

Facilitation Cards

STEP 1 — Chart the Data

Chair's goal: Get the team to notice before interpreting.

Ask:

- ☐ "What do you notice in the evidence?"
- ☐ "Where are our strongest results?"
- ☐ "Where are the most significant gaps?"
- ☐ "Which assessment items produced the strongest performance?"
- ☐ "Which items created difficulty across multiple classrooms?"
- ☐ "Where do we see variation between classes?"
- ☐ "What does the student work show that the numbers don't?"
- ☐ "Are there students whose results surprise us?"
- ☐ "Before we explain the results, what can we say with certainty from the evidence?"

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STEP 2 — Set SMART Goals

Chair's goal: Move from current performance to an attainable short-cycle target.

Ask:

- ☐ "Given this baseline, what would meaningful growth look like?"
- ☐ "How many students could reasonably move to the next proficiency level?"
- ☐ "What would success look like by the post-assessment?"
- ☐ "Is our goal ambitious enough to require us to change something instructionally?"
- ☐ "What is our **student goal**?"
- ☐ "What is our corresponding **teacher goal**?"
- ☐ "What will we need to do differently to achieve this goal?"
- ☐ "How will students know what they are working toward?"

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STEP 3 — Baseline Evidence Statements

Chair's goal: This is where the meeting gets intellectually interesting. Slow down here.

Ask:

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| ☐ "What did students learn?" | ☐ "Where do we see unusually strong results?" |
| ☐ "What have they not learned yet?" | ☐ "What might that teacher have done instructionally that the rest of us could learn from?" |
| ☐ "Which concepts or skills appear secure?" | ☐ "Is this primarily a student issue, an assessment issue, a clarity issue, or an instructional issue?" |
| ☐ "Where are the misconceptions?" | ☐ "What evidence supports that conclusion?" |
| ☐ "What patterns do we see across classrooms?" | ☐ "What are we assuming that the evidence doesn't actually tell us?" |
| ☐ "Who did we teach effectively?" | |
| ☐ "Who did we not reach effectively yet?" | |
| ☐ "What might explain the difference?" | |
| ☐ "What instructional practices preceded these results?" | |

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STEP 4 — Select Instructional Strategies

Chair's goal: Turn analysis into collective action.

Ask:

- ☐ "Based specifically on the gap we identified, what instructional response makes the most sense?"
- ☐ "Why this strategy?"
- ☐ "What evidence suggests it addresses the problem we identified?"
- ☐ "Has anyone on this team already had success teaching this concept?"
- ☐ "What exactly did you do?"
- ☐ "Could we agree to try one or two common practices?"
- ☐ "What should we stop doing because it isn't producing sufficient impact?"
- ☐ "What will this strategy look like in Algebra? Biology? English? U.S. History?"
- ☐ "What will students be doing differently?"
- ☐ "How will we know *during instruction* whether it is working?"
- ☐ "Which students will require additional support?"
- ☐ "Which students are already proficient and need acceleration?"