



PAWG VALIDATION/MODERATION SESSION

Friday, August 9, 2014

FACILITATOR'S GUIDE

I. OVERVIEW OF THE SESSION

1. **Opening Activity** [10 mins]
Facilitate a short activity such as Color Jacuzzi (see p. 2) or another one that you might prefer during which participants introduce themselves to the group.
2. **Norms**
Use the preliminary norms on p. 3 as a starting point for the session. Invite the group to read the norms and then "turn to your neighbor(s)" to consider any other norm that would help you do your best work today. If there are suggestions use thumbs-up to test whether they are agreeable to the whole group. [5-10 mins]
3. **Facilitate the i-3 Validation Exemplar Review Protocol** [60+ mins]
 - ◆ *See attached protocol.*
 - ◆ *Use the teacher & student work supplied.*
4. **Break** [15 mins]
5. **Facilitate the Moderation Protocol** [45-60 mins]
 - ◆ *See attached protocol.*
 - ◆ *Use the teacher & student work supplied.*
6. **Break** [10 mins]
7. **Closing Activities (see attached)** [20-25 mins]
 - ◆ *Journaling & Sharing*
 - ◆ *Driving & Restraining Forces*



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II. OPENING ACTIVITIES

Color Jacuzzi:

The object of this small group exercise is to get the group to quickly meet the other members. Cut the sheet into strips—one for each color. Distribute them face down to members. In rounds each participant gives his/her name and school and then reads the chosen color and responds to the prompt.

Red: Typically is the stop/turn-off color. Tell us one thing (that you can disclose in public) that is really a turn off for you.

Orange: is the motivation color. What motivates you to continue in this work?

Yellow: is the inspiration or creativity color. What was the best idea you've ever (or recently) had?

Green: is the money color. What is the dumbest or smartest thing you have ever done with money?

Blue: is the sky's the limit color. What is your favorite fantasy about your future?



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Indigo: is an odd, or different color. What is the most daring thing you have ever done?

Purple: is the color of royalty. If you were ruler of the universe for a day what is the first thing you would do?

III. NORMS

Norms

[5-10 mins]

Begin with the preliminary norms listed below (adapted from the QPA model) which should be posted in the room. Ask the group members to look at them carefully. Then ask, "In addition to these norms what else do you need from your colleagues in this room to do your best work today?" Do a "think/pair/share" activity to allow groups of two or three to respond to the question. If members suggest additional norms add them to the list if the group gives the idea a "thumbs-up."

- ◆ **Honor our learning and be respectful of the work of the teacher and the student.**
- ◆ **Keep the conversation constructive; avoid judgmental language.**
- ◆ **Trust the process. Follow the steps in the protocol and the time boundaries. Be appreciative of the facilitator's role.**
- ◆ **Keep feedback crisp and to the point.**
- ◆ **Spend quality time on the debrief.**



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IV. MODERATION

<p>MODERATION PROTOCOL (Adapted from the QPA model)</p>

Purpose

To calibrate our scoring of student work as we explore the instructional implications of this package of teacher's prompt or task, student work and rubric.

Materials & Time Frame

Each participant receives a packet containing an assigned task or prompt, exemplars of student work and the scoring rubric used by the instructor. The packet also contains an unscored rubric or score sheet we will calibrate. The entire exercise will take 45 to 60 minutes.

Process

1. The facilitator reviews the norms and walks the group through the moderation process as outlined in the protocol.
[3-4 mins]
2. In silence the participants examine the prompt/assigned task, the student work, the rubric and the score sheet.
[4-5 mins]
3. The group asks clarifying questions about the materials and process. [3-4 mins]
4. Working in silence the participants independently read and score the student work. They record their scores on the score sheet, making notes to justify their scores.
[10 minutes]
5. The facilitator invites each member to share their scores for each of the rubric categories and records them on the group score sheet. Members **do not** offer explanations for their scores at this time.
[6-8 minutes]



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6. The facilitator invites the group to consider where the differences in the scores occurred and why people scored differently for each rubric area. Give special attention to the highest and lowest scores.
[10-12 mins]
7. Debrief the activity by discussing each of the questions below:
 - What did we notice about scoring the student work and rubric?
 - What might be the next steps for supporting the work of this student?
 - How might the teacher improve the assigned task, prompt and instructions?
 - How might we modify the rubric?
 - What are the implications for our practice as teachers?
8. Thank the participants for their work.



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V. VALIDATION PROTOCOL

I-3 Network Exemplar Review Protocol: VALIDATION

For use at the NETWORK SUMMER INSTITUTE 2014 to validate teacher work submitted for publication.

We will use this protocol to analyze submitted work in terms of alignment and fairness against a network level articulated standard. Approved work will be published as a model on the network website. Additionally the will provide presenters with focused, detailed feedback on their work.

Time: 60- minutes

Steps

- 1. Facilitator sets the stage (5 minutes)**
 - Review the task and protocol
- 2. Clarifying Questions (5 minutes)**
 - Clarifying questions are matters of fact.
- 3. Examination of the Task / Assessment (15 minutes)**
 - Participants read the task / assessment, taking notes on the materials.
 - Additional clarifying questions are asked and answered as needed.
 - Participants complete the validation checklist individually.
 - Participants prepare feedback individually by making written notes.

Validation Checklist

Participants consider to what extent the task / assessment instrument is aligned with an articulated state level standard.

A. Alignment. The task, assignment or assessment is aligned to...

Yes No Partially



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- ... Specific content standards (or intended parts of content standards).
- ... 21st century skills by including multiple modalities (if appropriate).

B. Identify and check levels of Depth of Knowledge [DOK]

Yes No Partially

- DOK 1:** Includes recall; memorization; simple understanding of a word or phrase
- DOK 2:** Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction.
- DOK 3:** Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.
- DOK 4:** Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

C. Quality of Task Design. The task, assignment or assessment...

Yes No Partially

- ... Focuses on what is intended to be demonstrated—will elicit what the student knows and can do related to the chosen standards and benchmarks.

D. Clarity and Focus. The task, assignment or assessment...

Yes No Partially

- ... Addresses an essential issue, big idea, or key concept or skill of the unit/course.
- ... Is linked to ongoing instruction (within a unit of study/course).
- ... Clearly indicates what the student is being asked to do.
- ... Includes what will be assessed individually by the student (even if it is a group task).

E. Student Engagement. The task, assignment or assessment...

Yes No Partially

- ... Provides for ownership and decision-making, requiring the student to be actively engaged.



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- ... Focuses on significant content and addresses authentic problems and issues from the world outside the classroom.

F. Fairness.

Yes No Partially

- The task, assignment or assessment is fair and unbiased in language and design.

The rubric or scoring guide is clear.

Material is familiar to students from identifiable cultural, gender, linguistic, and other groups.

The task is free of stereotypes.

All students have access to resources (e.g., Internet, calculators, spell check, etc.)

Assessment conditions are the same for all students.

The task can be reasonably completed under the specified conditions.

The task, assignment or assessment allows for accommodations for students with IEPs/504 plans.

G. Adherence to Principles of Universal Design

Yes No Partially

Instructions are free of wordiness and irrelevant information.

Instructions are free of unusual words students may not understand.

Format/layout conveys focus of expected tasks and products.

Format clearly indicates what actual questions and prompts are.

Questions are marked with graphic cues (bullets, numbers, etc.).

Design is consistent throughout

H. Criteria and Levels.

Yes No Partially

... Rubric(s) or scoring guide(s) assess all intended parts of content standards.

5. Validation Review (10 minutes)

Participants share each section of the validation checklist, discuss differences in scoring and reach consensus on the task/ assessment.

6. Feedback (10minutes)

Participants compile feedback notes and questions to be given to the presenting teacher.

It is helpful to begin with "warm feedback" (what seems in alignment) and then move to "cool feedback" (wonderings and probing questions).



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7. **Exemplar Confirmation (10 minutes).** The group considers the reviewed work and decides if the submitted work meets the standard for a Network exemplar for publication on the Network Website. They decide if the submitted work:
 - **Meets the standard**
 - **Meets the standard with minor adjustments/ revision**
 - **Needs revision and requests the materials be resubmitted**

8. **Debrief (5 minutes).** The facilitator leads a debrief. The group then discusses how the protocol may have affected their own practice and its usefulness as a tool for developing fair and effective assignments and assessments.



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VI. Closing Activities

1. **Journaling.** Invite the participants to take a few minutes to consider what they are taking away from this Validation/Moderation session. Below is a possible form to use for writing a few sentences or a paragraph and then sharing a thought with the group.

REFLECTIONS

- ❖ Take a few minutes to think about **your own** work in today's session.
- ❖ Choose **one** of the categories below. Reflect on it and write your thoughts...
 - ◆ **Learnings** ... Did you learn something that is now "yours," that will take away from this meeting?
 - ◆ **Markers for future work**...Did you discover something you want to investigate or work on further?
 - ◆ **Surprises**...What surprised you about *your own* work?
 - ◆ **Satisfactions**...Were you pleased by something *you* did or learned today?



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2. Driving & Restraining Forces. Review the agenda and check off the parts that were completed. Ask the participants to identify the driving forces in the room that allowed the group to do the work it accomplished; and, the restraining forces that held it back from accomplishing more or deepening the work.

TODAY'S AGENDA:

1. *Opening Activity*
2. *Norming Activity*
3. *Validation Exemplar Review Protocol*
4. *Moderation Protocol*
5. *Closing Activities*



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DRIVING FORCES (+)

RESTRAINING FORCES (Δ)
