**FACILITATOR RESOURCE MODULE 4**

**At a Glance**

**PLC Focus**

* Student role in formative assessment
* Using feedback
* Providing peer feedback
* Engaging in self-assessment
* Classroom culture for student role in formative assessment
* Lesson planning template

**Materials needed**

* Audio slide presentation (you will need a projector and audio capability)
* Copies of Activity Sheets 1, 2 and 3 for all participants
* Participants should also have completed copies of Module 3, 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 share their deliberate act of teaching and the degree to which they thought it was effective in advancing learning | Activity Sheet 3 from Module 3 |
| New Content (12 minutes) | Help participants understand the student role in formative assessment and the kind of classroom culture that is conducive to this role | Module 4 Audio PowerPoint Presentation |
| Discussion (18 minutes) | Deepen participants’ understanding of effective feedback, peer feedback and self-assessment and consider the classroom culture for these elements of formative assessment | Activity Sheet 4.1  Activity Sheet 4.2 |
| Next Steps and Closing (15 minutes) | Reflect on today’s learning; preparation for follow-up activity | Activity Sheet 4.3 |

**Facilitator Guidance**

**Review the focus of the PLC.**

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

* Student role in formative assessment
* Using feedback
* Providing peer feedback
* Engaging in self-assessment
* Classroom culture for student role in formative assessment
* Lesson planning template

**Facilitator**: *In this PLC we’re going to focus on the student role in formative assessment. We’ll also consider the characteristics of a classroom culture that is conducive to students taking an active role in formative assessment.*

**Connection (5 minutes)**

Each participant should have a copy of Activity Sheet 3.3 (from Module 3).

**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. Remember, you were asked to identify learning goals and success criteria for a lesson, decide how to obtain evidence during that lesson and then respond to that evidence using a deliberate act of teaching. Using the information from your completed Activity Sheet 3 from Module 3, share what you did with a partner, and discuss how successful you thought deliberate act of teaching was.*

[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 student role in formative assessment and on the characteristics of a classroom culture that supports the student role.

[Module 4 Audio PPT].

Draw participants’ attention to the ODE resources on the last slide which are available via the ODE website.

**Discussion: Participants will need to refer to Activity Sheet 4.1 and then to Activity Sheet 4.2 (18 minutes)**

Use the following prompt to begin your discussion:

**Facilitator**: *There are two parts to our discussion today. First, to give us a better understanding of what effective feedback looks like, we are going to review the scenarios on Activity Sheet 1. We’ll discuss which examples are effective and why, and which are not and why. We’ll also consider how students might or might not learn from these teacher models.*

[The purpose of this discussion is to deepen participants’ thinking about feedback and to consider how students can learn to give peer feedback from the models their teachers provide. Because feedback is such a critical component of the student role in formative assessment, it is important for teachers to recognize the characteristics of effective feedback. Let participants read each scenario and then after each one ask them to discuss which was effective and which was not. 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. Scenarios 2 and 4 provide the strongest examples because in each case the teacher tells the student what they did well and provides a suggestion for learning; scenario 3 is clearly weak because no feedback is provided; scenario 1 is moderately effective because the teacher takes the students through a process of considering responses and providing them with ideas for next steps based on their self-identified category of response. The example would have been stronger if the teacher had worked with individuals or small groups to discuss their responses so that the feedback could be more personalized. However, the teacher used an expedient strategy to provide feedback to as many students are possible in a timely way ].

Once you have finished this part of the discussion, ask participants to think about which of these might be effective models for students and why.

[The idea here is not to get a right or wrong answer but rather to have the teachers think about the importance of modeling in helping students learn how to provide peer feedback].

**Facilitator**: *Now we are going to think about the characteristics of a classroom culture that really supports student peer feedback and self-assessment. We’ll discuss each of the characteristics on Activity Sheet 2 and why these need to be in place in our classrooms.*

[The purpose of this discussion is to help participants think more about the characteristics of a classroom culture presented in the PowerPoint slides and how they specifically apply to peer feedback and self-assessment. Depending on the culture of the PLC and the degree to which teachers feel safe sharing their own practice, you could either ask them to discuss the final question with a peer, with the whole group, or just reflect on their own. Be sure to leave enough time in the discussion section of the PLC for participants to engage in this reflection to relate the characteristics to their own classrooms].

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):

* The student role in formative assessment is a critical one;
* Students learn to provide peer feedback from being taught how to do it and by the models that teachers provide;
* Students need to be given time to use either teacher feedback or peer feedback;
* Self-assessment is an important part of the student role in formative assessment; this, too, needs to be taught;
* Structured time for self-assessment and peer feedback will support students to accomplish their role in formative assessment more effectively;
* The culture of the classroom will either enable or inhibit the student role in formative assessment.

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 say what has been one point of growth for them from their PLC experience and one challenge that they are planning to work on. Give participants time to make some notes about their ideas before they share out.

The final resource you are going to provide for the participants is Activity Sheet 3 – a lesson planning template.

**Facilitator**: *To close the PLC, we are going to review a lesson planning template, which you can use to plan for formative assessment in your classrooms. The lesson planning template identifies the components we have discussed in our PLCs, and adds the component of possible misconceptions or challenges that students might have in a particular lesson so that you can anticipate issues and think about deliberate acts of teaching you could use in response. Pay attention to the questions included in each section. They will help you with your planning.*

After introducing the lesson planning template, give participants some time to review it on their own. Then ask this question:

**Facilitator**: *How do you think you might use this template? Do you think you would use it in its entirety or would you adapt it?*

[Give each participant a chance to answer the question, making sure to press on why they would or wouldn’t use it in its entirety, and what they might do to adapt it to make it work for them. The purpose of this discussion is to help participants “own’ a lesson planning process that they can use in their classrooms to support formative assessment implementation].

Leave about two minutes before the end for this prompt and to wrap up the PLC.

**Facilitator**: *In addition to planning lessons with formative assessment after this PLC, pair with a colleague to visit each other’s classroom using the lens of one or more of the six characteristics of a positive classroom culture – perhaps the ones that you thought you needed to work on more. Make time afterwards to have a conversation about what was observed and discuss strategies to increase successful implementation.*

Thank everyone for their participation and encourage them to keep implementing what they have learned.