



Facilitator Guide

*Module 2:
Understanding Formative Assessment*

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Teacher Collaboration Activity

Materials:

- [Module 2 Teacher Collaboration Activity PowerPoint presentation](#)
- Student Ownership and Classroom Culture Self-Reflection Tool: available at the end of this guide.

Facilitation Considerations

Facilitators should review this process agenda, the PowerPoint presentation and all materials in preparation for the Module 2 Teacher Collaboration Activity meeting.

The Module 2 process agenda below serves as a resource for facilitators who prefer an agenda that is ready to implement. Facilitators should feel free to adjust the agenda to better meet the needs of their team. For example, facilitators may wish to spend more time on the planning and next steps portion of the session. They may also need to make adjustments to accommodate available time or to accommodate larger groups to ensure ample time for discussion. The PowerPoint presentation is a resource that facilitators can choose to use as is, revise to suit local needs, or decide not to use.

Facilitators should make decisions ahead of time about strategies for grouping participants and structuring share outs.

Suggested Process Agenda

Facilitator Suggestions

- This activity relies on the Student Ownership and Classroom Culture Self-Reflection Tool provided at the end of this guide to structure the activity and discussion.
- The purpose of this activity is for participants to apply their learning from Module 2 to their own context.
- First, participants will work independently to reflect on some key indicators from the Fundamentals of Learning framework. They will self-rate and identify supporting evidence or examples from their own classrooms for each indicator. Then they will use the rating and examples to answer a reflective question about their practice in each of the three fundamental areas of learning (making meaning, participating and contributing, and managing learning). These individual reflections will inform the group discussion that follows.

- Next, participants will share their self-reflection and discuss the current status of student ownership and classroom culture that can support formative assessment in their own classrooms. Through this discussion, participants should identify one to two indicators they would like to focus on improving in their own classrooms.
- Finally, participants will work together to plan an inquiry process that will allow them to try out a strategy to improve the identified indicator, share what they learned with their colleagues and apply that learning to next steps.
- Facilitators should emphasize that this activity is only intended to support reflection, inquiry and learning. It is not evaluative. It can be uncomfortable for some participants to share areas of weakness, so it may be helpful to start the discussion by focusing on areas of perceived strength. Other strategies to create a safe space for participants to share their practice include the facilitator modeling by sharing an area in need of improvement from their own practice or partnering with a more confident colleague in advance to ask them to share first.
- This tool is not a formal instrument and can be adapted to the needs of the specific group. Facilitators may want to focus the group on one particular section of the self-reflection tool either in the interest of time or because of local priorities. In some instances, if there is a strong interest in extended inquiry, facilitators may want to revisit this tool later in the year to look for progress or change and set new goals.
- Facilitators should consider their group size and composition to inform how to structure the process of identifying indicators to focus on for next steps after the teacher collaboration meeting. For example, in a standing PLC, where a small group of teachers who cover common grade levels meet regularly, it may make sense to select a shared set of indicators and strategies to try out and bring back to the group to share what they learned and plan ongoing efforts to address these indicators. For a larger group or for groups that may not meet again in this same configuration, it may make more sense to encourage participants to select their own indicators to focus on.
- Facilitators who would like to identify a common focus for classroom practice across participants may want to have a strategy in mind to build consensus. Facilitators could start by identifying a common aspect of the Fundamentals of Learning framework to focus on (making meaning, participating and contributing, and managing learning). This could be done by using an online poll or asking participants to vote by holding up their fingers. From there, the group could seek consensus on a specific indicator to focus on using discussion and further voting. If there is not a strong consensus among participants, it may make more sense for participants to select their own preferred indicator, perhaps teaming up with a buddy who will share the same focus.
- In a digital setting, small groups could work together in breakout rooms and come back together to share their self-reflection before coming back together.

Table: Process Agenda

| Time | Agenda |
|---------------|---|
| 5 min | Welcome <ul style="list-style-type: none">• Review of collaboration activity success criteria<ul style="list-style-type: none">○ Identify opportunities to improve classroom culture and climate to support formative assessment• Overview of agenda (a participant agenda is available in the Teacher Collaboration PowerPoint presentation) |
| 10 min | Fundamentals of Learning Refresher <ul style="list-style-type: none">• As needed, provide a refresher on the foundational ideas from Module 2 that will inform this session: formative assessment practices and the Foundations of Learning. |
| 10 min | Independent Reflection and Self-Assessment <ul style="list-style-type: none">• Orient participants to the self-reflection tool and have a short discussion of the rating scale• Participants work independently to reflect on and rate their own practices across a series of indicators aligned to the Fundamentals of Learning. |
| 15 min | Share Reflection and Self-Assessment <ul style="list-style-type: none">• In pairs or small groups, participants will discuss their self-reflection ratings and examples• Participants will identify an indicator to focus on in order to improve their classroom culture to support. Facilitators can decide if the group will select a common indicator to focus on or if participants will individually identify indicators to focus on. |
| 15 min | Planning for Inquiry <ul style="list-style-type: none">• Participants will take an inquiry approach to improving their classroom culture to support formative assessment by planning a strategy to address their indicator, when and how they will try it in their classrooms and what kind of evidence they will collect to help them understand if this change was an improvement.• Participants will then plan for how and when they will share their learning with colleagues to plan for next steps. If this group is not a standing group with regular meetings, facilitators may need to play ahead for how participants can share their experiences and learning with their colleagues. |
| 5 min | Activity Debrief and Reflection <ul style="list-style-type: none">• Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include:<ul style="list-style-type: none">○ What are your take-aways?○ What questions do you still have and how can we find answers?○ What do you want to learn more about? |

Total time: 60 minutes

Classroom Culture and Student Ownership

Reflection Tool

The self-reflection tool¹ is divided into three sections, aligned to the three fundamental aspects of learning in the Fundamentals of Learning framework: making meaning, participating and contributing, and managing learning.

Each section includes indicators for what students will do and what classroom culture looks like in classrooms that foster this aspect of learning. Reflect on each of indicators in the context of your own classroom and give your classroom a rating that reflects the current status and provide evidence or an example that supports your rating where relevant.

This tool is intended only for self-reflection and to support discussion and planning. It is not designed for evaluative purposes.

Rating scale – I see evidence of this indicator in my classroom:

- 1 = Never
- 2 = Occasionally
- 3 = Frequently
- 4 = Consistently

Detailed information about the Fundamentals of Learning can be found here:

https://csaa.wested.org/wp-content/uploads/2019/11/FundamentalsOfLearning_0.pdf

¹ This self-reflection tool was developed based on the Fundamentals of Learning framework (Heritage, M. et. al, 2015)

Making Meaning

Classroom Culture:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|---|--------------------|---|---|---|----------------------|
| Classroom culture focuses on learning | 1 | 2 | 3 | 4 | - |
| Classroom culture generates inquiry and new ideas | 1 | 2 | 3 | 4 | - |

Rating scale – I see evidence of this indicator in my classroom:

1 = Never 2 = Occasionally 3 = Frequently 4 = Consistently

What Students Do:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| Students ask questions of themselves, the teacher, and others | 1 | 2 | 3 | 4 | - |
| Students take time to think | 1 | 2 | 3 | 4 | - |
| Students tackle real and interesting problems and devise solutions | 1 | 2 | 3 | 4 | - |
| Students reason and justify thoughts | 1 | 2 | 3 | 4 | - |

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| Students draw on personal knowledge and experience | 1 | 2 | 3 | 4 | - |

Rating scale – I see evidence of this indicator in my classroom:

1 = Never 2 = Occasionally 3 = Frequently 4 = Consistently

Reflection on Making Meaning:

Based on the evidence or examples you identified above, what are some areas of strength and some areas you'd like to improve in your classroom in order to support formative assessment practice?

Participating and Contributing

Classroom Culture:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| Classroom culture feels like a place where students have a say | 1 | 2 | 3 | 4 | - |
| Classroom culture encourages questions, contributions, suggestions, and learning from mistakes and successes | 1 | 2 | 3 | 4 | - |
| Classroom culture enables risk taking | 1 | 2 | 3 | 4 | - |
| Classroom culture values every students' contribution | 1 | 2 | 3 | 4 | - |

What Students Do:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|---|--------------------|---|---|---|----------------------|
| Students take an active role in the processes of learning | 1 | 2 | 3 | 4 | - |
| Students give thoughtful, extended answers | 1 | 2 | 3 | 4 | - |

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| | 1 | 2 | 3 | 4 | |
| Students contribute to and benefit from the learning of others | 1 | 2 | 3 | 4 | - |
| Students discuss and explore ideas | 1 | 2 | 3 | 4 | - |
| Students gain insights from others' similarities and differences | 1 | 2 | 3 | 4 | - |
| Students work in groups of different sizes and compositions and with various individuals | 1 | 2 | 3 | 4 | - |
| Students cooperate and take the lead as appropriate in groups | 1 | 2 | 3 | 4 | - |
| Students feel able to make suggestions | 1 | 2 | 3 | 4 | - |

Rating scale – I see evidence of this indicator in my classroom:

1 = Never 2 = Occasionally 3 = Frequently 4 = Consistently

Reflection on Participating and Contributing:

Based on the evidence or examples you identified above, what are some areas of strength and some areas you'd like to improve in your classroom in order to support formative assessment practice?

Managing Learning

Classroom Culture:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| Classroom culture embraces flexibility | 1 | 2 | 3 | 4 | - |
| Classroom supports reflection | 1 | 2 | 3 | 4 | - |

Rating scale – I see evidence of this indicator in my classroom:
 1 = Never 2 = Occasionally 3 = Frequently 4 = Consistently

What Students Do:

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|--|--------------------|---|---|---|----------------------|
| Students are interested in their learning | 1 | 2 | 3 | 4 | - |
| Students show perseverance in learning | 1 | 2 | 3 | 4 | - |
| Students are reflective about their own learning | 1 | 2 | 3 | 4 | - |
| Students are (or become) confident in learning | 1 | 2 | 3 | 4 | - |

| Indicator | Where Are You Now? | | | | Evidence or Examples |
|---|--------------------|---|---|---|----------------------|
| Students are resourceful about learning | 1 | 2 | 3 | 4 | - |
| Students take risks | 1 | 2 | 3 | 4 | - |
| Students learn from mistakes | 1 | 2 | 3 | 4 | - |

Rating scale – I see evidence of this indicator in my classroom:

1 = Never 2 = Occasionally 3 = Frequently 4 = Consistently

Reflection on Managing Learning:

Based on the evidence or examples you identified above, what are some areas of strength and some areas you'd like to improve in your classroom in order to support formative assessment practice?

Planning and Next Steps:

- What indicator should we focus on?
- What strategies or changes do we think will help us improve?
- How and when will we try it out?
- How will we know if our change is an improvement?