
FACILITATOR'S GUIDE TO

“Supporting Student Collaboration Within Performance Assessments”

Deeper Learning Module Series

Thank you for exploring the Deeper Learning Module materials! This faculty/instructor guide provides important information & recommendations for integrating the “Supporting Student Collaboration Within Performance Assessments” module into your teacher preparation course(s). We hope this guide will be a useful resource as you implement the Collaboration module materials with teacher candidates!

ACCESSING THE MODULES IN CANVAS

The [module materials](#) are currently being shared as an open education resource (OER) through the Commons section of Canvas Free for Teacher. For technical information, please reference the separate “Technical Guide to Using Canvas” located in the Faculty/Instructor Resource section. Your program IT support may also be able to assist if you have additional questions about how to access this module and share it with your candidates.







PROJECT OVERVIEW

The Stanford Center for Assessment, Learning and Equity (SCALE) created the *Deeper Learning Modules* in collaboration with a national design team of teacher educators and experts in deeper learning, with generous support from the William & Flora Hewlett Foundation. This collection of online modules and applied activities focuses on building teacher candidates' capacity to foster deeper learning for all students. If you have questions about their use, you can contact info@thescalegroup.org.

INFORMATION ABOUT THE MODULES

Flexible implementation design

All modules were designed with structure and flexibility in mind as an open educational resource. Below we explain where the module is flexible and can be adapted or modified to meet your program and context needs, and where the module was designed to remain intact.

-  **All modules were designed** to be flexibly integrated and facilitated by faculty/instructors within an existing course(s) where they are most relevant and/or appropriate.
-  **The sections** of the modules build on each other in a planned sequence and flow.
-  **Sections are meant to be implemented** in the order presented.
While the content of the instructional slide videos cannot be modified, candidates are able to pause, rewind, slow the speed and/or re-watch them in order to focus on particular parts.
-  **The core activities** in each module were designed to provide evidence of each candidate's application of what they learned during the module. Although core activities are generally meant to be used as designed, there may be some parts of the core activity that embed different options or choices.
-  **Modifications can be made** within the sections of the modules in places where you as faculty/instructors feel additional support, scaffolding or content would further contextualize the materials and learning activities for your candidates. Examples might include revising or adding discussion questions within Canvas, modeling strategies shared, or providing additional case studies/videos or subject specific examples.
-  **Note that transcripts have been provided** for all instructional slide videos, which also have the option of turning on captions.

Assignment submission options. The [original SCALE version of the module](#) is available for use on a **view-only** basis. You may share it with candidates in this view-only format, but commenting, assignment submission, and customization features will be turned off.

If you wish to use those **embedded submission or customization features**, we've provided an import/export file in Canvas that you can use to create your own duplicate course shell for the module, specifically for you and your candidates. If you were already using Canvas as the LMS for your broader course, you can also import the module file into that existing shell.

Virtual instruction contexts. These modules were created during a highly unusual time for teacher preparation when in-person instruction was limited. With this in mind, we have designed the module so it can be implemented and facilitated in a virtual format. This means that candidates do not need to meet in person or have direct access to a classroom in order to complete the activities and assignments included in the modules, although it may be helpful.

MODULE OVERVIEW

Module Title: “Supporting Student Collaboration Within Performance Assessments”

Driving question

How can teachers foster deeper learning by making collaboration within performance assessments (PAs) more meaningful & effective for students?

Overall learning goal

Identify ways to support effective collaboration as students work together during PAs to demonstrate and deepen their content understanding



Total estimated time for all online & applied activities: **8-10 hours**

Prior knowledge & skills needed:

- Working understanding of the concept of deeper learning (see general resources below)
- Working understanding of the overall concept of assessing student learning
- General idea of how students might work together in the classroom during collaborative activities

Module Sections

Optional deeper learning resources. There are optional Deeper Learning Resources provided within Canvas as general background information. As instructors, decide how to best use these resources with your candidates. For example, it may be helpful to have candidates review them before beginning the module to develop a shared understanding of Deeper Learning.

Section 1

Identifying How Performance Assessments Deepen Learning Through Student Collaboration

Section 2

Exploring Strategies for Supporting More Effective, Meaningful Student Collaboration

Section 3

Planning to Implement Collaboration Support Strategies During Performance Assessments



Core Activity

Create and share an implementation plan for supporting effective student collaboration with a performance assessment for their content area. Candidates complete this during Section 3; there are also options for extension activities.

Key terms and concepts explored within this module:

- | | |
|---------------------------------------|------------------------|
| ✓ Performance assessment | ✓ Equitable engagement |
| ✓ Instructionally embedded assessment | ✓ Deeper engagement |
| ✓ Effective collaboration | |

Overview Table of this Module.

This table identifies performance outcomes, resources and candidate products for each section of the module. The resources referenced below are all accessible within Canvas.

MODULE SECTION 1

Section 1: Identifying How Performance Assessments Deepen Learning Through Student Collaboration

Learning Goals

1. Identify key characteristics of performance assessment
2. Describe how performance assessments integrate opportunities for effective, meaningful collaboration



Estimated Time: ~3 hours total to view all online content & complete all applied activities in section (see details below)

Resources



Collaboration Exercise template (fillable PDF form)



Notetaking template (fillable PDF form)



Biosphere Performance Assessment Materials

Candidate Products

- Individual & whole class description of the features of effective collaboration
- Observations from a classroom video of students working together
- Informal responses to discussion/reflection questions about collaboration within performance assessment

Considerations for Implementation by Subsection

Section 1A **Section 1A** includes a brief instructional slide video overview of the deeper learning module series & the learning goals/focus for this module (~4 mins. long). You may want to point out to candidates that transcripts have been provided for all instructional videos in the module, and candidates can choose to turn on captions within the video player settings. They can also keep track of where they are in the module by marking each section as done in Canvas before moving onto the next one.



Section 1B **Section 1B** has an additional instructional slide video that explains what instructionally-embedded performance assessment is, how it is used, and how it is designed to incorporate collaboration (~6 mins.). It also asks candidates to watch and reflect on an example classroom video (~8 mins.) of a performance assessment in action (~15 min informal group discussion afterwards). The video is of a middle



school science classroom learning about ecosystems/biospheres, but it has broad applicability and relatively accessible content.

Section 1C **Section 1C** begins with a ~2 min. instructional slide video that frames the concept of effective collaboration.



Collaborative Activity 1 (~30-40 minutes)



- Directions are provided for a collaborative activity where candidates will first individually reflect on their own prior experiences working with others & then connect with partners/groups to identify trends & patterns across their ideas about the specific skills, mindsets, or actions that are crucial to effective collaboration.
- Candidates will need to reference the provided “Collaboration Exercise” template (fillable PDF form)
- Consider how your candidates will complete this activity (e.g., within a virtual platform or in your brick & mortar classroom) and any additional guidance needed. For example, in-person students could share their responses on post-its or chart paper, but if meeting virtually, they will have to use a virtual platform for sharing ideas.
- Group debrief questions that make connections to P-12 application are provided at the end; consider if you want to customize them & how this discussion will be facilitated.

Collaborative Activity 2 (~30 minutes)

- Directions are provided for an additional collaborative activity where candidates will work together to each complete a puzzle that forms a square. You will need to provide them with those puzzle pieces from one of the following sources:
 - [Broken Squares Facilitator Directions/Templates from Stanford](#) (*different options with varied complexity*)
 - [Directions for Making Your Own Squares from Workology](#)
 - [Broken Squares Facilitator Directions/Templates from Leadership Inspirations](#) (*variation where each group has one puzzle and pieces are shared and exchanged between groups*)

We have also provided a link to an online version that can be completed virtually over Zoom without any need for printing, if you are not meeting in person:

- [Zoom version from Sustaining Community](#)
- Candidates will need to reference the provided “Broken Square” directions (fillable PDF form) in order to complete the activity.
- Group debrief questions are provided at the end; consider if you want to customize them & how this discussion will be facilitated.

Section 1D **Section 1D** includes a ~2 min. instructional slide video that provides additional framing about the features of effective collaboration between students. Candidates are then asked to choose at least one additional example video of students working together in the classroom to watch and reflect on (~5-8 mins. each).



- Five different video options are provided that reflect different grade levels & content areas, along with a “Notetaking Template” (fillable PDF form).
 - The provided reflection questions can be answered jigsaw style or all together (~20 mins.)
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Section 1E **Section 1E** starts with a **~2 min.** instructional slide video that connects the concepts of effective collaboration and performance assessment. It returns to the initial Biosphere performance assessment example from the start of the module and illustrates how the teacher guide and student directions (provided as PDFs) were designed to integrate both individual & collaborative opportunities to demonstrate & deepen their learning.



After candidates explore the provided materials (**~20 mins**), they are prompted to watch the video of the Biosphere assessment again (**~8 mins**), so they can focus on how students are working together.



Reflection questions (**~15 mins**) about both the materials & the video are provided that can be customized as desired. Candidates can also submit their responses directly within Canvas if using those assignment submission & discussion forum features. If you are using a view-only version of the module, you may need to direct them to submit their responses elsewhere.



The section ends with a **~3.5 min.** final instructional video that summarizes the learning in this section and bridges to the next section.

Section 1 Candidates will have some choice of which example videos they wish to watch in Section 1D – you could have candidates watch different videos and then share/compare what they noticed.

Optional
Activities



MODULE SECTION 2

Section 2: Exploring Strategies for Supporting More Effective, Meaningful Student Collaboration

Learning Goals

1. Identify ways teachers can strategically support students in becoming effective collaborators.
2. Build a toolkit of strategies, tools, and resources that can be embedded into performance assessments to support effective student collaboration.



Estimated Time: -2 hours total to view all online content & complete all applied activities in section (see details below)

Resources



Collaboration support tools and resources shared by educators as part of “Voices from the Field”

Candidate Products


- Contribution to a collaboratively-compiled “Collaboration Support Toolkit” for candidates to use as a future reference when teaching
- Informal responses to discussion questions and scenarios




Additional collaboration support resource list


Collaboration Support Toolkit template

Considerations for Implementation by Subsection

Section 2A  **Section 2A** begins with an instructional slide video (~7 mins. long) that highlights key types of strategies for supporting students in becoming more effective collaborators. It addresses ways to intentionally plan to support collaboration during activities like performance assessments, including monitoring for equitable engagement and determining what students learned from the experience.

Section 2B **Section 2B** provides the opportunity to hear from “Voices from the Field” about the collaboration support strategies that educators use in their classrooms.

 There are six different options to choose from where educators are sharing their practical insights, strategies, tools, and resources in video or podcast form. These options are each ~10-20 minutes and represent different learning contexts and grade levels. The tools and resources that are mentioned are also linked for candidates to examine (**may take an additional ~10-20 mins.**)

Section 2C  **Individual/Collaborative Activity (~1 hr. 20 mins.)** In the final part of this section, candidates will be asked to consider the tools suggested in the prior section, as well as additional collaboration support tools and strategies. They will pick 1-2 tools to examine further as part of contributing to a collective “Collaboration Support Toolkit” that could help support candidates’ future practice.

- **First, as a warm-up activity** for exploring different ways to support collaboration, students will read a brief practitioner article on concrete suggestions for supporting equitable engagement in group work/role assignment. Then, they will be asked to informally reflect on how they might apply those strategies to an example classroom scenario.
- **Next, candidates will need to locate** the “Collaboration Support Toolkit” template (fillable PDF form) and list of additional potential resources (PDF list). They will complete the template after choosing 1-2 resources to further explore and connect to classroom application.
- **Candidates can submit** their completed template directly within Canvas if using those assignment submission features. If you are using a view-only version of the module, you may need to direct them to submit elsewhere.
- **Questions are provided** to guide candidates as they share & describe their selected resources.

The goal is for each candidate’s contributions to be combined with their peers’ into a collectively curated toolkit of many resources that they can reference – you may need to provide guidance about the best platform for this purpose.

Section 2 Candidates will have some choice of which “Voices From the Field” they wish to learn from in Section 2.1b – you could have candidates watch different videos and then share/compare what they noticed.

Optional
Activities



In Section 2.2, candidates could also decide if they wanted to figure out a way to share their collectively-created “Collaboration Support Toolkit” more widely as a resource for other beginning teachers.

MODULE SECTION 3

Section 3: Planning to Implement Collaboration Support Strategies During Performance Assessments

Learning Goals

1. Identify collaboration support strategies that could enhance implementation of a sample performance assessment (PA)
2. Create & share an implementation plan for supporting collaboration within a selected PA from your content area



Estimated Time: ~2 hours total to view all online content & complete all applied activities in section, plus additional time for optional extension activity (see details below)

Resources



Planning to Support Collaboration templates (Parts 1, 2, & 3)

Bank of performance assessments to choose from

Candidate Products

- Practice implementation plan for supporting more effective collaboration based on example PA
- Implementation plan for supporting the collaborative components of a selected PA within their content area
- Reflections on their plans & the peer feedback they received

Considerations for Implementation by Subsection

Section 3A Includes a brief introductory slide video (~2 mins. long) that explains how candidates can work as adaptive experts to consider how they would enhance support for collaboration within a performance assessment.



Core Activity – Part 1: Candidates are asked to re-visit the Biosphere sample performance assessment from earlier in the module one last time, and complete a plan for further supporting the collaborative components of the task (~30 mins.).



- They will need to reference the provided assessment directions/materials and the template for “*Planning to Support Collaboration – Part 1*” (fillable PDF form).
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- They should also use the “*Collaboration Support Toolkit*” they created in Section 2 as a reference to draw from.

Brief, informal discussion questions are provided as follow-up (~15 mins.).

Section 3B **Section 3B** begins with another brief slide video (~2 mins.) explaining the next steps in the core activity.



Core Activity – Part 2 (~45 minutes) Candidates are asked to select a performance assessment for their specific content area and create an implementation plan for supporting its collaborative components.

- A bank of different performance assessment samples is provided for them to select from, depending on their grade level & content area interests. Note: If they wish to see the full set of materials associated with each sample PA portion, links are provided to SCALE’s Performance Assessment Resource Bank, where those materials are stored. They will need to create a free log-in to access the full set of materials, as desired.
- They will need to locate the “*Planning to Support Collaboration – Part 2*” template (fillable PDF form)
- Again, they should also use the “*Collaboration Support Toolkit*” they created in Section 2 as a reference.
- Candidates can submit their completed plans directly within Canvas if using those assignment submission features. If you are using a view-only version of the module, you may need to direct them to submit elsewhere.

Section 3C **Section 3C** continues the final step of the **Core Activity – Part 3**. Candidates will have with an opportunity to share their plans with their peers and provide each other with feedback (~30 mins.)



- They will need to locate the “*Planning to Support Collaboration – Part 3*” template (fillable PDF form).



- **Reflection questions** are provided that prompt candidates to consider the input they’ve received and future application to P-12 classrooms.

Again, candidates can submit their feedback & reflections directly within Canvas if using those assignment submission & discussion features. If you are using a view-only version of the module, you may need to direct them to share their input elsewhere)

Section 3D This is the final section of the module. It outlines the options for extending candidates’ learning about collaboration within performance assessments. See below under optional activities to determine which learning extensions are most appropriate for your candidates.

Optional
Activities



There are several different options for extended learning after the final core activity. They include:

- Having candidates who have access to P-12 classrooms try out the implementation plan for supporting collaboration within performance assessments that they created earlier in Section 3, and then reflect on how it went.
- Having candidates explore a provided list of supplemental resources on using, adapting, and designing high-quality performance assessments. Additional facilitation will be needed to guide how they apply these resources, depending on your candidate & program context and needs.
- Having candidates work in small groups to engage an adapted Stanford d.school activity to design an “educational escape room” of performance assessment-style

problems and puzzles that students have to work together to solve, using their content knowledge & skills.

- a. Within the module, there are detailed directions & templates for completing each step of this creative design process. It's an opportunity for candidates to try out a unique, experimental approach to having students demonstrate their learning – it doesn't have to be perfectly executed!
- b. You will have to consider supplies needed to create the puzzles (free or low-cost household/classroom supplies) and how candidates can best interact to complete this activity in either a virtual or in-person setting.

Each of these extension activities could take an additional 1-3 hours to complete, depending on how extensively candidates engage in these options.

Section 3 See above for materials and resources provided for optional extension activities.
Supplemental
Materials