**FACILITATOR RESOURCE MODULE 2**

**At A Glance**

**PLC Focus**

* Establishing learning goals and success criteria
* Intentionally gathering evidence of learning

**Materials needed**

* Audio slide presentation (you will need a projector and audio capability)
* Copies of Activity Sheets 1, 2 and 3 for all participants
* Your cheat-sheet for Activity 1
* Copies of reading for all participants
* Participants should also have completed copies of Module 1, Activity Sheet 3 (before the meeting, you might need to remind them to bring those)

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**Module Sequence**

| Section | Purpose | Resources |
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| Review the focus | Orient participants to the session’s content | Focus is written above and in Facilitator Guidance below |
| Connection (5 minutes) | Get participants thinking more about evidence gathering methods in preparation for new content in this module | Activity Sheet 3 from Module 1 |
| New Content (13 minutes) | Introduce participants to the idea of learning goals, success criteria and intentionally planning evidence gathering opportunities | Module 2 Audio PowerPoint presentation |
| Discussion (18 minutes) | Deepen participants’ ideas about what makes worthwhile learning goals and success criteria; help participants understand the importance of planned evidence gathering to obtain information about learning during the lesson. | Activity Sheets 1 and 2  Facilitator cheat-sheet for Activity 1 |
| Next Steps and Closing (15 minutes) | Reflect on today’s learning; preparation for follow-up activity  Direct participants to reading | Activity Sheet 3  Copy of reading (not optional) |

**Facilitator Guidance**

**Review the focus of the PLC.**

After welcoming participants, let them know what the focus of this PLC will be.

Facilitator: *In this PLC we’re going to build on what we did last time and go into more detail about how we can implement formative assessment in our classrooms. We’ll be focusing on two areas of formative assessment practice:*

* + *Establishing learning goals and success criteria;*
  + *Intentionally gathering evidence of learning;*

**Connection: Activity 1 (5 minutes)**

Each participant should have a completed copy of Module 1, Activity Sheet 3 from the last PLC.

**Facilitator**: *Before we get into the new content of this PLC, we’re going to review what evidence gathering method you tried out in your classroom that you made notes about on Activity Sheet 3 from the last PLC.*

[Ask each person, in turn to contribute what they have written on their sheets. Be sure that each person says what method they used, why they used it, what they found out, and what they did next and why. This is intended to be a quick whip round so, depending on the size of the group, you might want to split the group into pairs to share].

**New Content: Audio PowerPoint Presentation (13 minutes)**

Let participants know that they are now going to learn some new content through the audio presentation, and tell them that before they begin to review the presentation they are going to engage in an individual activity to prepare them for thinking about the new content.

Use this prompt to introduce the activity.

**Facilitator**: *On Activity Sheet 3 from Module 1 write at the top the page what the learning goal for the lesson was.*

[Allow time for participants to complete the task]

[Module 2 Audio PPT].

**Discussion: Participants will need to refer to Module 2 Activity Sheet 1 (18 minutes)**

Use the following prompt to begin your discussion (8 minutes). [Also be sure that you have your cheat-sheet so you can guide the discussion].

**Facilitator**: *There are two parts to our discussion today. First, we are going to first review the criteria for what makes a good learning goal and good success criteria on Activity Sheet 1. Once we’ve done that, we’ll go over the examples and discuss which are weak, which are strong, and why.*

[Let participants read the examples and then ask them to first identify which are strong. Be sure to ask each person to say why they are strong. See if other participants have different ideas about which are strong. Make sure that each person in the group offers their opinion. Then repeat the process for weak examples, making sure each person has a chance to speak before concluding the discussion. There will likely be differences of opinion among the group – the purpose of this activity is to stimulate thinking about goals and criteria not to make definitive judgments about them. If people offer different ideas, be sure to press them on why they think that].

**Facilitator**: *Now take a look at the learning goal you identified for your lesson. Do you think it meets the criteria we have discussed? If so, why? If not, why not?*

[This is intended to prompt some reflection on the part of teachers so no need to share out. Just be sure to give them a few moments for reflection].

**Next phase of the discussion (8 minutes)**

**Facilitator:** *Now we are going to move to Activity Sheet 2, part of the 6th grade math lesson plan we saw in the presentation.*

The purpose of this discussion is to have teachers understand the intentionality of planning for evidence. Give participants a chance to look over the whole sheet and then ask:

* *What do you think are the advantages of this careful planning for evidence?*
* *What challenges might you experience in planning in this way?*

[Guide the discussion so that participants come to understand that the benefit of planning is to obtain the evidence they need and also so that they have some ideas about how their students might respond during the lesson. This is important when they are thinking about what action to take with evidence that we will focus on in the next module. When they offer challenges, help the group think about some solutions. You only have 8 minutes for this discussion so you will need to be really focused to make sure that teachers generate some ideas about how to deal with any challenges they might come up with. For example, collaborative planning is a good idea, so is focusing on one content area to get started, or one grade level if they teach one content area, or choosing one lesson every two weeks to practice.]

At the end of the entire discussion period, draw out the following themes (feel free to use your own words – below is just a guide for you) (2 mins):

Establishing in advance what you want students to learn and what it looks like when students have achieved that learning are integral components of the formative assessment.

Learning goals, are essential to the process of formative assessment. Without them, how can teachers plan, teach and assess effectively? How do students know what they are intended to learn?

There is no single most effective method to elicit evidence of student learning.

To get quality evidence, the method must be aligned with learning goals and success criteria and should provide information that teachers can act on.

Conclude by asking teachers if they have any thoughts or comments about these themes or anything they want to add.

**Next Steps and Closing (15 minutes)**

In a round-robin ask each participant to say one thing they learned or one thing that they now think a bit differently about.

Then explain to participants that their task between now and the next PLC is to build on what they did in their first classroom application and plan learning goals, success criteria, and an evidence gathering method for a lesson they will teach.

**Facilitator:** *We’re now going to do some preparatory work for the gathering evidence activity. With a partner, review the learning goal that you identified earlier for your lesson and decide if you want to make changes to it. Then decide on what would be appropriate criteria for the goal.”*

[Give partners sufficient time for their discussion. The purpose of this preparation and the activity below is to provide some practice for developing learning goals and success criteria, and deciding strategies for communication to students with the support of a partner].

**Facilitator:** *Now think about the strategies you would use to communicate the criteria to*

*your students.*

[Give partners sufficient time for their discussion. If time permits, ask for one or more volunteers to share goals, criteria and communication strategies. Ask other participants to provide feedback through a two stars and a wish approach. Two stares =two things they did well. A wish=one way they could improve].

Review Activity Sheet 3 and make sure they are clear what they need to do and what they need to include in the sheet for the next PLC.

Let participants know that they should also read the Vignette Reading for Module 2, paying particular attention to how the teacher makes learning goals and success criteria an integral part of the lesson, and how her methods for obtaining evidence are aligned to them. Let people know that this is a second-grade example and if they are not second-grade teachers they should be thinking about how this might apply to the grade-level(s) and content they teach.

Thank everyone for their participation and let them know the date and time of the next PLC.