

FORMATIVE ASSESSMENT & MODELING

Faculty Meeting
December 1, 2010

PLC NORMS

Responsible

Actively participate

Bring closure to tasks and decisions

Keep confidential issues confidential

Embrace the school's mission statement

Share responsibility for the work

Be accountable to one another by following through
and completing what is agreed upon

Respectful

Respect one another's opinions

Be open and honest, but tactful

One person speaks at a time, avoid interrupting

No side bar conversations

Be willing to compromise and try to reach consensus
Don't personalize issues

Reliable

Be on time for meetings

Start and end meetings on time

Stick to the agenda or task

Why Focus Formative Assessment & Modeling?

Dana Center Walk Data

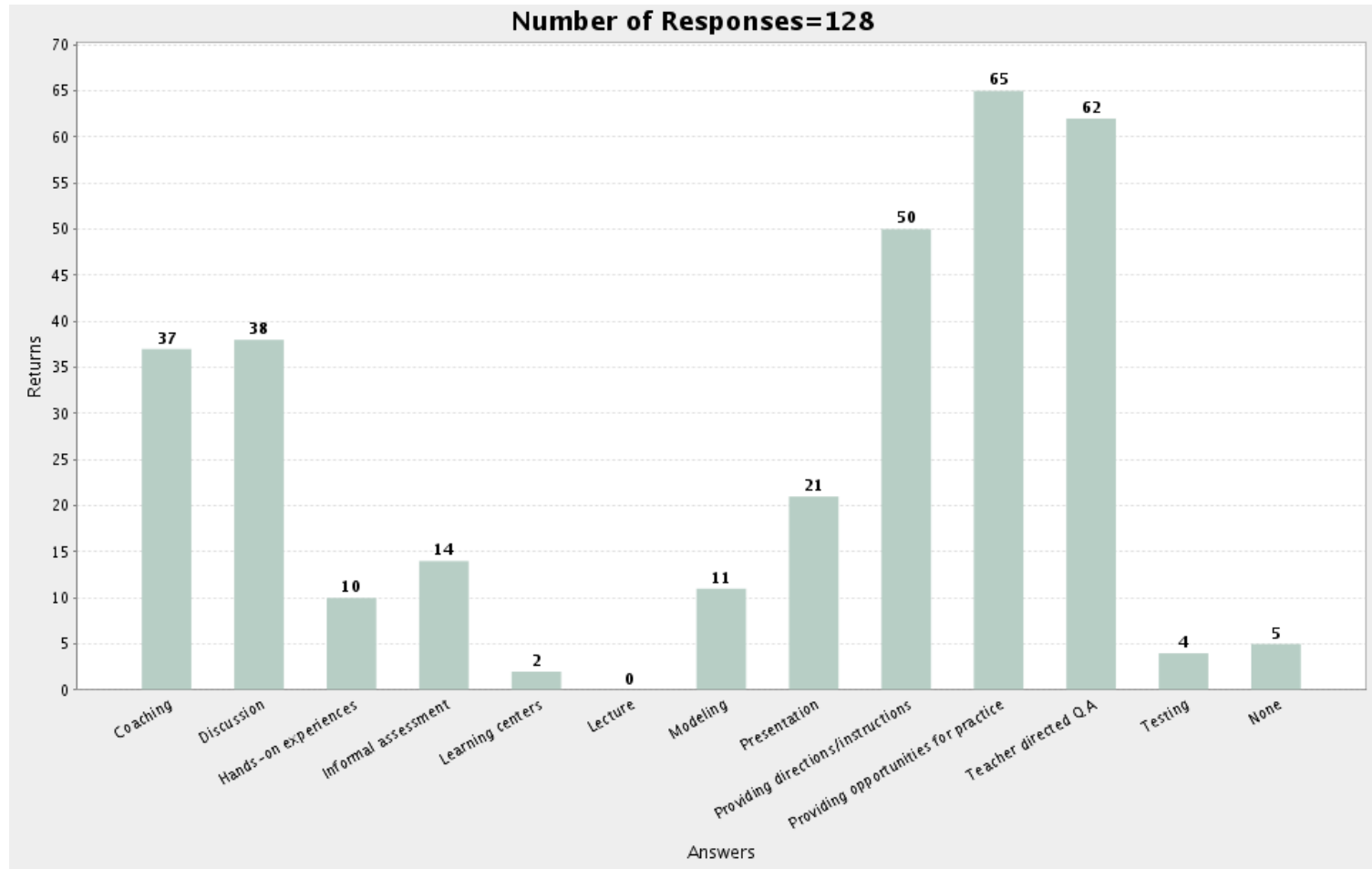
Literacy Walk Report Data

Teacher Evaluation Standards –
Observation Rubric

DANA CENTER DATA

Instructional Practices

FOCUS ON INSTRUCTION: INSTRUCTIONAL PRACTICES



LITERACY WALK REPORT

October, 2010

How do teachers use formative assessment to support student learning at all levels?

Observations:

- Most teachers actively engaged small groups (asking questions, conferencing with students, student-centered discussions) to gauge the understanding of materials, content, group work skills, collaborative, processes etc.
- Many teams have established explicit expectations, student roles and responsibilities within groups.
- Many teachers use tools (whiteboards; color-coded cups, cards, and sticks; exit and entrance slips; multiple choice quizzes) as means to assess student understanding.
- Many teachers provide feedback to student(s), either individually, small group or whole class, when clarification on learning objectives or content is needed.
- A few teachers appropriately stop the entire class to adjust instruction and clear up misconceptions

How do teachers use formative assessment to support student learning at all levels?

Recommendations:

- *Teachers must continue to employ formative assessment strategies at the individual, group, and whole class levels and use the results to immediately adjust instruction and clarify misconceptions.*
- *Teachers should continue to use tools (whiteboards; color-coded cups, cards, and sticks; exit and entrance slips; multiple choice quizzes, etc.) and strategies (questioning, observation, conferencing, press back, etc.) to gauge and clarify understanding, provide feedback, and regroup students for instruction.*
- *When planning for instruction, teachers should design purposeful formative assessments that can be used to gauge student learning throughout daily lessons.*

Is there an obvious daily lesson structure with evidence of gradual release of responsibility?

Observations:

- Most teachers demonstrate new skills for students, but few model their own thinking throughout the process when introducing new skills and concepts.

Is there an obvious daily lesson structure with evidence of gradual release of responsibility?

Recommendation:

- *Teachers must consciously model their own thinking (thinking aloud; sharing their cognitive processes) to demonstrate the thinking process before moving to shared and independent practice. (Gradual Release-I do, We do, You do).*

Teacher Evaluation Standards – Observation Rubric

“EFFECTIVE” RATING

Teacher selects and/or designs both formal and informal assessments that consider the strengths, limitations, and data provided by previous assessment results for the class as a whole, for groups of students, and for individual learners.

Teacher analyzes information from formative and summative assessment results to plan instruction, adjust student groupings, monitor, improve, and report student progress.

Pre-Assessment

**Working individually,
define *modeling*.**

(See yellow sheet of paper.)

Working with a partner, share your definition and craft a shared, agreed upon definition using the process outlined on the graphic organizer (Definitions Are Us).

Modeling Expert Thinking

Silently read the article Modeling Expert Thinking. Identify two or three important points.

Be prepared to share you most important points with a partner, reaching consensus on the most important point.

Video on Modeling

While watching the video on modeling, reflect on the two questions outlined on the As I See It graphic organizer - be prepared to answer them.

<http://www.asfms.net/admin/video/principalleadershipmodeling/PrincipalLeadershipModelingVideo.html>

POST ASSESSMENT

EXIT TICKET - (reverse side of yellow sheet of paper.)

- After today's PD, how would you define modeling?
- Set a personal goal.
- Rate your comfort level.

Submit slip to Literacy Action Team member.