



# **Teacher Collaboration Activity Facilitator Guide**

*Module 6:  
Acting on Evidence of Student Learning*

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## Module 6: Acting on Evidence of Student Learning

### Materials:

- Module 6 Teacher Collaboration Activity PowerPoint presentation
- Descriptive Feedback Reflection Activity document, 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 6 Teacher Collaboration Activity meeting.

The Module 6 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 descriptive feedback reflection activity.

### Suggested Process Agenda

#### Facilitator Background Information:

- This activity is designed to support participants to apply their learning about interpreting evidence of student learning from Module 6 to their own contexts. The specific emphasis for this activity is reflecting on and planning to improve the practice of providing descriptive feedback to students.

- The purpose of this activity is to:
  - Apply learning about effective feedback to your own practice
  - Reflect and collaboratively build ideas on how to improve the use of effective descriptive feedback in your practice
  - Plan next steps for instruction
  
- This activity takes is composed of three parts:
  - Part I: Individual self-reflection using a rubric
  - Part II: Pair or small group discussion and planning
  - Part III: Whole group share out

#### 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:
  - **Optional:** Review the resource from which this activity was adapted, [Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice](#). Note that the original resource is composed of rubrics for multiple dimensions related to formative assessment. The rubrics were originally developed to support classroom observation but have been adapted here to support self-reflection and planning. Facilitators can consider using the original rubrics to support the peer-observation extension activity.
  - **Decide the group structure for the collaborative discussion and planning:** This activity was designed for pairs and small groups working together to discuss their individual reflections about the current status of descriptive feedback in their practice and share ideas to improve their practice; however, the group structure is very flexible and should be determined based on the composition and needs of the participant group. Possible groups may include:
    - Pairs or triads
    - Small table groups
    - Grade band or level groupings
    - Subject area groupings
  
- During the activity, facilitators should:
  - **Reinforce norms:** Facilitators should ensure that groups work together in ways that are productive, supportive and safe for the participants to reflect honestly on their practice and how they can improve. It can be intimidating to share areas of weakness and facilitators should work with each group to foster a growth mindset and collegial environment. 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 facilitators should watch the time and provide reminders about norms as necessary. Facilitators can step in to support groups in their discussions and planning as necessary.
- **Encourage thoughtful reflection and discussion:** Facilitators can circulate among groups asking questions and providing guidance to support engagement for all participants and to ensure that groups collaborate around planning for next steps.
- In a digital setting, breakout rooms, annotation tools and shared documents (e.g., Google Docs) could be useful for capturing collaborative ideas.

**Table: Agenda**

Time	Agenda
5 minutes	Welcome <ul style="list-style-type: none"> <li>● Review the success criteria for the teacher collaboration activity, as presented in the slides</li> </ul>
5 minutes	Formative Assessment and Feedback Learning Refresher <ul style="list-style-type: none"> <li>● As needed, provide the refresher on the foundational ideas through Module 6 that will inform this activity using the slides provided</li> </ul>
40 minutes	Descriptive Feedback Reflection Activity (more detailed agenda on slide 15) <ul style="list-style-type: none"> <li>● Orient participants to the purpose of the activity, reinforce norms and introduce participants to the activity handout (available at the end of this guide)</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>● Individual reflection</li> <li>● Small group discussion and planning</li> <li>● Whole group share out</li> </ul>
10 minutes	Activity Debrief and Reflection <ul style="list-style-type: none"> <li>● Give participants an opportunity to reflect on the activity and share their thoughts.</li> </ul>

**Total time: 60 minutes**

# Peer-Feedback Reflection Activity

This activity is adapted from [Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice](#).

The original tool is designed for classroom observation and features ten different dimensions of formative assessment. This activity focuses on the descriptive feedback dimension and has been adapted here to support self-reflection and planning.

## Descriptive Feedback

Students should be provided with evidence-based feedback that causes thinking, is linked to the intended instructional outcomes and criteria for success and has the potential to improve the quality of the work. This dimension focuses on the teacher’s role in providing focused feedback to individual students or small groups of students on a specific piece of work. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets, that provides guidance on how to improve work, and that provides time to act on the feedback. This rubric for descriptive feedback is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in writing or orally (e.g., during student-teacher conferences) by the teacher.

## Part I: Reflection on Current Practice

Review the rubric below, reflecting on a recent, representative lesson or unit in your classroom. Consider the indicators under each level of the rubric. Identify which level of the rubric most accurately captures the status of descriptive feedback in your practice and write some specific evidence or examples that support your determination about current status.

**Table: Descriptive Feedback Rubric**

Beginning	Developing	Progressing	Extending
<p>I provide evaluative feedback on a specific piece of work (e.g., a score, grade, or other summative feedback).</p> <p>OR</p> <p>Feedback is usually disconnected to the intended learning goals.</p>	<p>I sometimes provide descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.</p>	<p>I frequently provide descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.</p>	<p>I usually provide descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.</p>
<p>Corrective feedback does the thinking for the students; subsequent student actions consist solely of following directions.</p>	<p>Corrective feedback sometimes does all the thinking for the students; other times it appropriately scaffolds the next steps that students are to take.</p>	<p>Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.</p>	<p>Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.</p>
<p>I do not have a systematic approach for providing feedback to most or all students.</p>	<p>I don't consistently take a systematic approach for providing feedback to most or all students.</p>	<p>I don't consistently take a systematic approach for providing feedback to most or all students.</p>	<p>I have a systematic approach for providing feedback to most or all students.</p>

Beginning	Developing	Progressing	Extending
I don't provide opportunities for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	There is little or no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with limited structures and supports (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with ample structures and supports (e.g., time, feedback structures, etc.) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.

**What level best describes the status of descriptive feedback in your classroom?**

**Please provide some evidence or examples to support the level you selected:**

## Part II: Reflection and Planning

Discuss the following with your group to reflect and plan.

- Based on the evidence or examples you identified above, what are some areas of strength and some areas you'd like to improve in terms of descriptive feedback in your practice?
- What strategies or changes do you think will expand effective descriptive feedback in you practice?
- How and when will you try it out?
- Once you try out your strategies:
  - How will you elicit feedback from students about how things are going?
  - What other information will help inform your next steps?