Facilitator's Guide and Materials List

College and Career Readiness: Protocol 1
What Works: Research-based Formative Instructional Practices that maximize student learning

Desired Outcomes:
Deepen understanding of involving students in *Formative Instructional Practices* in the classroom
Essential Questions:
What might these practices look like in the classroom?

SPECIAL NOTE:
1. It is recommended that handout 1 (the sheet cut up into 3 pieces) be given to participants either as they sign in or in advance of this session.
2. Make copies of handouts 2-11 in one packet. Handouts 3 and 5 are the only ones that are 2-sided.
3. Vimeo Link of the recording of Protocol #1 with narration and embedded student video clips:

> *Elementary* version: http://vimeo.com/44906588 **(23 minutes)**
> *Secondary* version: http://vimeo.com/44906589 **(22 minutes)**

- **Please pay special attention to slides where you will be pausing the recording to allow time for the suggested activity. Each activity provides an opportunity for teacher conversations, therefore, the suggested time for each discussion can be expanded if your faculty meeting time allows it.**
- **If you decide to <u>NOT</u> use the recording and instead use the non-narrated version of the powerpoint posted on sharepoint, you will need the video clips:**
    - **Elementary Clip 1 http://vimeo.com/45083062**   Secondary Clip 1 http://vimeo.com/45083980
    - **Elementary Clip 2 http://vimeo.com/45083065**   Secondary Clip 2 http://vimeo.com/45083979
    - **Elementary Clip 3 http://vimeo.com/45083064**   Secondary Clip 3 http://vimeo.com/45084245
    - **Elementary Clip 4 http://vimeo.com/45083063**   Secondary Clip 4 http://vimeo.com/45084244

Materials:
- Facilitator's Guide (this document; on Sharepoint)
- Facilitator's Agenda (on Sharepoint)
- PowerPoint Presentation (without narration, on Sharepoint)
- Vimeo Recording of narrated Powerpoint
- Handout 1: Definition of Formative Assessment (cut up HO #1 into three; 1 per participant)
- Handout 2: Common Formative Assessment Elements
- Handout 3: Three Statements (copy 2-sided)
- Handout 4: Thinking K-12 Construct
- Handout 5: Unpacked Grade 7 CCSS (North Carolina and Kentucky) (copy 2-sided)
- Handout 6: Speaking and Listening Rubric (list of criteria)
- Handout 7: Oral Presentation Rubric (partially done for the purpose of this protocol)
- Handout 8: What are Formative Instructional Practices?
- Handout 9: Reflective Thinking and Action
- Handout 10: Aspects of Formative Assessment/Practices
- Handout 11: Some More Examples of Formative Practices

Supplies: Pen/pencil, 5-6 printer paper per table group. Chart paper/color markers are optional (they tend to take up more time).

Related resources from PowerPoint, slide #38:

- Stiggins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis. *Classroom Assessment for Student Learning: Doing It Right -- Using It Well*. Upper Saddle River, NJ: Pearson Education, 2007. Print.
- Black, and Wiliam. "Inside the Black Box." (n.d.): n. pag. Web.
- Chappuis, Jan. *Seven Strategies of Assessment for Learning*. Boston: Allyn & Bacon, 2009. Print.
- Davies, Anne. *Making Classroom Assessment Work*. Merville, B.C.: Connections Pub., 2000. Print.
- Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. Bloomington, IN: Solution Tree/Connections Pub., 2011. Print.
- Gregory, Kathleen, Caren Cameron, and Anne Davies. *Self-assessment and Goal Setting*. Bloomington, IN: Solution Tree, 2011. Print.
- Gregory, Kathleen, Caren Cameron, and Anne Davies. *Conferencing and Reporting*. Courtenay, B.C.: Building Connections Pub., 2011. Print.

Time (Approximate)	Content (What)	Process (How)	Materials	Extension Ideas*
Video time: 0:00 – 2:10	**Introduction/Welcome** • Introduction • CCR Readiness: Tools for Schools • Desired Outcomes • Agenda • Essential Questions	Present PowerPoint Slides 1 – 6 • Pause on the first slide for the Bell Activity (Write down your definition of Formative Assessment)	HO#1: Definition of Formative Assessment (cut up each in to three, one for each participant)	

2:10 to 5:35
 	
Activities: 6 minutes
	Revisiting Understanding of Formative Assessment
	• Are These Labels Interchangeable?
		Present PowerPoint Slides 7 – 10
		
		• Activity 1 (3 minutes): Defining Formative Assessment
		   ○ Discussion
		
		• Audio Clip of Jan Chappuis (50 seconds)
		
		• Activity 2 (3 minutes): Three Statements
		   ○ Discussion first and *then*
		   ○ **For explanation of these three statements, please direct the participants to page 2 of HO#3**
			HO #2: Common Formative Assessment Elements
			
			HO #3 (2-sided): Three Statements
				Note: You might have done PD in the area of formative assessment. Usually there is misconception about formative assessments being a bunch of assessment tools and their frequent use. Activities involving handouts 1-3 are designed to deepen the understanding of formative practices.

5:35 to 6:54 2 Minutes	**Power of Formative Instructional Practices** • What Does Research Say? • Impact in the Classroom • Summary of Researchers' Statements	Present PowerPoint Slides 11 - 14		• *Inside the Black Box* article by Black and Wiliam can be jig-sawed in teams.

Time (Approximate)	Content (What)	Process (How)	Materials	Extension Ideas*
6:54 to 7:51 2 Minutes	**Formative Instructional Practices** • A. Where Am I Going? • B. Where Am I Now? • C. How Do I Close The Gap?	Present PowerPoint Slides 15-16		

7:51 to 15:50
 	
Activities: 9 Minutes
	A. Where Am I Going?
	• 1. Clear Learning Targets
	• 2. Co-construct Criteria Using Student Work
	• Impact in the Classroom
		Present PowerPoint Slides 17 – 25
		• Activity 3: Let Us Practice
		
		✓ Clear Learning Targets (2 minutes)
		  o Examine the Learning Progression
		  o Discussion
		  o Circle Terminology
		
		✓ Co-construct Criteria Using Student Work – Part 1
		
		  o **Watch embedded video clips 1,2,3** (1 min each)
		
		✓ Co-construct Criteria Using Student Work – Part 2 (7 minutes)
		
		  o Chart Criteria
		  o Sort the Criteria
		  o Compare with the Example (HO#6)
			HO #4: Thinking K-12 Construct
			
			HO #5 (2-sided): Unpacked/deconstructed standards: Grade 7 CCSS (North Carolina and Kentucky)
			
			HO #6: CCSS Speaking and Listening Rubric- Criteria
			(*Please notice that HO#6 only has a list of sorted criteria and is not a completed rubric; a rubric will have levels of quality for these criteria- see a partially done rubric in HO#7*)
				Clear Learning Target extension ideas:
				1. Using standards, grade levels/subject area teacher can visit the learning progression for their content for at least one grade above and one below.
				• CCSS Resources for learning progression**
				2. Using existing resources like North Carolina and Kentucky, grade level/ subject area teachers can decide which standards need more attention for these articulations.
				3. *Constructing Criteria:* Teachers can decide on a set of student work samples to model/practice this process with the students. They can also use the student video clips from this protocol to model the process of creating criteria.

15:50 to 18:42 Activity: 4 Minutes	**4. Where Am I Now?** • 3. Descriptive Feedback o Traits of effective descriptive feedback • 4. Self-, Peer-assessing and goal-setting • Black and Wiliam Quote	Present PowerPoint Slides 26 – 30 *Make sure to pause the recording after watching clip 4 to allow time for the activity.* Activity: Where Am I Now? Watch video clip and give descriptive feedback by highlighting, circling or writing comments (4 minutes) **Video Clip 4** (40 Seconds)	HO #7: Oral Presentation Rubric (*partially completed for this session for two criteria only*)	Extension: *Descriptive Feedback and Some Strategies* (Article attached in additional resources folder*** in SharePoint) Teachers can jigsaw different strategies of giving feedback from the article *Descriptive Feedback and Some Strategies* by

Time (Approximate)	Content (What)	Process (How)	Materials	Extension Ideas*
				Ruth Sutton and apply in the classroom, followed up with conversations re: effectiveness.
18:42 to 20:44 Activities: 4 Minutes	**5. How Do I Close the Gap?** • 5. Focused Teaching • 6. Focused Revision • 7. Keep Tract of and Share Learning	Present PowerPoint Slides 31 – 33 Activity: Select one area of need and chart some ways to address this need (4 minutes)	HO #7: Oral Presentation Rubric	
20:44 to 22:54 (Time: *see last column*)	**Closing** • In Summary…Key Aspects of Formative Assessment • Reflective Thinking and Action • Commitment to Action • PDE3 Survey Reminder • Some Resources to Consider • A Motivation	Present PowerPoint Slides 34 – 39 Activity: • What are some formative practices you use in the classroom? • How do these guide your instruction? • How do you involve students in the process? • What are some ways you or your team will involve students in the formative assessment practices next week, next month and this school year?	HO #9: Reflective Thinking and Action *(Use HOs 8 and 11 to do HO 9)* **HO #8: What are Formative Instructional Practices?** **HO #11: More Examples of Formative Practices** HO #10: Aspects of Formative Assessment/Practices	Completing *HO#9* may require more conversation opportunities around the practices listed in *Handouts 8 and 11* and deciding next steps. Therefore, handout 9 can be collected later by the facilitator at a mutually agreed upon time as needed.

*An extension resource for some good teaching practices (classroom videos of teachers and students in action):
   o   www.**successatthecore**.com/ (Please explore '**Teacher Development**' and '**Leadership Development**' tabs)
Success at the Core: How Teams & Teachers Transform Instruction is a FREE resource for teachers and educational leaders. Teachers can watch these videos and resources together in teams or individually. The facilitator will need to explore this resource to decide which videos will meet the needs of the faculty. Most videos are less than 10 minutes.

**Hawaii DOE Standards Toolkit website has domain progressions for Math: http://wetserver.net/hcpsv3_staging/cc/common-core.jsp
** *K. Hess and J. Kearns. Dec. 2011. Learning Progressions Frameworks Designed for Use with The Common Core State Standards in English Language Arts & Literacy K-12. Web:* http://www.naacpartners.org/publications/ELA_LPF_12.2011_final.pdf

***Articles that will be attached in resource folder:
1. Black, and Wiliam. "Inside the Black Box." (n.d.): n. pag. Web.
2. Descriptive Feedback and Some Strategies: Ruth Sutton's 1/3, 1/3, 1/3 feedback.