



Module 7

Moving Forward with Formative Assessment

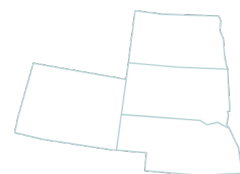
A Formative Assessment Program Created by
The Assessment & Accountability Comprehensive Center
and The North Central Comprehensive Center at McREL

Facilitator's Guide



Assessment and Accountability
Comprehensive Center

AACC • A WestEd and CRESST partnership



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Module 7

Moving Forward with Formative Assessment

Overview of Module 7

This module is the last in a series of seven modules in the Formative Assessment Program. Participants will reflect on their understanding of the process of formative assessment in a variety of ways, learn about two teachers' formative assessment journey, and develop a plan for moving forward with formative assessment. Participants will learn through a series of lessons, engage in processing activities to deepen their understandings, consolidate their learning by applying new ideas and understandings about formative assessment in their own context, and develop a plan for moving forward with formative assessment.

Module 7 Learning Goals

1. Understand their own mental model of the process of formative assessment
2. Understand their own current status in relation to formative assessment implementation
3. Understand the next steps in their own formative assessment implementation

Module 7 Success Criteria

Participants can:

1. Articulate a mental model of the process of formative assessment
2. Reflect upon and examine their current status of formative assessment implementation
3. Develop metacognitive skills to self-regulate learning
4. Develop a plan for next steps in implementing formative assessment in their own context

Main Message for Module 7

A working, evolving mental model of the process of formative assessment is essential to effective formative assessment implementation. Participants need to have an image in mind of what the entire process looks like in action. Previous modules have focused on specific components of the process. In this module, participants focus on bringing together the various components of formative assessment and understanding it as a dynamic, on-going process integral to effective teaching and learning. Hearing about other teachers' formative assessment journey will allow participants to reflect on their own journey, identify progress in their knowledge and practice, and identify important next steps for moving forward.

At a Glance

Presenting the Workshop

Check When Complete	Lessons	Materials and Handouts
	Introduction to Module 7	PPT Introduction 7
	Lesson 1 What Is Formative Assessment? 60 minutes	
	Lesson 7.1	PPT 7.1
	Turn & Talk: Summarize and Describe Formative Assessment	Discussion questions on PPT
	Formative Assessment in Action Video Viewing Guide: Use <i>Handout 7.1.1</i> to guide your thinking as you watch four video clips of high school math teacher Ms. Roberson. Then share your ideas with a partner.	Handout 7.1.1 Discussion questions on PPT
	Your Turn: Review and revise your Turn & Talk notes and <i>Handout 7.1.1</i> . Use these to create an “Elevator Pitch.”	Handout 7.1.1 Elevator Pitch PPT slide directions
	Try It Out: “Elevator Pitch”	Elevator Pitch PPT slide directions
	Lesson 2 Formative Assessment: Two Teachers’ Journey 75 – 90 minutes	
	Lesson 7.2	PPT 7.2
	Two Teachers’ Journey: Olivia Lozano and Gabriela Cardenas share their stories.	Handout 7.2.1
	Your Turn: Processing Gabriela and Olivia’s Stories	Discussion questions on PPT
	Try It Out: Sharing Gabriela and Olivia’s Stories	PPT slide directions
	Lesson 3 Formative Assessment: Reflection Protocol 75 – 90 minutes	
	Lesson 7.3	PPT 7.3

	Turn & Talk: What is Reflection?	Discussion question on PPT
	Your Turn: Reflection Protocol: Formative Assessment Implementation	Handout 7.3.1 Handout 7.3.2 PPT slide directions
	Try It Out: Preparation for the Showcase	Elevator Pitch Handout 7.3.2 Handout 7.3.3
	Lesson 4 Formative Assessment Showcase 75 – 90 minutes	
	Lesson 7.4	PPT 7.4
	Turn & Talk: Processing the Showcase	Discussion questions on PPT
	Your Turn: Reflection – A Critical Look	Handout 7.4.1
	Try It Out: Evidence Gathering	PPT slide directions
	Lesson 5 Now What: Developing a Plan 60 – 75 minutes	
	Lesson 7.5	PPT 7.5
	Decision-Making Matrix: This tool can help you determine how formative assessment fits into the bigger picture.	Handout 7.5.1
	Formative Assessment Planning: Gather materials from this module and prepare to draft an action plan.	Showcase notes Handout 7.3.2 Handout 7.4.1 Handout 7.5.1
	Teacher Learning Community (TLC) Reflection: Reflect on the structure and benefits of TLCs.	Handout 7.5.2
	Formative Assessment Professional Improvement Plan (PIP): This plan will frame your formative assessment journey over the upcoming year.	Handout 7.5.3
	Approximate Total Time: 6 hours	

Background Information

As we have seen throughout the modules in this professional development program, formative assessment is a set of practices that have been shown to improve student learning. These practices include:

- communicating learning goals and success criteria to students,
- eliciting evidence of learning,
- making instructional adjustments and providing feedback in response to evidence, and
- student involvement in the process through peer and self-assessment.

For some teachers this will require making refinements to what they are already doing in their classrooms, while for others it will require making considerable changes. Developing formative assessment practices so that they are seamlessly integrated into teaching and learning takes time, commitment, and patience *on the part of both administrators and teachers*. As you will learn from the stories of two teachers presented in this module, no matter where teachers are in their implementation of formative assessment, they will benefit from personal reflection on their practice, and from school leader and peer group support.

Teacher Learning Communities

Throughout each module, the idea of school-based Teacher Learning Communities (TLCs), where groups of teachers come together on a regular basis to discuss their work, has been emphasized as a means to provide the professional support that teachers need to advance their formative assessment practice.

Research on professional development, recently summarized by Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), indicates that effective professional development should:

- be intensive, ongoing, and connected to practice (p. 9);
- focus on student learning and address the teaching of specific curriculum content (p.10); and
- build strong working relationships among teachers (p.11).

TLCs meet all of these research-based professional development criteria: they provide opportunities for teachers to learn in intensive and ongoing ways; they can be focused on student learning and make direct connections to the everyday work of teachers; and they support the development of strong working relationships among teachers.

A TLC should be structured to enable teachers to engage in ongoing cycles of learn-practice-reflect-revise, all important processes for supporting professional learning and practice (ETS, 2009; Thompson & William, 2008). During TLC meetings, teachers learn about formative assessment and reflect on their practice; between meetings, teachers have the opportunity to apply what they have learned. Subsequent meetings, when structured appropriately, allow teachers to share recent practice, reflect on that practice, and solicit feedback from peers. Teachers can then, if needed, revise their implementation plans and continue to practice outside of the meeting time.

The TLC provides a way for teachers to use knowledge management techniques to shape their future work. A 2004 report from the Organisation for Economic Co-operation and Development (OECD) on knowledge and innovation explains how this works:

Knowledge-based activities emerge when people, supported by information and communication technologies, interact in concerted efforts to co-produce (i.e., create and exchange) new knowledge. Typically, this involves three main elements: a significant number of a community's members combine to produce and reproduce new knowledge (diffuse sources of innovation); the community creates a 'public' space for exchanging and circulating the knowledge; new information and communication technologies are intensively used to codify and transmit the new knowledge. (OECD, 2004, p. 20)

It may take several years for teachers' knowledge and practice to be codified – that is, become part of the fabric of their classroom work and the school's approach to teaching and learning. Maintaining an organizational focus on creating and exchanging new knowledge and practice over an extended period of time is essential in order for teachers to acquire the knowledge and skills to implement formative assessment effectively in their classrooms.

The need for extended time is underscored by the National Staff Development Council's (NSDC) report on Professional Learning (Darling-Hammond et al., 2009), which makes it clear that a significant amount of time is essential to develop new knowledge and skills. Even when professional development programs are sustained over six to twelve months, those with between five and 14 total contact hours showed no statistically significant impact on student learning. To achieve statistical significance there needed to be at least 30 hours of total professional development. Considering that most schools operate on a ten-month school year, this means that a minimum of three hours per month need to be devoted to TLCs (Wylie & Heritage, 2010). School leaders will need to ensure that sufficient, regularly scheduled, focused work time is made available for the TLC.

School Leader Support

School leaders play an essential role in creating the conditions that allow teachers to make significant, sustained changes in teaching and assessment (OECD, 2006). The two teachers you will hear from in this module make very clear the critical role their school leadership played in the development of their formative assessment practice.

One aspect of this role is to prioritize TLC meeting times within the school schedule. This involves not allowing issues of low priority to distract teachers from their main work and removing any existing obstacles that force teachers to use allotted TLC time in different ways. School leaders must also make strategic decisions about the allocation of resources to support the TLCs. For example, if teachers want to purchase materials for the TLC or need a substitute to cover their classes in order to observe each other in classrooms, funds for this should be available. Above all, leaders should work to establish an atmosphere of risk-taking. When teachers adopt the learn-practice-reflect-revise cycle

for the TLC, they are sure to make mistakes as they practice new instructional techniques. *Just as students need to feel safe to make and learn from mistakes, so too do teachers.*

Peer Support and Observation

The support of peers is essential when teachers are making fundamental changes to their practice (OECD, 2006). Peer support is available through the TLC when teachers engage in the learn-practice-reflect-revise cycle. Peers provide feedback to each other on their reflections about what they have tried out in the classroom between meetings, ways in which the practice could be improved, and suggestions for next steps.

In addition, peer observation of classroom practice and subsequent feedback can be a very valuable source of support, a point emphasized by the teachers you will hear from in this module. Included in the module materials is a reflection protocol that can be used by individual teachers to reflect on their own practice and make plans about next steps, and by peers when they observe each other's classrooms and provide feedback. Supportive relationships are fostered through the TLCs and through the atmosphere and culture that school leaders nurture.

References:

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009, February). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX: NSDC.

ETS (2009). TLC Leader Handbook. Educational Testing Service. Portland, Oregon.
Wylie, E., C. & Heritage, M. (2010). Professional learning communities to support formative assessment in the classroom. In M. Heritage, Formative assessment: Making it happen in the classroom. Thousand Oaks, CA: Corwin Press.

Fixsen, D. (2012). *State implementation and scaling-up of evidence-based practices*. Leveraging Resources Conference 2012 Proceedings. Retrieved from <http://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/resources/SISEP-LeveragingConference-Morning-03-19-2012.pdf>

Lasley, T. J. (1992). Promoting teacher reflection. *Journal of Staff Development*, (13)1, 24-29.

OECD (2004), Innovation in the knowledge economy: Implications for education and learning. Paris, France: OECD.

OECD (2006), Education policy analysis: Focus on higher education. Paris, France: OECD.

Thompson, M., & Wiliam, D. (2008). Tight but loose: A conceptual framework for scaling up school reforms. In E.C. Wylie (Ed.), Tight but loose: Scaling up teacher professional development in diverse contexts. (ETS Research Rep. No. RR-08-29). Princeton, NJ: ETS.

Additional Reading:

DiRanna, K., Osmundson, E., Topps, J., Barakso, L., Gearhart, M., Cerwin, K., Carnahan, D., & Strang, C. (2010). *Assessment-centered teaching: A reflective practice*. Thousand Oaks, CA: Corwin Press.

Shepard, L. A., Hammerness, K., Darling-Hammond, L., Rust, F., Snowden, J.B., Gordon, E., et al. (2005). Assessment. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teacher should learn and be able to do* (pp. 275-326). Indianapolis, IN: Jossey-Bass.

Wylie, E. C., & Ciofalo, J. F. (2008). Supporting teachers' use of individual diagnostic items. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/content.asp?contentid=15363>

Wylie, E. C., & Lyon, C. (2009). What schools and districts need to know to support teachers' use of formative assessment. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=15734>

Essential Planning and Set Up

This section of the guide is provided to assist you in preparing to facilitate the learning sessions with your group. We know that the person selected to facilitate each team varies in background, skill and understand of formative assessment, and have designed the information with the following assumptions. We assume that the facilitator:

- Will clearly communicate the expectations to the participants
- Has general content knowledge about formative assessment
- Has general content knowledge appropriate to the grade levels taught by participants in the learning team
- Understands adult learning practices
- Includes all participants in the lesson delivery and activities
- Will clearly communicate schedules, logistics, what to bring to meetings, time commitment, and all other necessary information to participants
- Will follow up with individuals to help each participant grow in knowledge and skill, and meet their personal growth goals

Essential Planning

Before the meeting:

- Read this Module 7: Putting It All Together Facilitator's Guide in its entirety and become familiar with the content and activities.

- Complete the background reading about reflection and professional growth as suggested in the previous section.
- Run through each lesson and activity yourself before presenting it to others.
 - Watch the four video clips of high school math teacher Ms. Roberson and work through Handout 7.1.1 to record how this teacher uses the process of formative assessment.
 - Create your own 1-2 minute “elevator pitch” or summary of formative assessment.
 - Review the script and audio file for Two Teachers’ Formative Assessment Journey (Handout 7.2.1). Can you tell the story of your own journey?
 - Be prepared with a plan for the Showcase experience. Think through all the details of timelines, structure and agenda for the Showcase, time allotted to each participant, recording forms, and how to debrief the Showcase experience.
 - You may wish to complete the matrix from Handout 7.5.1 ahead of time with suggestions on how formative assessment aligns with other initiatives at your school site.
 - Carefully review all the handouts needed for self-reflection and the development of the Professional Improvement Plan (PIP) in Lesson 5.
- Establish and communicate the meeting times and place with participants.
- Determine how you would like the group to use the online handouts – digitally with laptops or with printed copies of the PowerPoint and handouts that you provide. Is the expectation that participants print the PowerPoint and handouts themselves?

On the day of the meeting:

- Prepare the room. Ensure that the room is comfortable and that computer speakers and a working Internet connection are available to present the online module content.
- Provide refreshments or ask participants to bring their own drinks and/or snacks so they can concentrate, especially if the meetings are held after a school day.
- Keep to the time schedule.
- Be certain to include every participant in the group discussions.
- Establish ground rules or working norms for meetings and discuss them with participants.

Sample norms might include:

- Listen for understanding
- Engage in the work
- Allow all voices to be heard
- Focus on solutions
- Assume positive intent
- Challenge ideas, not people
- Respect perspectives of others

“The absolute bottom line in coaching is organization and preparing for practice.”

-Bill Walsh

-Quote found on

<http://www.quotationcollection.com/>

Showcase preparation:

The showcase allows participants to present samples of their work and student work, along with a chance to share some of their reflections on formative assessment. Before you hold the Showcase, discuss logistics for the event with participants. Use Handouts 7.2.1 and 7.2.2 to model how to prepare and deliver a showcase presentation so each participant knows what they are expected to share. Explain that the purpose of the showcase – beyond self-reflection – is to share ideas in ways that make them useful to others and that demonstrate the positive impact of the formative assessment process on teaching, learning, and motivation. One important aspect is to celebrate and honor each participant's growth and learning.

You may wish to use a simple *Showcase Observation Form* (sample below) for participants to record what they learn from each presentation and list any ideas they will try to incorporate in their own classroom.

<p>Presenter: _____</p> <p>From this presentation, I learned:</p> <p>One idea from this presentation that I could try is:</p>
--

After the meeting:

- Encourage participants to reflect on how much they have learned during the professional development series, the strategies they currently, and new strategies they want to try in their own classrooms. The Showcase experience provides time for group discussion and sharing about formative assessment growth.
- Engage in some reflective dialogue exercises with participants to get their feedback for you as a facilitator. Ask them how you can continuously improve the workshop and your facilitation skills, and make notes for future meetings or groups you might facilitate.
- After completing Module 7, review the entire module using the Key Messages and the Check Your Learning slide information.

Advice for Facilitators

- Send the agenda to all team members prior to the meeting date.
- Establish and review the learning team's ground rules, the participant expectations for each session, and how you plan to communicate between sessions.

- If participants are bringing laptops, be certain to have tables, chairs, and power strips to plug in cords.
- Encourage your participants to do a “dress rehearsal” of their showcase talk so they can make their important points in the time allotted.
- Establish partners for lesson pairing, sharing, and collaborating in discussions. These partners may remain the same or team members may switch partners as you complete each module.
- Use formative assessment strategies with your participants whenever appropriate.

Ten Formative Assessment Strategies to Try

1. Clarify the learning goals and success criteria at the beginning of each collaborative learning team meeting. Post them on the wall. At the end of the meeting, go back to the success criteria and check off the learning goals and success criteria reached.
2. End lessons with a 5-minute “Turn to Your Neighbor” time to recap and discuss key messages from the lesson.
3. Give everyone in the learning team an index card with a different question relating to the meeting’s topic. Ask participants to respond to the question throughout the meeting and share out at the end.
4. Provide participants with statements related to the module content and ask them if they agree or disagree with them prior to beginning the lesson or before moving on to a new lesson. Allow discussion about these ideas. This will help you identify misconceptions to address as facilitator.
5. Let participants develop some activities and guiding questions to ask each other during and after the meetings related to the learning goals and success criteria identified for the module.
6. Use a feedback protocol such as “2 Stars and a Wish” that allows partners or teams to provide feedback to each other. Stars are strengths and wishes are areas in which improvement is suggested. Ask participants to be specific on both the stars and wishes and connect them to the learning goals and success criteria for the lesson.
7. Ask participants to write “Minute Papers” to end a lesson. Minute Papers are generally written on half sheets of paper or index cards. Allow participants to write one or two important concepts from the day’s lesson. The purpose is merely to provide a chance to self-reflect on one or more important understandings gained from a lesson or a module.
8. Use the following questions to guide participants in a self-reflection:
 - What do I currently know or think I know about this topic?
 - Why is it important for me to know about this?
 - What questions do I have about this topic?
 - What do I expect to learn by studying this topic?
 - How can I find more information on this topic?
 - What do the experts say?
 - Has this made a difference in my learning?
 - How will I use what I have learned?
 - Will this make a difference in my students’ learning?
9. Ask participants to write in a learning log or journal on a regular basis. Participants can indicate what they tried each day, what frustrations or barriers they are experiencing, what

they plan to do next, and what questions they have about formative assessment. Have participants bring their logs to meetings and share entries with the team or a partner.

10. Ask participants to engage in an observation and reflective dialogue with another team member. Ask them to invite another team member into their classroom for a peer observation of one learning goal from the module. Set up a time for the observer to provide descriptive feedback. The participants should use the success criteria for the module to provide descriptive feedback to each other. If face-to-face peer observations aren't possible, video a lesson where you are using formative assessment practices. Bring the video to a team meeting and ask for descriptive feedback on the practice.

Implementation, Intersession and Feedback Advice

Implementation Advice

The purpose of this module is to engage participants in reflective practices that guide them through a review of their formative assessment journey. This module will synthesize the learning from Modules 1-6 and help participants build and clarify their mental model of formative assessment. Remind participants that their mental model of the process of formative assessment should include the components featured in the previous modules, but that mental models will vary from person to person, depending on context, personality, experience, style, etc.

The last module ended with a focus on classroom environments that incorporate peer and self-assessment opportunities for students. Recall with participants that building a positive classroom climate is essential to support ongoing feedback among students and with the teacher. Allow participants to reconnect with the learning in the previous module by sharing examples of actions they tried in their classroom related to peer and self-assessment. As with each new module, starting with a review of the intersession work will act as an anticipation guide for the new module and will emphasize the importance of practical application when acquiring new instructional practices. Additionally, sharing personal experiences with formative assessment reinforces reflection, an important component of metacognition.

It will be emphasized in this module that the journey hasn't ended! One of the next steps is to develop a plan for moving implementation forward. Collaborative relationships that developed throughout the previous modules may change or come to an end. Depending on the roles of the participants, it may make more sense to develop school-based or district-based teams for the future work. This will be addressed in the final lesson of this module. If it is the last time for this group to meet, plan to celebrate the accomplishments of the team.

This final module allows participants to reflect on lessons learned and determine what to work on next, and this guide will provide some options for completing the tasks proposed in the lessons. Your decisions should be based on the ways in which the members of your team best communicate and interact with one another.

In the work related to formative assessment planning, making decisions about what to do next may sound easy but it's not. Using the decision-making matrix and tools provided will guide the conversations. This is a complex task for participants but emphasize that it is best to have a plan that is brief but focused rather than one that is lengthy and virtually impossible to attain. If the participants are working as part of school-level teams, discuss options for coaching and other kinds of follow-up support (e.g., peer feedback) to help sustain learning. As mentioned in the earlier modules, teachers and schools that are more successful with implementing formative assessment processes have an implementation team that evaluates the process and encourages practitioners to try out their learning and "finish what they start."

Because the materials are available online, the lessons themselves can be taught either face-to-face or using a phone conferencing system such as Polycom® or GoToMeeting®. Note that the Showcase for Lesson 4 should be a face-to-face session. Online learning can be difficult for many. The voice-over power points provide the starting point for each lesson and form the basis for the activities provided. The messages have been carefully constructed to emphasize the research base and include essential learning that participants need to complete the tasks. Beyond what is provided, include a myriad of resources so people can decide what to use for their own learning. Participants come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies so key to the online work will be opportunities to learn from one another. The sessions themselves should model the formative assessment process. Include a focus on feedback from you to the participants and the participants back to you, and to each other as part of a continuous improvement process. Additional webinars, professional learning community groups or meetings with peer assessment teams are all option to engage the participants and address questions.

Read the advice provided below as you plan for each lesson in Module 7. The following text will emphasize some main ideas from the lesson, highlight places where participants may struggle and get confused, and provide suggestions and probing questions to help you model the formative assessment process and facilitate the learning experiences.

<p>Lesson 1</p>	<p>What is Formative Assessment?</p> <p>Main Messages:</p> <ul style="list-style-type: none"> • <i>The process of formative assessment supports best instructional practices in the classroom.</i> • <i>Formative assessment is not just one more thing for the teacher to do. Instead, it combines teaching and assessment in support of student learning.</i>
<ul style="list-style-type: none"> • Observing teachers implementing formative assessment processes in the classroom is a valuable tool to help teachers visualize what it looks like when someone puts it all together. Before watching the video clips, review the lesson learning goals to make sure that there is a shared understanding of what the teacher is trying to accomplish. Then review some common norms for watching videotapes. Remember to: <ul style="list-style-type: none"> ○ Look past the trivial/little things that bug you about the video ○ Avoid the "this doesn't look like my classroom" trap 	

- Avoid making snap judgments about the teaching or learning in the classroom
- Remind participants to look for evidence of formative assessment practices. What are the students doing and saying? What is the teacher doing in support of the formative assessment process? You may want to show the clip once to get a sense of what is happening and then show it a second time to look for the strategies. Debriefing the videos should be accomplished first in small groups and then with the larger team. Be sure that you have previewed the videos ahead of time to prepare yourself for the discussion.
- Videos can be powerful tools to support teachers in implementing formative assessment. When observing other teachers, they can reflect on their own practices. It may be helpful to have the group generate a “video coding” sheet that identifies specific components to look for and allows a place to record the evidence of what is observed. Participants should add to their notes after each five-minute segment. It is best to show the lesson in segments rather than all at once.

Lesson 2

Formative Assessment: Two Teachers' Journey

Main Messages:

- *Learning to use the process of formative assessment is a journey that involves risk-taking, collaboration, support of leadership, and dedication to change.*
- *Successful/effective implementation of formative assessment means more than just trying it once. Rather, it is an on-going, iterative development process that leads to progressively more polished practice.*

- Once the group has heard Gabby and Olivia's journey, reflect on the lessons learned and the supports that were identified. How might these messages and supports be important to your participants in their context? Discuss the necessary support structures. A key to the success of these two teachers was the support of their administration and the coaching that was provided by an expert in formative assessment. Discuss how “coaching” and “thought partners” can be integrated into the work at the schools and districts of your participants. Provided that those doing the coaching and supporting are not also responsible for evaluating teachers, they can act more as a critical friends or peer coaches. Discuss the models that are already in place for peer coaching to see if this type of support is possible.

Lesson 3

Formative Assessment: Reflection Protocol

Main Messages:

- *Self-reflection is an essential tool to understand the quality of your implementation of formative assessment.*
- *Formative assessment is a process that has been shown to improve student learning, but it takes practice and time to learn to put it all together effectively.*

- Remind participants of the previous lessons' videos and stories of other teachers. By observing and discussing other teachers' experiences with formative assessment, the participants should be forming a clear mental model of the process as a whole. They will now have the chance to reflect on their own practice using reflection protocols that

focus on eight components and descriptions of formative assessment. This is an opportunity for participants to formatively assess themselves, a key task. It will take some people longer than others, so figure out how to accommodate those that need the extra reflection time. Ask participants to think metacognitively as they review their own journey and identify evidence from their own practice. It is important for participants to identify goals and necessary next steps. This type of thinking will guide the planning for the Showcase in Lesson 4 and the strategic planning in Lesson 5.

Lesson 4

Formative Assessment Showcase

Main Message:

- *The process of formative assessment can be implemented in a variety of ways and formats, as long as the ultimate outcome is a process that uses feedback to keep learning on target.*

- Presenting to and learning from peers is a synergistic process. Sharing and explaining one's own practice facilitates deep thought about the nature and purpose of teaching strategies that may have become second nature. Listening to and learning from other teachers reaffirms the principle that practicing teachers are rich sources of practical, experiential wisdom.
- Be certain to provide enough time to review the planning steps for the showcase. Having a break before this lesson to develop and collect artifacts for the showcase will support creative thinking. If you or the group prefer a different model for the Showcase (instead of the two rounds that are described) make whatever adjustments are needed in order to make this poster session a valuable experience for everyone.

Lesson 5

Now What: Developing a Plan

Main Messages:

- *While it is important to work on the separate components of the formative assessment process, it is essential to understand how to put it all together to keep learning on track.*
- *Formative assessment will be most effective with the support of a team.*

- It is likely that most participants will already have had some experience with strategic planning. The tools provided in this lesson will lead to decisions for future TLC work. It is highly recommended that teams be formed to continue the work. Utilizing existing structures may be an alternative approach that aligns with current school and district initiatives. To maintain support for formative assessment initiatives, leadership is a key component.
- This lesson does not provide different models for scaling up the effort or monitoring the implementation; making decisions about necessary coordination is left up to you and the participants.

Intersession Advice

In addition to the “Try It Out” activities, we pose three options for intersession work or for inclusion in the planning document that supports next steps when implementing formative assessment in classrooms.

Option 1

Additional Input (individual or group) – Watch a YouTube video, read an article, use online resources, etc. From Lesson 1, your participants may want to find out more about the work of Kathy Roth and her NSF STeLLA and ViSTA Projects. She analyzed TIMSS videos of teachers from five countries to determine if they had clear learning goals, how they sequenced the learning and strategies to support student thinking. The project uses videos as teaching tools to help teachers reflect on their practices: <http://bscs.org/stella-faqs>. Search for other released videos in which teachers effectively implement formative assessment practices.

Option 2

Collaboration with others – Within your TLC group meeting, face-to-face, or virtually on a wiki or other Web 2.0 platform, discuss questions generated by the group to extend their learning (or provide them with three questions based on lesson/module learning goals and success criteria). Changing teachers’ practices is not easy. Participants can benefit from viewing videos of effective teaching. Take, view, and discuss videos of participants implementing formative assessment in their classrooms facilitate dialogue. Discuss what the teachers and students are doing in the classroom and how and why it is effective. If you have a collection of videos of teachers from your district, start with those and then ask teachers to videotape themselves in the classroom. A key message is that transition to new procedures and practices, like those modeled in the videos, takes times and practice. By making small changes in practice, teachers can start to put together the formative assessment process.

Option 3

Action Research – This occurs when you ask participants to try something and reflect on how it goes (self reflection or peer feedback). Referring back to the lessons in this module, action research is an excellent option to consolidate and reinforce learning from all the previous modules. Give your participants a simple template that asks them to provide a question they will investigate, how they will go about finding out, what they discovered (evidence), and what the findings tell them about their instructional practice. For example, teachers might pose the following question, “Will students use the feedback provided by peers to help close the gap between where they are currently and the learning goal?” From there they would determine when and how often to provide peer feedback opportunities. From the subsequent student work samples they would gather evidence of student learning that they could then summarize as part of their findings. Bring participants together to share their plans and results. Administrators can partner with teachers for this activity.

Feedback Tool

As you progress through each module, we suggest that you keep track of how the learning is progressing using the following feedback template. This is important since the formative assessment process needs to be modeled by you as you work with others, and the feedback you gather and provide will inform your role as a facilitator.

Module 7

Moving Forward with Formative Assessment

Feedback Template

Lesson	What worked well?	What didn't work?	Checks of Learning	Next Steps
Lesson 1: What is Formative Assessment?				
Lesson 2: Formative Assessment: Two Teachers' Journey				
Lesson 3: Formative Assessment: Reflection Protocol				
Lesson 4: Formative Assessment Showcase				
Lesson 5: Now What: Developing a Plan				