

## A Focus on Informed Assessment Practices

### Extended Facilitators' Agenda

#### *Professional Development Agenda*

**Approximate Time is 5 hours**

Time	On / Off Line	Facilitators' Instructions	Slides
8:30	Off line	Coffee and mingling	No slide
9:00	Off line	<p>Good morning. My name is [ ] and this is my colleague [ ]. We will be your facilitators for today.</p> <p>Today we will be using the recent provincial webcast to learn about Assessment for Learning.</p> <p>Prior to starting the webcast we are going to take a few minutes to explore our previous knowledge.</p> <p>Please find Worksheet A in your package. <i>[wait a few seconds]</i>. Now would you please take a few minutes (3 or so) to jot down a few things about each word or phrase. If you aren't able to put anything down that's okay too. We (I) will stop you in 3 minutes.</p> <p><i>3 minute working time –use your discretion here. Some groups may take longer.</i></p> <p>Please complete your last word or few words. (wait a few seconds).</p> <p>Now we would like you to share your thoughts. Please find a learning partner, preferably someone you do not know well. Let's get up and wander around finding someone new. When you have found someone please share your</p>	No slide

		<p>previous knowledge with that person. We (I) will give you about 10 minutes to do this sharing. Over to you as to how you can best guarantee that both of you get a chance to share.</p> <p><i>It is very helpful to have some kind of signal to stop the crowd and gather their attention. A chime and raising the hand are only a few different ways to gain the groups attention. You can decide what is best for your group.</i></p> <p>Please complete your sentence. (wait) Thank you. Would any of you like to share any insights?</p> <p><i>You may have some people who would like to share or you may not. It is not necessary to have a lot of sharing at this point.</i></p>	
9:40	Archived Webcast	<p>We will now look at the first part of the webcast.</p> <p><i>You may introduce Judy Halbert and Linda Kaser yourself or use the introduction on the webcast.</i></p>	Slide 1
9:45	On line	<p>Judy and Linda</p> <ul style="list-style-type: none"> <li>• Creating an inquiry mindset and a learning partnership</li> <li>• History of Assessment For Learning</li> <li>• Purposes of assessment – connecting to the research base and reflecting with a learning partner</li> </ul>	Slides 1 – 17
10:25	Off line	<p>Before we begin to process what we have learned and discussing the different forms of assessment we are</p>	No slide

		going to take a 20 minute break. Please be back and ready at your tables by 10:45	
10:45	Off line Slide No. 17 stays on screen	<p>Linda has given us a lot to think about.</p> <p>At your tables you will find three 11 X 17 charts, each referring to a type of assessment – Assessment Of Learning, Assessment For Learning and Assessment As Learning.</p> <p>In your groups please discuss each of the levels of assessment focusing on the questions on the charts. Please post your charts when you are finished and make sure that you are prepared to share your group’s thinking.</p> <p><i>You can wander around and help groups begin or extend the conversation. We are looking for an understanding that there are legitimate reasons for using all forms of assessment—the most powerful forms of assessment being those that are closest to the students—Assessment for and as Learning. Allow about 20 minutes work time.</i></p> <p>Okay can you please finish up and make sure you are ready to share in 3 minutes.</p> <p>Could we have a table group begin the sharing, please? <i>(Let each table group share)</i></p> <p>Now we are going to rejoin Linda and Judy.</p>	<p>Slide 17</p> <p>Worksheet B Worksheet C Worksheet D</p>
11:20	On line	<p>Judy and Linda</p> <ul style="list-style-type: none"> <li>• Questions will be answered from</li> </ul>	Slide 18 – 27

		<p>participants at webcasting.</p> <ul style="list-style-type: none"> <li>• Key beliefs, key ideas and important strategies</li> <li>• Classroom Assessment – a Bridge Connecting Teaching and Learning (partner reading)</li> </ul>	
12:00	Off line	Before reading the article we are going to break for lunch. We will begin again at 1:00.	No slide
1:00	Off line Slide 27 stays on screen	<p>Instead of just reading one article we are going to read four articles. We are going to jigsaw the articles so that we will learn from each other. Please form groups of four. In your groups please choose one article each. Read your assigned article and note the key points. We (I) will give you about 15 minutes for reading. (<i>wait 15 minutes</i>) You may find the <u>graphic organizers</u> in your package helpful.</p> <p>Now for the next 30 minutes please have each of the people in your group teach the others the key points made in each article and your thinking. (<i>wait 30 minutes</i>)</p> <p>Thank you. Now we (I) would like you to consider two questions: (have these on charts in the room for participants to refer to)</p> <ol style="list-style-type: none"> <li>1. <i>Why would we as teachers learn more about and how to use Assessment for Learning?</i></li> <li>2. <i>If we commit to this how can we continue the dialogue and what do we need to put into place to support our continued learning?</i></li> </ol> <p>(Allow 20 minutes for this conversation)</p> <p>Thank you. Please focus your attention</p>	<p>Slide 27</p> <p>Graphic Organizers Worksheet E Worksheet F Worksheet G Worksheet H</p> <p>Put the two questions on a chart</p>

		<p>to the front. We would appreciate a few groups sharing their thoughts.</p> <p>Now we are going to rejoin the webcast.</p>	
2:00	On line	<p>Judy and Linda</p> <ul style="list-style-type: none"> <li>• A focus on clear learning intentions</li> <li>• Checking for understanding – generating ideas with a learning partner</li> </ul>	Slides 28 – 34
2:25	Off line Slide 34 stays on screen	Please turn to a learning partner and discuss the question presented by Judy and Linda. (give about 10 minutes for this discussion)	Slide 34 Question is on Slide 34
2:35	On line	<p>Judy and Linda</p> <ul style="list-style-type: none"> <li>• Criteria of Success – Building a Repertoire</li> <li>• A Spiral of Inquiry</li> <li>• Commitment to Action (Handout C)</li> </ul>	Slides 35 – 37
2:50	Off line	Judy and Linda have presented a challenge for us. In your package you will find a <u>Plan for Action</u> (Worksheet I). Please take a few minutes to develop an action plan for yourself. Then please find a learning partner and discuss your plan with that person. Set a time in the future where the two of you can get together again and reflect on that plan. (allow 15 minutes)	Slide 37  Worksheet I
3:03	Off line	<p>Thank you for participating today. We (I) hope that you are leaving with a few good ideas.</p> <p>Please take time to complete your reflection and feedback. Your smart work here informs our practice.</p> <p><i>Congratulations on your good work.</i></p>	No slide  Worksheet J

Facilitators, please see Worksheet K