# Teacher Collaboration Activity Facilitator Guide

*Module 4:*
*Eliciting Evidence of Student Learning*

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# Module 4: Eliciting Evidence of Student Learning

## Materials:

- *Module 4 Teacher Collaboration Activity* PowerPoint presentation
- *Planning for Evidence Tune-Up Protocol*, available at the end of this guide.
- *Eliciting Meaningful Evidence* reference sheet, 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 4 Teacher Collaboration Activity meeting.

The Module 4 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 chose 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 eliciting evidence of student learning from Module 4 to their own context.
- The activity uses structured protocol for sharing and responding to a specific lesson to refine the intentional strategies to elicit evidence of student learning in the lesson. The purpose of the protocol is to:
  o Apply learning about strategies to elicit meaningful evidence of student learning
  o Collaboratively build ideas about ways to plan for evidence to support the formative assessment process
  o 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 eliciting evidence of student learning to inform the formative assessment process. The facilitator and volunteer may want to use the *Planning for Evidence Template* included at the end of this guide to help structure the presentation and discussion. However, they may decide that using the local lesson plan structure is more useful to participants.
  - **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. This information is detailed in the protocol document, which is available at the end of this guide. 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 reference, to anchor their discussion. Facilitators can also model a productive discussion about planning for evidence of student learning 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 | Welcome<br><br>• Review the success criteria for the teacher collaboration activity, as presented in the slides<br><br>    o Evaluate and improve evidence gathering strategies to ensure that they provide meaningful evidence of student learning<br>    o Plan meaningful evidence gathering opportunities that can support the formative assessment process<br><br>• Overview of agenda (the participant agenda is available in the Teacher Collaboration PowerPoint presentation) |
| 5 minutes | Eliciting Evidence of Student Learning Refresher<br><br>• As needed, provide the refresher on the foundational ideas from Module 4 that will inform this activity using the slides provided |
| 40 minutes | Lesson Tune-up Activity<br><br>• 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<br>• Follow the protocol to cycle through the sharing of a lesson, questioning, discussion, and reflection<br>• Encourage participants to use the Eliciting Meaningful Evidence reference sheet (at the end of this guide) to support participants in generating strategy ideas |
| 5 minutes | Activity Debrief and Reflection<br><br>• Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include:<br><br>    o What is one big takeaway for your own practice?<br>    o How can your students be more engaged in the process of making evidence of their learning visible?<br>    o What is at least one thing you will do differently based on what you learned? |

**Total time: 60 minutes**

## Tune-Up Protocol: Planning for Evidence

### Purpose:

- Apply learning about strategies to elicit meaningful evidence of student learning
- Collaboratively build ideas about ways to plan for evidence to support the formative assessment process
- 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: Eliciting Meaningful Evidence of Student Learning Protocol

| Time | Process |
|---|---|
| 3 minutes | Introduction (Facilitator) |
| 7 minutes | Presentation (Volunteer)<br><br>Volunteer:<br><br>• Describes the lesson and shares any documents<br>• Indicates the standard(s) addressed in the lesson<br>• Shares the Learning Goals and Success Criteria for the lesson<br>• Provides information about evidence gathering strategies already included in the lesson<br>• Identifies questions, challenges, and any specific areas for feedback<br><br>Group listens and takes notes |
| 5 minutes | Clarifying and Probing Questions (Group and Volunteer)<br><br>Group:<br><br>• Asks clarifying questions, which can be answered with factual information (e.g. How long is the lesson? Do the students have independent work outside of class time? What specific instruction happens before this activity?)<br>• 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? What role do students play in this activity?)<br><br>Volunteer answers questions |
| 20 minutes | Planning for Evidence Discussion (Whole Group)<br><br>Group:<br><br>• Analyzes the lesson paying close attention first to the Learning Goals and Success Criteria. Do these need any revision to appropriately guide the lesson design and evidence gathering in the lesson?<br>• Discusses the current evidence gathering strategies included in the lesson<br><br>    o Are the strategies meaningful (aligned, multiple sources, anchored in disciplinary discourse)? |

| Time | Process |
|---|---|
| | o Are there ways in which the strategies can be more fair, accessible, and offer student choice?<br>o What different types of tasks and participant structures are employed in this lesson?<br>o What kind of evidence is gathered at the beginning, middle and end of the lesson? Do these seem aligned to where students are in their learning and to the Learning Goals and Success Criteria?<br><br>• Shares and discusses ideas to improve the current evidence gathering strategies and suggestions for new strategies to consider in this lesson<br><br>Volunteer listens and takes notes |
| 5 minutes | Reflection (Volunteer)<br><br>Volunteer:<br><br>• Shares thoughts about possible revisions to the lesson to improve evidence gathering opportunities<br>• Shares thoughts about additional strategies to engage students<br><br>Group listens |

| Learning Goal | Success Criteria |
|---|---|
| - | - |

| Start of Lesson | Middle of Lesson | End of Lesson |
|---|---|---|
| Evidence Gathering Routine(s): | Evidence Gathering Routine(s): | Evidence Gathering Routine(s): |
| Strategies: | Strategies: | Strategies: |

# Eliciting Meaningful Evidence Reference Sheet

This reference sheet presents some key considerations presented in Parts I and II of Module 4. For more details on any of the information provided below, please consult the Part I and Part II slides and corresponding facilitator guide.

## General Design Considerations

### Alignment

- Gathered evidence must be aligned to the Learning Goals and Success Criteria.
- Only aligned evidence will enable students and teachers to accurately understand how they are progressing toward the learning expectations of the lesson.

### Multiple Sources

- Ask students to show where they are in their learning in different ways and at different points in a lesson.
- Doing so will elicit evidence that gives a broader picture of student thinking.

### Disciplinary Discourse and Practices

- During lesson design, prioritize strategies that engage students deeply in disciplinary discourse.
- Create opportunities to share and build upon thinking rooted in the discipline.

## Fairness and Equity Considerations

### Culturally Responsive

- Bringing culturally responsive teaching into formative assessment practice requires centering each student's full identity as you plan to elicit evidence of their learning.
- Elicit evidence of learning in ways that allows students to tap their cultural strengths, individual curiosities, learning styles and home language knowledge.
- Create opportunities for students to engage in learning and share evidence of their learning in ways that are relevant and value their strengths and experiences.

### Inclusive

- Formative assessment practices are inclusive when all students can access and engage in ways that allow them to demonstrate what they know and can do.
- Plan to design evidence gathering opportunities that ensure that all students are able to fully understand the language, symbols and information with which they are engaging, regardless of prior knowledge, language background, or disability.
- Ensure that all students have access to appropriate scaffolds, accommodations and accessibility resources so that they can be successful in expressing themselves.

### Student Choice

- Provide choice, autonomy, and relevance for students in the design of the range of evidence gathering strategies in each lesson.
- Doing so promotes motivation and engagements and allows students to see themselves as the primary managers of their own learning.

## Evidence Gathering Routines

- Prior knowledge
- Academic dialogue
- Questioning
- Observation and analysis of student work
- Peer- and self-assessment