

Different Perspectives, Different Interpretations

A Team Activity for Strengthening Evidence Sense-Making

Activity Directions

Review the examples below and select three that your group would like to focus on.

For each example, consider how the evidence might be interpreted from multiple perspectives, including:

- 1 Teacher
- 2 Content or Curriculum Leader
- 3 School or District Leader
- 4 Instructional Materials Administrator

You may assign each person in the group a different role, or you may work together to consider each perspective. After discussing the different interpretations, use the three guiding questions to frame your conversation.

- ▶ What does this evidence tell you?
- ▶ What might someone else reasonably conclude from the same evidence?
- ▶ What additional evidence would you want before drawing a conclusion?

Your discussion should help identify where perspectives differ, what may be shaping those differences, and what guardrails your team can develop to support more consistent sense-making of the evidence.

Examples

- 1 **Evaluation Scores:** Material A receives an average score of 4.2 out of 5 for instructional quality, but individual reviewer scores range from 2.8 to 4.9.
- 2 **Reviewer Comments:** Several reviewers say, “The lessons require significant teacher facilitation to get students to the grade-level mathematics.”
- 3 **Student Response:** Teachers report that students struggled during the first lesson but became more engaged as the lesson progressed.
- 4 **Assessment Alignment:** Reviewers find that assessments strongly align to grade-level benchmarks, but several teachers believe that the assessments are significantly harder than their current assessments.
- 5 **Supports for Diverse Learners:** The materials contain extensive ELL and ESE support resources, but reviewers report that teachers must actively select and incorporate them into lessons.
- 6 **Reviewer Disagreement:** Math specialists rate Material B highly for mathematical coherence, while classroom teachers rate it lower for usability.
- 7 **Teacher Survey:** 72% of teachers say they would feel comfortable using Material C next year.