



# **Teacher Collaboration Activity Facilitator Guide**

*Module 5:  
Interpreting Evidence of Student Learning*

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## Module 5: Interpreting Evidence of Student Learning

### Materials:

- Module 5 Teacher Collaboration Activity PowerPoint presentation
- Planning for Evidence Tune-Up Protocol, available at the end of this guide
- Handouts:
  - Interpreting Evidence of Student Learning Planning Template for Lesson Tune-Up
  - Engaging Students in Peer- and Self-Assessment

### Facilitation Considerations:

Facilitators should review the process agenda, the PowerPoint presentation and all materials in preparation for the Module 5 Teacher Collaboration Activity meeting.

The Module 5 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 for the Lesson Tune-Up activity.

## Suggested Process Agenda

### Facilitator Suggestions:

- This activity is designed to support participants to apply their learning about interpreting evidence of student learning from Module 5 to their own contexts. The specific emphasis for this activity is engaging students to interpret evidence of their own learning and the learning of their peers.
- Unlike the Lesson Tune-Up activities in the previous modules, in which a volunteer shared an upcoming lesson and received feedback through a structured protocol, this activity uses a template to help pairs and small teams analyze and improve an upcoming lesson by focusing on ways to engage students to interpret evidence of their own learning.
- The purpose of this activity is to:
  - Apply learning about engaging students to interpret evidence of their own learning and that of their peers to your own practice
  - Collaboratively build ideas about ways to engage students in interpreting evidence of learning
  - Work together to improve upcoming instruction
- This activity is designed to support pairs and small groups to examine upcoming instruction through the lens of the formative assessment process with a particular emphasis on expanding opportunities for students to interpret evidence of their own learning. Each pair or group will need to have an example of an actual lesson or a summary of upcoming instruction to examine using a planning template to guide and capture their discussion.

### Facilitator Pre-Work:

- 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:
  - **Decide the group structure for the protocol:** This activity was designed with pairs and small groups working together on an upcoming lesson in mind; however, the group structure is flexible and should be determined based on the composition and needs of the participant group. For example:
    - If the group is a grade level team collaborating on upcoming instruction, consider conducting this session as a whole group or have small groups work independently for part of the activity, but ensure there is ample time for idea sharing and synthesis about plans for the upcoming lesson.

- If the group is a large group with mixed grade levels or content areas, consider matching grade level and/or subject area peers and invest most of the time for the activity in the pair or small group work, with the whole-group sharing focused more on larger take-aways about instructional planning as opposed to specific revisions to lessons.
  - In any case, each group will need some representation of an upcoming lesson and will need to be grouped in ways that all participants feel they can contribute ideas to the planning for that lesson.
- **Recruit a volunteer and identify a target lesson to share**: Once the facilitator has determined the group structure, they will have a sense of the anticipated numbers and sizes of groups in their session, and this will allow them to identify how many lessons they will need to have available to share. As a reminder, each group will be looking at a lesson for this activity. The facilitator will need to reach out to participants in advance and prepare them to bring a lesson plan or summary of an upcoming lesson. The parameters for the lessons to be shared are flexible. The only parameter is that they be lessons that participants are comfortable sharing and have room for improvement in terms of engaging students in interpreting evidence of student learning.
- Facilitators will play several key roles in supporting the implementation of the tune-up activity:
  - **Reinforce norms**: Facilitators should ensure that groups work together in ways that are productive, supportive and safe, particularly for the participants who have volunteered to share their work. It can be intimidating to share work and get critical feedback, and the facilitator should work with each 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.
  - **Orient participants to structure, roles and responsibilities**: Facilitators should ensure that all participants understand the goals and outcomes for this activity. This information is detailed in the Lesson Tuning document, which is available at the end of this guide.
  - **Monitor process**: During the activity, the facilitator’s primary role is to monitor the process, watch the time and provide reminders about roles and norms as necessary. The facilitator can step in to support groups in their discussions and planning as necessary.
  - **Encourage thoughtful reflection and discussion**: Facilitators can guide each group to use the planning template to anchor their discussion. Facilitators can also model a productive discussion about planning to engage students in interpreting 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, breakout rooms, 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 the success criteria for the teacher collaboration activity, as presented in the slides.<ul style="list-style-type: none"><li>○ Plan to interpret evidence of student learning throughout a lesson.</li><li>○ Develop specific strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria.</li></ul></li></ul>
5 minutes	<p>Formative Assessment and Interpreting Evidence of Student Learning Refresher</p> <ul style="list-style-type: none"><li>• As needed, provide the refresher on the foundational ideas from Module 4 that will inform this activity using the slides provided.</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 introduce participants to the Lesson Tune-Up planning template.</li><li>• Organize participants into groups and provide instruction about how they will work together to improve the lesson they are focusing on.</li><li>• Pairs and groups can use the template to focus on analysis, discussion and possible revisions to the lesson.</li></ul>
5 minutes	<p>Activity Debrief and Reflection</p> <ul style="list-style-type: none"><li>• Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include:<ul style="list-style-type: none"><li>○ What kinds of revisions do you plan to make to the lesson and why?</li><li>○ What challenges do you anticipate in engaging students in self- and peer-assessment in this lesson?</li><li>○ How do you think your revisions may change student learning in this lesson?</li><li>○ What is one big takeaway for your own practice beyond this specific lesson?</li><li>○ What is at least one thing you will do differently in your practice based on your learning about interpreting self- and peer-assessment?</li></ul></li></ul>

**Total time: 60 minutes**

# Tune-Up Planning Document: Planning to Interpret Evidence of Student Learning

## Purpose:

- Apply learning about engaging students to interpret evidence of their own learning and that of their peers to your own practice
- Collaboratively build ideas about ways to engage students in interpreting evidence of learning
- Work together to improve upcoming instruction

## Time:

- About 40 minutes

## Preparing to Share:

- Prior to the activity, the facilitator should work with participants to ensure that each group in this activity has a lesson to analyze and discuss.
- All lessons shared should be ones that the presenting participants feel comfortable sharing and believe have room for improvement. Lessons do not need to be model lessons.
- Printed 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
5 minutes	Introduction (Facilitator) <ul style="list-style-type: none"> <li>• Introduces the activity</li> <li>• Introduces the planning template</li> <li>• Organizes participants into groups and describes the discussion activity</li> </ul>
5-10 minutes	Participant responsible for the lesson introduces the lesson: <ul style="list-style-type: none"> <li>• Reviews the standard(s) addressed in the lesson</li> <li>• Reviews the Learning Goals and Success Criteria for the lesson</li> <li>• Provides an overview of key learning activities and evidence gathering strategies already included in the lesson</li> <li>• Poses any questions, challenges or any specific areas for feedback, with a focus on how to engage students in interpreting evidence of their learning and that of their peers</li> </ul>
15-20 minutes	Together, the pair or small group, including the participant presenting the lesson, analyzes the lesson using the planning template and documents ideas, potential revisions and considerations about how to improve the lesson in ways that engage students more deeply in interpretation of evidence of their own learning.
5 minutes	Share out  A representative of the group (either the person presenting the lesson or a group reporter) responds to prompts from the facilitator to share potential revisions, reflections and take-aways with the larger group.

## Interpreting Evidence of Student Learning Planning Template for Lesson Tune-Up

Learning Goal	Success Criteria
-	-

Anticipating Routes to Student Understanding	How Will You Know?
<ul style="list-style-type: none"> <li>• What are possible common pre-conceptions, misconceptions and challenges or confusions that might arise for the students in this lesson?</li> <li>• At what point in the lesson are these likely to present themselves?</li> </ul>	<ul style="list-style-type: none"> <li>• What will you look for in your evidence of student learning to identify where students are in their understanding related to the possible pre-conceptions, misconceptions, challenges or confusions you identified?</li> <li>• What questions will help you probe student understanding for evidence of these?</li> </ul>



## Engaging Students in Peer- and Self-Assessment

What evidence of student learning should your students interpret in this lesson?  
What should students be looking for?  
How will looking for this evidence help them move forward in their learning?

What participation structures will support students to engage in self- and peer-assessment during different types of engagement?

- Independent
- Pairs
- Small group
- Whole class

Which task types will support self- and peer-assessment?

- Disciplinary-specific
- Engaging with a work product
- Reflection on learning
- Etc.

What support will students need for self- and/or peer-assessment in this lesson?

- Building a common understanding of quality
- Explicit teaching and modeling
- Tools and strategies to scaffold assessment strategies

How will you give students feedback on their self- and peer-assessment practices?