**FACILITATOR RESOURCE MODULE 3**

**At a Glance**

**PLC Focus**

* What are high-leverage strategies?
  + Deliberate acts of teaching
* How to think about implementing them?

**Materials needed**

* Audio slide presentation (you will need a projector and audio capability)
* Copies of Activity Sheets 1 and 2 for all participants
* Your cheat-sheet for Activity 3.1
* Copies of reading for all participants
* Participants should also have completed copies of Module 2, Activity Sheet 3   
  (before the meeting, you might need to remind them to bring those)

**Module Sequence**

| Section | Purpose | Resources |
| --- | --- | --- |
| Review the focus | Orient participants to the session’s content. | Focus is written above and in Facilitator Guidance below |
| Connection (5 minutes) | Participants reflect on the effectiveness of their method for collecting formative assessment evidence. | Activity Sheet 3 from Module 2 |
| New Content (12 minutes) | Introduce participants to the idea of responding to evidence through deliberate acts of teaching. | Module 3 Audio PowerPoint Presentation |
| Discussion (18 minutes) | Deepen participants’ understanding of teaching strategies that can be used during the lesson to respond to evidence and **advance** learning – a high-leverage strategy. | Activity Sheet 3.1 |
| Next Steps and Closing (15 minutes) | Reflect on today’s learning; preparation for follow-up activity  Direct participants to reading | Activity Sheet 3.2 |

**Facilitator Guidance**

**Review the focus of the PLC.**

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

* What are high-leverage strategies?
  + Deliberate acts of teaching
* How to think about implementing them?

**Facilitator**: *In this PLC we’re going to be thinking about taking action in response to evidence, specifically, we’ll be focusing on deliberate acts of teaching. These are high-leverage strategies in formative assessment and are essential if formative assessment is really going to be formative in the sense of “forming” new learning.*

**Connection (5 minutes)**

Each participant should have a copy of Activity Sheet 2.3 (from Module 2).

**Facilitator**: *Before we get started with our new focus, we are going to take a few minutes to share what we did since the last PLC. You were asked to complete Activity Sheet 3 from Module 2. With a partner, share what you did and discuss how successful you thought your method for gathering evidence was. Also discuss if you would make any changes next time you taught this lesson.*

[Give participants about 5 minutes for this discussion and make sure each one of the pair has a chance to share].

**New Content: Audio Slide Presentation (12 minutes)**

Let participants know that they are now going to learn some new content through an audio slide presentation. The focus of the presentation will be on the high-leverage strategies – deliberate acts of teaching.

[Module 3 Audio PPT].

Draw participants’ attention to ODE resources on the last slide and let them know they can access these via the ODE website.

**Discussion: Participants will need to refer to Activity Sheet 3.1 and then to Activity Sheet 2.3 which they discussed earlier (18 minutes)**

Also be sure that you have your Activity Sheet 3.1 cheat-sheet so you can guide the discussion.

Use the following prompt to begin your discussion:

**Facilitator**: *There are two parts to our discussion today. First, to follow up on the deliberate acts of teaching we just learned about, we are going to review several scenarios and decide which deliberate act of teaching the teacher used.*

[The purpose of this discussion is to deepen participants’ thinking about acting on evidence by engaging in deliberate acts of teaching. The goal is not to get each answer “correct” but rather to encourage discussion about how to respond to evidence. Let participants read each example and then after each one ask them to identify which deliberate act of teaching the teacher used. Make sure that each person in the group offers their opinion. If people offer different ideas, be sure to press them on why they think that. Ask participants why they think the teacher used the particular deliberate act of teaching. Would they have done the same? If they offer a different strategy, ask why they would select that strategy in preference to the example].

Once you have finished this part of the discussion, you are going to focus on why these are high-leverage strategies.

**Facilitator**: *Now we are going to think about why the deliberate acts of teaching are high-level strategies. So your prompt for this discussion is: what makes these high-leverage strategies?*

[The purpose of this discussion is to help teachers reflect on why they would use deliberate acts of teaching. Try to get them to the point of fully realizing that when they use an appropriate response to evidence, they are meeting students where they are in learning during the learning so as to maintain momentum. You could refer to the often-used “got it, didn’t get it, reteach” formulation to highlight that formative assessment is not to check if “they got it” but rather to see where students are in learning and move them forward, often on an individual or small group basis. Refer back to slides 16 and 17 in the PPT presentation to underscore this idea].

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):

* Formative assessment is not “formative” unless some action is taken in response to evidence;
* Deliberate acts of teaching are high-leverage strategies because they move student learning forward from its current status;
* The quality of the evidence - i.e., does it provide information about student learning that you can act on? - is a significant part of formative assessment;
* Teachers need a repertoire of deliberate acts of teaching so that they can respond to evidence immediately in the lesson;
* Selecting a deliberate act is dependent on the evidence obtained and it needs to be calibrated to the student’s current thinking.

You could also ask if participants have anything else they want to add.

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

Go around the group and ask them to each quickly say what is at the top of their mind after their discussion about deliberate acts of teaching.

Then tell them they are going to do some pre-planning for their task to be completed after the PLC: deciding on deliberate acts of teaching. Explain that they are going to complete the template they did for Activity 2.3 (plan learning goals, success criteria, and an evidence gathering method for a lesson they will teach), and they will include at least one deliberate act of teaching in response to the evidence they obtain.

**Facilitator**: *When you select a particular deliberate act of teaching what factors do you need to keep in mind? What will help you determine which is the most effective to use?*

[ The purpose of this discussion is to deepen participants’ understanding of responding to evidence in the moment. You might need to remind them that the deliberate acts of teaching are calibrated to the evidence and used in real-time during the course of the lesson. This is different from using evidence to plan the next lesson, which they will also do based on evidence from the current lesson. Be sure that some of the factors participants consider are: what the nature of the evidence will be – anticipating student responses will help them know the most productive action to take; understanding what the purpose of each deliberate act is so that they can best select the most appropriate in response to evidence; thinking through the learning goal and the lesson with a colleague to discuss possible options and what might make one option preferable to others; an understanding of their students as learners and factoring that into their decision-making. Participants may find it challenging to come up with these ideas so be persistent and encourage them, perhaps by saying things like: “so what would you need to understand about the deliberate acts of teaching?” and “how might you anticipate what the most effective deliberate act of teaching might be?” Press them, in particular, to think about feedback, which is generally challenging for teachers - why is it challenging and what can assist them in giving effective feedback? If there is anything that is relevant from the reflection session previously, try to weave it into this discussion].

At the end of the discussion time, review Activity Sheet 3.2 and make sure they are clear what they need to do and what they need to include in the sheet for the next PLC.

Now that participants have had some implementation opportunities for formative assessment, encourage participants to visit each other’s classrooms. It’s always a good idea to see a peer in action to reflect upon one’s own practice. You might suggest that the visits focus on one particular aspect of formative assessment.

Let participants know that they should also read the Reading for Module 3, paying particular attention to how the content might inform their lesson planning.

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