensure that it is aligned to meaningful Learning Goals and Success Criteria</li> </ul>

Time	Process
	<ul style="list-style-type: none"> <li>• Shares additional ideas about how to engage students in using the Learning Goals and Success Criteria to guide their learning</li> </ul> Volunteer listens and takes notes
5 minutes	Reflection (Volunteer) Volunteer: <ul style="list-style-type: none"> <li>• Shares thoughts about possible Learning Goals and Success Criteria</li> <li>• Shares thoughts about additional strategies to engage students</li> </ul> Group listens



## Tune-Up Protocol: Revising Learning Goals and Success Criteria

### Purpose:

- Build a shared understanding of meaningful Learning Goals and Success Criteria in practice
- Apply ideas about Learning Goals and Success Criteria
- Work together to improve upcoming instruction

### Time:

- About 40 minutes

### Preparing to Share:

- Prior to the activity, facilitator and volunteer should identify a specific lesson to share in order to get feedback from colleagues about the development of Learning Goals and Success Criteria.
- The lesson should be one the volunteer feels comfortable sharing and believes has room for improvement. It does not need to be a model lesson.
- Print or digital copies of the lesson, or a description of the lesson, can be distributed to the other participants to refer to throughout the activity.

**Table: Revising Learning Goals and Success Criteria**

Time	Process
3 minutes	Introduction (Facilitator)
7 minutes	<p>Presentation (Volunteer)</p> <p>Volunteer:</p> <ul style="list-style-type: none"> <li>• Describes the lesson and shares any documents</li> <li>• Indicates the standard(s) addressed in this lesson</li> <li>• Shares the current Learning Goals and Success Criteria</li> <li>• Identifies questions, challenges, and any specific areas for feedback</li> </ul> <p>Group listens and takes notes</p>
5 minutes	<p>Clarifying and Probing Questions (Group and Volunteer)</p> <p>Group:</p> <ul style="list-style-type: none"> <li>• Asks clarifying questions, which can be answered with factual information (e.g. How long is this lesson? Do the students have independent work outside of class time?)</li> <li>• Asks probing questions, which are answered with subjective information and are designed to push thinking (e.g. Why did you make that choice? What matters most in this lesson?)</li> </ul> <p>Volunteer answers questions</p>
20 minutes	<p>Learning Goals and Success Criteria Tune-Up Discussion (Whole Group)</p> <p>Group:</p> <ul style="list-style-type: none"> <li>• Considers the current Learning Goals and Success Criteria using the <i>Meaningful Learning Goals and Success Criteria Checklist</i> document to structure the analysis and discussion. The group should use the checklist to help them identify strengths as well as opportunities to improve Learning Goals and Success Criteria.</li> <li>• Discusses any possible revisions to the lesson to ensure that it is aligned to meaningful Learning Goals and Success Criteria.</li> <li>• Shares additional ideas about how to engage students in using the Learning Goals and Success Criteria to guide their learning.</li> </ul>

Time	Process
	Volunteer listens and takes notes
5 minutes	Reflection (Volunteer) Volunteer: <ul style="list-style-type: none"> <li>• Shares thoughts about possible Learning Goals and Success Criteria</li> <li>• Shares thoughts about additional strategies to engage students</li> </ul> Group listens