

Induction Seminar #2

Assessing Student Learning



Facilitator Guide



Induction Seminar #2: Assessing Student Learning



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Questions regarding this Beginning Teacher Support Seminar may be directed to the DPI Licensing, Educator Advancement and Development Team.



Beginning Teacher Support Seminar 2: Assessing Student Learning

What, Why, How?

WHAT is this?

This seminar is the second in a series of three seminars included in DPI's Induction Essentials resource library. DPI designed the series to support local efforts in meeting PI 34 requirements which require districts provide "ongoing orientation" to beginning educators. Comprehensive induction programs include professional learning within learning communities for beginning teachers that is guided by research, teaching and content standards, district instructional priorities, and the developmental needs of beginning teachers to advance quality instruction and the learning of every student ([NTC Teacher Induction Program Standards](#), 2018).

WHY has it been produced?

[Wis. Admin. Code sec. PI 34.040 \(5\)\(a\)](#) requires districts provide ongoing orientation and support which is collaboratively developed by teachers, administrators, and other school district stakeholders.

HOW might this seminar be used?

Mentors and professional development leaders can use this resource to provide ongoing, timely professional development that is aligned with the Educator Effectiveness (EE) System timeline.

WHO is the intended audience?

DPI designed this professional development series for teachers serving in their first three years of teaching to ensure that beginning teachers, statewide, have access to ongoing professional development.

HOW much time will be needed?

Allow two hours and thirty minutes to facilitate Seminar 2. The approximate time requirement of each section is provided at the start of the section. Facilitators may divide the material and present it in segments as appropriate to their context.

Note: If facilitating this seminar as part of the DPI Beginning Teacher Seminar Series, and Community Agreements (Slide 8) are established, this seminar will require less time.

WHAT are the intended outcomes?

- I can reflect on my teaching practice in order to find areas of strength and areas for growth.
- I can plan for and monitor strategic assessment practices within my SLO in order to inform timely adjustments to practice.
- I can identify and articulate evidence-based adjustments to the SLO plan components.

Resource Materials and Preparation

Review this guide thoroughly prior to facilitating with a group. Take note of key messages and anticipate EE System, model-specific modifications and/or common questions in advance of the training.

Using the guide:

- “Facilitator Instructions” identifies instructions for those facilitating the seminar.
- “*Script*” identifies specific facilitator talking points and appear in italics.

Facilitators are welcome to use the script language as written or rephrase to incorporate personal style, as long as the integrity of the content is maintained.

Facilitators will need:

- This Facilitator Guide
- [Induction Seminar #2 slide deck PDF](#) -To present, select “View”>”Full Screen Mode” and use the arrow to move through slides.
- [Induction Seminar #2 Participant Packet PDF](#)
- [Developing Community Agreements](#)
- Large chart paper and chart markers

Optional:

- Familiarize yourself with the DPI Assessment and Data Literacy [E-Learning Series](#)

Participants will need:

- Access to the internet
- The Individual Challenge Action Plan (ICAP) from Seminar 1 (if they attended)
- A copy of (or access to) their Student/School Learning Plan (SLO)
- A full copy of the applicable professional practice rubrics (you may request that participants bring the appropriate rubric to the training):
 - DPI Model: [Danielson Framework for Teaching](#)
 - DPI Model: [Pupil Services and Specialists](#)
 - CESA 6 Effectiveness Project: [Effectiveness Project Standards](#)

Recommended Preparation Prior to Training

- Download and print the Participant Packet.
- Arrange the room to accommodate partner and group discussion.
- Confirm internet access for all participants and test all web links (the seminar relies heavily on web-based materials).
- Review all related resources.
- Write and post the URL link to Strategic Assessment Systems on chart paper for reference later:
<https://dpi.wi.gov/strategic-assessment>
- Communicate start/end times and materials required for the seminar to all participants.

Rationale: The Getting Started section of the seminar is important for setting the tone and building trust among the participants. Connecting participants to the learning at the start of the seminar provides grounding for the work and taps into their prior knowledge. Participant information within in the connector helps facilitators get to know the participants, and highlights prior knowledge, misconceptions and potential adjustments needed to meet their needs.

Slide # / Title**Facilitator Instructions and Script**

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|----------------------|---|
| 1 Title Slide | Facilitator Instructions: Welcome participants and thank them for their participation. |
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| 2 Part I: Getting Started | Script: <i>There are three parts to this seminar. We will start with some introductions, housekeeping, and foreshadowing, followed by a standards-based learning section. We will close with reflection and feedback.</i> |
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| 3 Connector | <p>Note: The Connector prompt assumes that participants attended the first seminar of the DPI Beginning Teacher Seminar series. Participants who have not attended the first seminar may complete the reflection based on their current context.</p> <p>Facilitator Instructions: Invite participants to turn to the Connector Template on page 1 of the Participant Packet. Read the questions on the slide. Allow approximately 3 mins to work.</p> <p>Watch your time! If it appears that participants are ready before the three-minute mark, move on.</p> |
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| 4 Introductions | Facilitator Instructions: Congratulate participants on reaching the mid-year point, and acknowledge their hard work and dedication to students. Point out the importance of a learning community and the |
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connections made with others -- hence, our decision to start with introductions.

Directions for this activity are on the slide. Read them aloud, and allow participants the freedom to decide whether they wish to share challenges. Remind participants of the importance of being able to discuss challenges in a safe environment, but to do so while respecting the confidentiality of students and colleagues within discussion.

- **Small group share** (5 minutes): Invite participants to introduce themselves and chat with their table teams. When time is up (or when conversations quiet) call for everyone's attention.
- **Whip-around:** Invite participants to introduce themselves to the larger group by name, preferred pronouns, district, role, and an area of celebration.

When introductions have finished, acknowledge both the importance of celebration and the existence of continued challenges. Encourage participants to lean on their mentors and colleagues to sort through the challenges, and assure them that ALL teachers have challenges. It's complex work! Through challenging times, it's important to continue to identify what is working, and celebrate the successes.

5 Quick Assessment

Script: *I would like to get a little information from you before we begin today. This quick, formative assessment will allow me to adjust the seminar to better meet your needs. When I read each question, please give a "thumbs up" if your answer is yes and "thumbs down" if the answer is no.*

Facilitator Instructions: Read the questions on the slide. Gauge participant response.

Script: *This formative assessment example is one of several that will be modeled throughout the seminar. The information I glean from this assessment helps me determine if there is content that can be skimmed, and if there are areas that may need deeper investigation. It allows me to draw on your experiences to make connections and deepen understanding. Be thinking about the formative assessment strategies you use, or might begin to use, within your classroom to collect timely evidence of student learning.*

6 Seminar Outcomes

Script: *This training serves as a foundational beginning teacher professional learning opportunity. The learning targets for this session include:*

Facilitator Instructions: Read the outcomes presented on the slide to the group.

Script:

- *I can reflect on my teaching practice in order to find areas of strength and areas for growth.*
- *I can plan for and monitor strategic assessment practices within my SLO in order to inform timely adjustments to practice.*
- *I can identify and articulate evidence-based adjustments to the SLO plan components.*

*You will find these outcomes on **page 2** of your **Participant Packet**.*

We will reflect on these outcomes throughout this session and again at the end.

7 Agenda

Script: *The first part of today's time together will be spent learning about different types of assessments and reflecting on our current assessment practices. We will review and reflect on our own SLO data to guide our exploration. We will then consider how this helps to inform preparations for the EE System Mid-Interval Review, one of three EE System conferences. Depending on your local calendars, the Mid-interval Review will be coming up or may have just occurred.*

8 Agreements

Facilitator Instructions: To facilitate this activity, you will need to access the [Developing Community Agreements](#) instructions from the National Equity Project.

Note: If the participant group attended *Beginning Teacher Seminar 1-Engaging all Students*, you may use this time to remind them of the previously established agreements.

Rationale: Developing community agreements is a powerful strategy for coalescing a group into a team. The process of constructing agreements is often more important than the product. Agreements come from a consensus-driven process to identify what every person in the group needs from each other and commits to each other to feel safe, supported, open and trusting. As such, they provide a common framework for how people aspire to work and be together as they take transformational action (National Equity Project, Developing Community Agreements).

Script: *Research has made it clear that “isolationist teaching” does not produce the student learning results that effective collaboration with colleagues does. This seminar is designed to engage you in collaboration with your peers, and is intended to be a safe space to share and learn from each other. In order for that to happen we must establish agreements as a learning community.*

Therefore, Community Agreements Matter. They help to...

Facilitator Instructions:

- Read the slide, or invite a participant to read it aloud.
- Select a method for establishing your community agreements, and proceed in creating the agreements. This activity will take up to fifteen minutes.
- Before moving on, let participants know that directions for community agreements can be found on the resources page of their participant packet. Encourage them to use this activity in their classrooms as appropriate.

Include any other operational norms typical for your context: use of technology, adult needs, etc.

Rationale: This part of the seminar focuses on key components/indicators within the professional frameworks (Danielson Fft and Effectiveness Project Standards). Identification of the components/indicators helps participants to make connections to their Professional Practice Goals and encourages continued instructionally-focused conversations with their mentor.

Slide # / Title

Facilitator Instructions and Script

9 Part 2: Learning

Facilitator Instructions: Slides #10 and #11 ask teacher participants to examine the relevant professional practices (as described in the language of the professional practice rubrics) that are featured in this seminar. It is important to use the full versions of the professional practice rubrics within this training. Beginning teachers are still learning the structure and vocabulary associated with the tool, and will want to note critical attributes associated with best practice!

Slide #10 highlights relevant domains and components from the DPI model professional practice rubric: the Danielson Framework for Teaching (FfT).

Slide #11 highlights relevant standards and indicators from the CESA 6 Effectiveness Project professional standards.

If your participant group is mixed, show both slides. If all participants use the same model, simply skip the non-applicable slide.

10 DPI Model

Facilitator Instructions: This slide is specific to the DPI model. The next slide is specific to the CESA 6 Effectiveness project. Dependent upon your group, use one or both.

Script: *Let's examine the professional practices that are central to our learning today. This slide identifies the professional practice components from the DPI Model, Danielson Framework for Teaching (FfT), related to today's learning. You will find these components in much greater detail on **page 2** of your **Participant Packet**, and within the full rubric.*

I encourage you to continue discussion around these components with your mentor.

Facilitator Instructions: Depending on your audience, review relevant domains/components from the appropriate slide(s). Allow 3-5 minutes for participants to review the domains/ components and related critical attributes in greater detail to note leveled language and understand the differences between levels.

11 CESA 6 Model

Facilitator Instructions: This slide is specific to the CESA 6 Effectiveness Project. Dependent on your group, use this slide, slide #10 (DPI Model), or both.

Script: *This slide identifies the professional practice Standards and Indicators from the CESA 6 Effectiveness Project Model, related to today's learning. You will find these standards on page 3 of your Participant Packet.*

I encourage you to continue discussions around these standards with your mentor.

Facilitator Instructions: Dependent upon your audience, review relevant standards and indicators from the appropriate slide(s). Allow 3-5 minutes for participants to review the standards and indicators, note leveled language, and understand the differences between levels.

12 Reflective Practice

Facilitator Instructions: Be cognizant of your participants' varied school contexts. Not all participants will have the same levels of support for EE tasks and may express frustration. As facilitator, you will need to deter comments of negativity and instead emphasize the potential of the EE System to support and nurture professional growth.

Depending on timing of the seminar, the EE Mid-Interval Conference may have already taken place. Some educators, particularly at the middle and high school levels, may have semester-long intervals. Use a show of hands to gauge who is in the process of planning for their conference and who has already had it. Those who have had the conference could share first-hand experience that may resonate with the group.

Script: *While the learning portion of this seminar features professional practices related to planning and instruction, the practices of professionalism quietly support this work.*

Reflection, the practice of studying your own experiences to improve the way you work, is an important professional practice. While reflective practice doesn't come naturally to everyone, it can be developed and nurtured through professional conversations and by engaging in continuous improvement cycles.

The EE Cycle is designed as a continuous improvement process. Reflective practice plays a key role in the cycle as we engage in ongoing review of student data, collaborate with others, examine SLO evidence, and adjust our instructional practices to better support students.

The Mid-Interval Review conference is part of an ongoing cycle of continuous improvement. This is a formal check-in around student data and instructional practice at the mid-point of an SLO interval. In a Summary Year, this formal check in occurs with the evaluator. However, monitoring progress should occur regularly, as part of the Plan, Do, Check, Act process of continuous improvement.

13 SLO Checklist

Script: Please turn to the SLO Quality Indicator Checklist on **pages 4 and 5** in your **Participant Packet**. This tool helps support the planning and monitoring of your SLO.

Earlier, when I asked you how many had seen this checklist, you indicated _____. Refer back to the responses you received in the thumbs up/down activity (slide 5).

Take a moment to review the statements on the Quality Indicators Checklist. You will notice right away that the indicators help guide both the planning and review of the SLO.

Which of the statements on the checklist might have guided your SLO planning process, related Planning Conference, or progress monitoring differently or more effectively?

Facilitator Instructions: Pause and let them reflect and consider. Invite volunteers to share indicators that resonated with them as they reflected on their own planning and related conversations. (Participants will indicate that most indicators have some influence in shaping the SLO plan and/or the planning conference.)

Script: Three of the indicators that are particularly appropriate when preparing for the Mid-Interval Review and conference are:

- *Targeted Growth: This component of the SLO is of particular interest, as the established growth targets may appear too*

rigorous or not rigorous enough to address gaps in and across student groups.

- *Evidence Sources: This is where the assessment plan resides in the SLO. It's possible that your assessments are not aligned to the SLO content (standard) and may not be yielding the data you need to inform instruction.*
- *Instructional Strategies: In this section we consider our response to the assessment data, and determine PD or other supports needed.*

The Quality Indicator Checklist can be utilized at the mid-interval milestone to guide your examination of progress, and to help consider if any adjustments are necessary.

In addition to the Quality Indicator Checklist, two additional resources offer valuable guidance:

- [The EE System User Guide](#)
*This guide can help to support preparation for the Mid-Interval Review. You will find document links on **page 7** of your **Participant Packet**. We reference and spend time with these resources today, and you're encouraged to use them to guide your work throughout the remainder of the year.*
- [DPI Strategic Assessment Systems \(SAS\)](#)
The resources provide a deeper understanding of how assessment can be used to leverage academic growth. These resources help to clarify how summative, interim, and formative assessment practices serve different purposes. Additionally, they help demonstrate how each may be utilized within the SLO process as a means to gather evidence of growth and inform timely adjustments to instruction.

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14 Mid-Interval Review

Script: *A couple of notes about the Mid-Interval Review conference:*

In the Summary Year, the Mid-Interval Review conference occurs with your evaluator. In Supporting Years, you will engage in ongoing review and professional conversations around progress with peers along with continued feedback from your evaluator, mentor, coaches, etc. as part of Professional Learning Communities, data teams, etc.

The Mid-Interval Review and conference is an appropriate time to consider adjustments to the SLO growth targets. However, adjustments to SLO goals should not be made arbitrarily. There must be evidence to support adjustments. You are encouraged to consider instructional strategies and the alignment of assessments to the goal prior to adjusting growth targets.

15 Assessment Review

Script: *In the next activity, you will review your SLO assessment plans (as depicted in the Evidence section of the SLO plan) and reflect on assessment practices and the evidence you have collected to date, to gauge how well your SLO assessment plan addresses the practices we've explored thus far.*

For this first round of SLO review, you will want to focus on these sections of the SLO plan: "Baseline Data and Rational" and "Evidence Sources."

Facilitator Instructions: Give the participants time to locate their SLOs. Some may need to access them electronically. In the event a participant does not have access to their SLO:

- o Direct them to make a list from memory; or
- o Suggest that they use the time to review "Evidence Sources" on the DPI webpage: [Writing a Quality SLO](#)

Reference the slide and read the directions. Provide 5 minutes for participants to review their SLO and list the assessments they have planned and/or have utilized to date, using space provided on **page 6** in the **Participant Packet**.

When it appears that participants are finished, or at the 5-minute mark, call for everyone's attention. Invite volunteers to share some of their assessment examples.

List the examples on chart paper, but do not group them or label them in any way. Simply list examples as participants provide them.

Thank the volunteers before moving on.

16 What Is It?

Facilitator Instructions: Participants will access the DPI website resources for this activity, using the URL for [Strategic Assessment Systems](#) that you provided on chart paper previously. This transition should move quickly.

Script: *The DPI website provides guidance and numerous resources to support your work around assessment. DPI's Office of Educational Assessment website offers additional resources and guidance.*

- *Using your device, please navigate to the DPI Strategic Assessment Systems site. The web address was provided to you on the posted on the chart paper at the front of the room. It and is also included on **page 8** in your **Participant Packet**.*
- *Before you begin digging into the resources, let's establish a common understanding of the term "Strategic Assessment Systems."*

Facilitator Instructions: Invite a participant to read the slide aloud. Then, using the directions below, model navigation to the Strategic Assessment Systems webpage. Direct participants to follow along with you as the next activity requires them to review a particular resource.

Demonstrate:

- Click link on slide: [Strategic Assessment Systems](#)
- Once at the site, scroll down to the resources area and click: [Foundational Resources](#)
- Show participants where to find: [Ms. G's Year in Assessment](#)

Wait until all participants have located the resource before moving on, and assist anyone having difficulty finding the resource.

17 Ms. G's Year

Facilitator Instructions: This slide shows the landing page of the interactive assessment resource titled, "Ms. G's Year in

Assessment.” Point out and explain the various interactive options embedded in the module:

1. **Timeline** slide bar at bottom. Tell participants that the focus for today will be on winter.
2. **Icon Key** (upper right): Each milestone event, autumn, winter, and spring, includes assessments that are coded to reflect the type of assessment utilized: Formative, Interim, or Summative.
3. **Left Menu**: Allows participants to choose one of three levels, elementary, middle, or high school.
4. **Resources** (upper right): Provides access to useful links and documents, including assessment-related definitions.
5. **PDF option**: Month-by-month list of assessment events.

18 Journey with Ms. G

Facilitator Instructions: The directions for this independent exploration appear on this slide. Tell participants that they have approximately 20 minutes to explore the module and make connections to the assessments used in the SLO process. Be mindful of time! The idea is to expose participants to the resource so they may use it in the future.

- Model the independent review process as you read through the instructions on the slide.
- Demonstrate how to find the terms.
- Suggest they stay focused on the winter part of the slider; winter events correspond with mid-interval expectations and assessment practices—and explore others if time permits.
- Ask for questions related to the task.
- Provide up to 20 minutes for participant exploration. Participants can elect to explore the module independently or work with a partner. Watch for early completion.

19 Turn & Talk

Facilitator Instructions: After participants have finished exploring the module, provide an additional 5 minutes for them to debrief with a partner. Ask them to consider the questions on the slide:

- What did you find interesting or helpful?
- What are your key takeaways from Ms. G's Year in Assessment?

Elicit responses from the group, and make any relevant connections to previous learning, or discussion. Before moving on, encourage participants to access this resource in the future to support their own journey through a year of assessment and data.

20 Key Concepts

Facilitator Instructions: Review the key concepts as they appear on the slide, reading them out loud to the group.

Rationale: This slide makes certain all move to the next section of learning with key understandings.

Script: *Keep these key concepts about assessment in mind:*

- *Nearly any assessment can serve any purpose.*
- *When we administer assessments and how we use the resultant data are the factors that differentiate them.*
- *Formative Practices are teacher techniques that play a primary role in driving the teaching and learning process.*
- *Not all data gleaned needs to be graded and recorded.*

Prepackaged standardized assessments do not provide evidence that informs daily instructional shifts. You are encouraged to use formative assessments in School/Student Learning Objectives to make informed, responsive adjustments to instruction to best meet the needs of all learners.

21 Assessment Revisited

Script: *Let's do a second round of SLO review. Specifically, let's review the plans for collecting evidence (assessment plans) now that we have a better understanding of Strategic Assessment.*

Turn back to the SLO Assessment Review on page 6 of your Participant Packet:

1. *Now that you know more about Strategic Assessment Systems, is there anything you might add to your list?*
2. *Review the assessment methods you listed, and identify the type of assessment it represents (Formative, Interim, or Summative). Add labels accordingly.*

Facilitator Instructions: You may wish to model this activity on the chart paper used in the round 1 analysis. "Think out loud" as you add a couple more examples to the list. Then, "ponder out loud" whether

each is an example of a Summative, Interim, or Formative assessment, and add a label to 1-2 examples.

Double-check to see if participants have any questions, then allow 5 minutes for them to complete the work.

When time is up, complete a quick, formative assessment by asking participants to put up one (1) finger if they have used mostly formative assessments, two (2) fingers for interim, and three (3) fingers for summative.

Script: *According to the DPI guidance, which type of assessment should represent the majority of assessment? (Answer = Formative Practices).*

What value do formative practices have over Summative or Interim?

Facilitator Instructions: Elicit responses to the questions above. Emphasize the connection of assessment within instruction, and used daily, to collect timely evidence to inform instruction.

Pause to process what's been modeled thus far:

Script: *I have used formative practices with you today:*

- *Thumbs up/thumbs down.*
- *Listening/observing during group work.*
- *Listening to your questions and discussion responses.*
- *Fingers 1-3.*

Using these formative practices has helped me to gauge your understanding and adjust my instruction as needed.

22 Examples

Script: *Again, I want to encourage the regular use of the EE System User Guide, because it provides additional examples of formative practices. The practices you see on slide may be found in Appendix (F) of the DPI User Guide. I encourage you to use this document as a resource for preparing for the Mid-Interval Review and conference.*

Facilitator Instructions: Read the list and point out that the highlighted practices were used in today's seminar.

Go back to the chart paper of examples you created early in the session. Point out examples of formative practices that were identified to affirm and encourage their use of formative assessment practices.

Note: you may want to spend time on the example of student work. Many beginning teachers are overwhelmed with grading and feel that when something is collected it needs to be graded. This is one of the (Slide 20) Key Concepts- not all data gleaned needs to be graded. Remind participants of the informative power of student work for both the teacher and the student alike. Encourage them to think about how they might engage students in assessing their own practice/work. This will provide a good segue for the next slide.

23 Student-Centered

Script: *Where do students fit into our assessment practices? What are the advantages to having students become active participants in their own assessment?*

The language of the professional practice rubrics can help us answer these questions. Let's take a look at definitions for effective practice.

This slide shows an example from the Framework for Teaching performance levels (DPI model). Within the Framework, the levels identified as effective or distinguished are increasingly student-centered.

Note: In the CESA 6 model, the EP standards are arranged in reverse order.

24 Closer Look

Facilitator Instructions: This will require examination of the full practice rubric document, to closely examine the language shift as they move toward distinguished practice, as well as critical attributes.

Script: *Let's take a moment to look more closely at the shift in language within assessment practices across the rubric levels. Turn to the following components within your professional practice rubrics:*

- **DPI model districts:** *turn to Component "3d: Using Assessment in Instruction."*
- **Effectiveness Project districts:** *turn to indicator "1.2: Integrates key content elements and high-level thinking skills in instruction."*

Facilitator Instructions:

- **Review time (2-3 minutes):** Invite participants to reflect on current practice related to this component/indicator. Remind those that use the *Framework for Teaching* to note the indicators and critical attributes provided.
 - **Discussion time (2-3 minutes):** Then invite participants to turn and talk with a neighbor about the evidence that supports their reflection.
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25 Students as Stakeholders *Script: This slide shows one small snippet of information from the Strategic Assessment System resources that were explored earlier.*

You may recall that students were the first in a list of stakeholders that use assessment data. This pushes us to better understand, and commit to student-centered assessment practices.

Take a close look at the decisions that students must make in order to understand and use assessment data to guide their own learning. Notice how the word “I” appears over and over in these questions?

Moving toward a student-centered approach to instruction is not easy. It requires scaffolding from the teacher and multiple, supported practice opportunities.

As you look at this, what related information and skills do your students need to have to be the owner of their own assessment data as described here?

Facilitator Instructions: Allow participants the opportunity to process and invite responses. Responses might include:

- Students would need to know learning goals/targets.
- Students would need timely feedback and to be included in determining next steps in the learning based on those assessments.

26 Student-Centered

Script: Turn again to page 6 in your Participant Packet and let's revisit the SLO assessments once more. Select one assessment and consider how a simple modification could make it more student-centered.

Here's an example: I currently use observing and listening as a formative practice. I could incorporate a signal system (red, yellow, and green chips) as a self-assessment of progress in relation to the learning outcome. It requires a quick self-assessment from the students, and provides timely, formative information for me. From that visual cue I could then address students' needs in a timely manner.

After you have identified a modification to one of the assessments you listed on page 5, spend a few minutes sharing with an elbow partner.

Facilitator Instructions:

- **Elbow Partner (5 min):** Invite participants to share with an elbow partner.
- **Group Share (5 min):** Invite participants to share their ideas with the larger group. Remind them to include how the modification makes the approach more student-centered.

Ask for any remaining questions regarding assessment or Strategic Assessment Systems before moving on to Part 3.

Part 3: Closing

Total Time: 00:15

Rationale: The closing portion of the seminar provides an important opportunity for the facilitator to emphasize key information, tie up loose ends, correct misunderstandings, and help participants translate their new learning into actionable classroom practice by creating an Individual Challenge Action Plan (ICAP).

Slide # / Title

Facilitator Instructions and Script

27 Closing

Script: To close this seminar, we will do a bit of reflection, and then commit to changes in practice by creating an Individual Challenge Action Plan (ICAP).

28 Outcomes Revisited

Facilitator Instructions: Read (or have a participant read) the outcomes out loud. Remind participants that there are valuable resources listed on **page 8** of the **Participant Packet**, including resources to support continued discussion with their mentors.

29 Reflection/Next Steps

Script: *It's hard to change our practice without making a mindful commitment to the change, and without writing a personal plan of action. Let's do that now.*

*Please locate the ICAP planning template on **Participant Packet page 7**.*

Use the guiding questions on this page to write your personal commitment to change based on your learning from this seminar.

As a reminder, today's topics are provided on the slide to guide your reflection.

30 Quote

Facilitator Instructions: Invite a participant to read the quote aloud for the group.

31 Evaluation

Facilitator Instructions: Thank participants for their time and energy, and invite them to remove and complete the session evaluation located on the **last page** of the **Participant Packet**.
