Figure 5.1: Protocol for Clarifying Learning Targets With Students

Activity	Evidence Produced	Team-Based Learning From the Collective Artifacts and Evidence

1. Break learners up into pairs, and have them unpack the language of a target and write it in their own words.
 	
2. Merge two pairs to create a group of four. Have the new group compare the two pairs' answers, agree on key terms, and confirm accuracy. Then have students rewrite the target (if necessary) in order to combine their answers into a single statement, and then create an example of what the target might look like in action. Have teams brainstorm what evidence would suggest they understand or could do the work of the learning target.
 	
3. Merge two groups of four to create a new group of eight. Have them review the target language from both groups and revise or blend their language as necessary. Ask them to share their two examples of what that target might look like in action, and to create one or two test-like questions or tasks that a teacher might use to gather evidence. They should be ready to share with the entire class.
 	
4. Engage the groups of eight in sharing their final products with the whole class. Use the share out process to clarify any misunderstandings and redirect as necessary.
	• Variations of the targets (from different teams) in student-friendly language
	• Early ideas of what students believe the targets might look like in action
	• Questions or tasks students anticipate that teachers might ask them to answer or do in order to demonstrate mastery of the learning target
		• Review the materials produced in the various classrooms. Check for accuracy and consistency (from team to team and from room to room).
		• Ask the following questions.
		  ○ "Do the learners understand the learning targets?"
		  ○ "What misconceptions or misunderstandings might already require more clarity during our instruction?"
		  ○ "Did any questions or tasks emerge that we could actually employ in our various classrooms?"
		  ○ "Could teachers use any of the resulting materials as artifacts to trade for continued conversation?" (For example, teacher A takes teacher B's anonymous examples back to his or her room to re-engage learners in the discussion if there were points that required further clarity.)