

FACILITATING FORMATIVE INSTRUCTIONAL PRACTICES:

A BLENDED LEARNING EXPERIENCE



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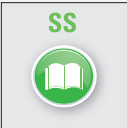
Reference Information

Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well (2nd edition)*
- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). <i>Classroom assessment for student learning</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education.
	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). <i>Seven strategies of assessment for learning</i> . Upper Saddle River, NJ: Pearson Education.

Full list of references in the *Facilitating Formative Instructional Practices* materials:

Module 1 Facilitation Guide: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 1 Facilitator Answer Key: Section II, Activity 1

Where am I going? Where am I now? How can I close the gap? Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning*. (2nd ed., pp. 28-32). Upper Saddle River, NJ: Pearson Education.

Module 1 Facilitator Answer Key: Section II, Activity 1

Sharing Learning Targets with Students. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 22-40). Upper Saddle River, NJ: Pearson Education.

Module 1 Facilitator Answer Key: Section II, Activity 1

Using Examples of Strong and Weak Work. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 42-50). Upper Saddle River, NJ: Pearson Education.

Module 1 Facilitator Answer Key: Section II, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Reference Information Continued

Module 1 Facilitator Answer Key: Section II, Activity 1

Assessment Methods. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 87-92). Upper Saddle River, NJ: Pearson Education.

Module 1 Participant Handout: Section II, Activity 1

Where am I going? Where am I now? How can I close the gap? Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 28-32). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section I, Activity 3

Sharing Learning Targets with Students. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 22-40). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section II, Activity 1

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitator Answer Key: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section II, Activity 1

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning*. (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section II, Activity 1

Deconstructing Standards. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 60-68). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section II, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Reference Information Continued

Module 2 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitation Guide: Section I, Activity 2

Assessment Methods. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 87-92). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitation Guide: Section I, Activity 3

Formative Use of Assessment. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 104-106). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitator Answer Key: Section I, Activity 1

Target-Method-Match. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 94). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitator Answer Key: Section I, Activity 1

Performance Assessment. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 7). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitator Answer Key: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 3 Facilitator Answer Key: Section I, Activity 3

Performance Assessment Task Form. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 217). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 2

Target-Method-Match. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 94). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 3

Performance Assessment Task Form. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 217). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Reference Information Continued

Module 3 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitation Guide: Section I, Activity 3

Characteristics of Effective Feedback and Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56-68). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 2

Formative and Summative Assessment Data Recorded Together. Chappuis J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 308). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 3

Record Keeping: Tracking Student Learning. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 9). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 3

Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 57-68). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section I, Activity 2

Formative and Summative Assessment Data Recorded Together. Chappuis J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 308). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section I, Activity 3

Record Keeping: Tracking Student Learning. Chappuis J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 9). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section I, Activity 3

Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 57-68). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section II, Activity 2

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Reference Information Continued

Module 4 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 5 Facilitation Guide: Section II, Activity 2

Students Sharing Their Learning With Others. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 167-173). Upper Saddle River, NJ: Pearson Education.

Module 5 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 5 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 5 Participant Handout: Section III, Activity 2

Reflecting on Learning. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 159-165). Upper Saddle River, NJ: Pearson Education.

Introduction

Battelle for Kids, in partnership with Pearson Assessment Training Institute, have created a suite of formative instructional practices online learning modules to support educators in their efforts to personalize instruction and improve student outcomes. These modules are powerful tools when combined with thoughtful and collaborative job-embedded professional learning.

Formative instructional practices are the heart of effective teaching. Through this professional learning opportunity, teachers will discover ways to effectively plan for instruction and assessment of learning standards, as well as learn skills necessary to create student learning objectives (SLOs) that gauge student growth.

This guide is designed to help you focus teachers' collaborative time on learning about formative instructional practices by taking the online learning modules and putting the information into action.

There are facilitation materials that correspond with each of the five *Foundations of Formative Instructional Practices* modules. These materials include teacher team agendas, participant handouts, and detailed answer keys and tips for facilitators.

The facilitation materials for each module are organized into three sections:

Section I: Confirming Our Learning

- Ensures teachers have met the learning targets of each module.

Section II: Confirming Our Practice

- Facilitates reflection and discussion about teacher practice.

Section III: Confirming Our Commitment

- Helps teachers set goals and take action based on what they've learned from each module.

What are formative instructional practices?

Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of learning. It helps to think about learning as a journey, and formative instructional practices can guide teachers and students along the way—just like a GPS.

These practices include four core components:



Creating and using clear learning targets



Collecting and documenting evidence of student learning



Analyzing evidence and providing effective feedback



Preparing students to take ownership of their learning

Your Role as Facilitator

As a facilitator, you will help teachers get the most out of this blended learning experience by modeling formative instructional practices, helping them complete the online learning modules, engaging teacher teams in meaningful conversations, and helping them plan to put formative instructional practices into action in their classrooms.

Prepare yourself to facilitate this learning experience by taking two online learning paths: *Foundations of Formative Instructional Practices* Learning Path (5 modules) and *Leading and Coaching Formative Instructional Practices* Learning Path (2 modules).

Suggestions for a Successful Learning Experience

- Stay focused on helping teachers advance their understanding and use of formative instructional practices
- Resist the temptation to introduce additional materials and tools. Learning activities need to be concise and focused.
- Do not go through the modules screen by screen with teacher teams. Modules are intended to be completed independently and discussed and acted upon collaboratively.
- Invite school leaders to join in the learning by having them take the *Leading and Coaching Formative Instructional Practices* learning path. Invite them to participate in teacher team conversations.
- Check in with school leaders about the progress of teacher teams. Provide them with things to look for, and encourage them to provide teachers with effective feedback relative to formative instructional practices. Emphasize that their feedback should not be evaluative.
- Establish a learning environment where trust is high, and risk-taking is rewarded. Leverage the experiences of early adopters.

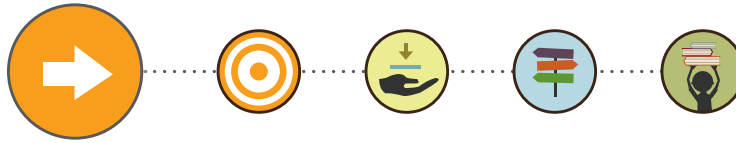
Don't worry! You don't have to be an expert to facilitate conversations about formative instructional practices in teacher teams; you simply need a desire to improve student outcomes. You will be learning right along with your colleagues.

Look for "FIP Tips" throughout this facilitation guide. These tips will help you model formative instructional practices as a facilitator. Remember, the practices that are good for our students are also good for adult learners. We build sustainability of these practices when all members of the system are intentionally using formative instructional practices.

The FIP Tips will help you answer these questions:

1. Are teachers clear as to where they are going with their learning? Are they clear about their learning targets?
2. Are team members collecting and documenting evidence of their learning? How can you help them keep track of their learning?
3. How do teachers give and receive feedback about their progress? Are you and other team members using effective feedback to move learning forward?
4. How are you helping the team to take ownership of their learning journey?

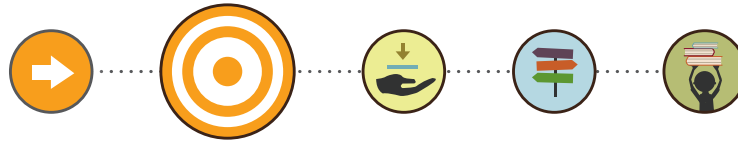
Navigating Your Learning Journey - Module 1



Module 1

<p>ONLINE LEARNING MODULE 1: Introduction to Formative Instructional Practices</p> <p>LEARNING TARGETS:</p> <ul style="list-style-type: none"> • Understand what formative instructional practices are. • Become familiar with key research findings related to the effects of formative instructional practices on student achievement. <p>SEGMENT ONE: In the Literature (1 hour) SEGMENT TWO: In the Field (1 hour)</p>	<p>TOTAL TIME: 2 Hours</p>
<p>FACILITATED LEARNING In Teacher Teams</p> <p>Section I: Confirming Our Learning</p> <ul style="list-style-type: none"> • Activity 1: Misconceptions about Formative Instructional Practices (30 minutes) <p>Section II: Confirming Our Practice</p> <ul style="list-style-type: none"> • Activity 1: My Formative Instructional Practices (20 minutes) • Activity 2: I Used to Think, But Now I Think... (10 minutes) <p>Section III: Confirming Our Commitment</p> <ul style="list-style-type: none"> • Activity 1: What Comes Next in Our Learning? (20 minutes) • Activity 2: How Are You Progressing on Your Learning Journey? (10 minutes) 	<p>TOTAL TIME: 1.5 Hours</p>
<p style="text-align: right;">Total Learning Time for Module 1: 3.5 Hours</p>	

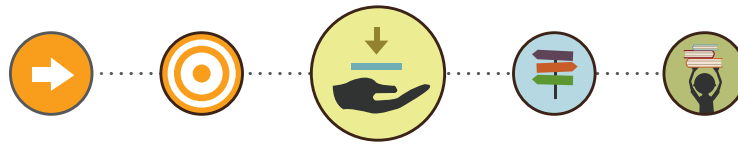
Navigating Your Learning Journey - Module 2



Module 2

<p>ONLINE LEARNING MODULE 2: Clear Learning Targets</p> <p>LEARNING TARGETS:</p> <ul style="list-style-type: none"> • Understand the benefits of clear learning targets. • Know how to ensure learning targets are clear to the teacher. • Know how to make learning targets clear to students. <p>SEGMENT ONE: Clarity of Learning—The Teacher (1 hour) SEGMENT TWO: Clarity of Learning—The Student (1 hour)</p>	<p>TOTAL TIME: 2 Hours</p>	
<p>FACILITATED LEARNING In Teacher Teams</p> <p>Section I: Confirming Our Learning</p> <ul style="list-style-type: none"> • Activity 1: What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets (30 minutes) • Activity 2: Critiquing Deconstructed Standards (15–30 minutes) • Activity 3: Sharing and Ensuring Students Understand Learning Targets (15–30 minutes) <p>Section II: Confirming Our Practice</p> <ul style="list-style-type: none"> • Activity 1: Assessing Our Practice of Deconstructing a Standard (30 minutes) • Activity 2: I Assessing Our Practice of Creating Student-Friendly Learning Targets (30 minutes) <p>Section III: Confirming Our Commitment</p> <ul style="list-style-type: none"> • Activity 1: Setting Goals for Clear Learning Targets (20 minutes) • Activity 2: What Comes Next in Our Learning Journey? (10 minutes) 	<p>TOTAL TIME: 2.5 – 3 Hours</p>	
<p>Total Learning Time for Module 2:</p>		<p>4.5 – 5 Hours</p>
<p>KEEPING YOUR COMMITMENT Turning Learning into Action</p> <p>Take time to work on the team and/or individual goals from Segment III before proceeding to the next module. Here are some suggestions:</p> <ul style="list-style-type: none"> • As a team, discuss how much time you want to spend practicing what you learned from the online and facilitated learning opportunities. • If possible, organize classroom visits so that teachers can learn from each others' practice. • Spend some team time reflecting on what's been tried and what's working. Discuss how students are responding to these changes in the classroom. 	<p>TOTAL TIME:</p>	

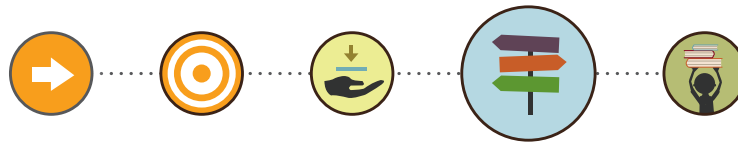
Navigating Your Learning Journey - Module 3



Module 3

<p>ONLINE LEARNING MODULE 3: Collecting and Documenting Evidence of Student Learning</p> <p>LEARNING TARGETS:</p> <ul style="list-style-type: none"> • Know how to collect accurate formative evidence of student learning. • Know how to document formative evidence of student learning. <p>SEGMENT ONE: Collecting Accurate Formative Evidence (1 hour) SEGMENT TWO: Documenting Formative Evidence (1 hour)</p>	<p>TOTAL TIME: 2 Hours</p>
<p>FACILITATED LEARNING In Teacher Teams</p> <p>Section I: Confirming Our Learning</p> <ul style="list-style-type: none"> • Activity 1: What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning (30 minutes) • Activity 2: Test Blueprint Exercise (30 minutes) • Activity 3: Documenting Evidence of Student Learning (30 minutes) <p>Section II: Confirming Our Practice</p> <ul style="list-style-type: none"> • Activity 1: Audit an Assessment for Clear Learning Targets (30 minutes) <p>Section III: Confirming Our Commitment</p> <ul style="list-style-type: none"> • Activity 1: Setting Goals for Collecting and Documenting Evidence of Student Learning (20 minutes) • Activity 2: What Comes Next in Our Learning Journey? (10 minutes) 	<p>TOTAL TIME: 2.5 Hours</p>
<p>Total Learning Time for Module 3: 4.5 Hours</p>	
<p>KEEPING YOUR COMMITMENT Turning Learning into Action</p> <p>Take time to work on the team and/or individual goals from Segment III before proceeding to the next module. Here are some suggestions:</p> <ul style="list-style-type: none"> • As a team, discuss how much time you want to spend practicing what you learned from the online and facilitated learning opportunities. • If possible, organize classroom visits so that teachers can learn from each others' practice. • Spend some team time reflecting on what's been tried and what's working. Discuss how students are responding to these changes in the classroom. 	<p>TOTAL TIME:</p>

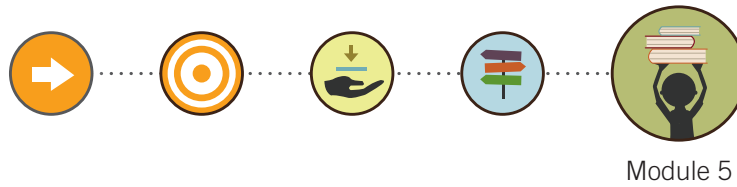
Navigating Your Learning Journey - Module 4



Module 4

<p>ONLINE LEARNING MODULE 4: Analyzing Evidence and Providing Effective Feedback</p> <p>LEARNING TARGETS:</p> <ul style="list-style-type: none"> • Know how to use methods of assessment formatively in order to analyze evidence of student learning. • Understand what makes feedback effective. • Know how to provide effective feedback. <p>SEGMENT ONE: Analyzing Evidence (1 hour) SEGMENT TWO: Effective Feedback (1 hour)</p>	<p>TOTAL TIME: 2 Hours</p>
<p>FACILITATED LEARNING In Teacher Teams</p> <p>Section I: Confirming Our Learning</p> <ul style="list-style-type: none"> • Activity 1: What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback (30 minutes) • Activity 2: Analyzing Formally Documented Evidence (30 minutes) • Activity 3: Analyzing Evidence and Providing Effective Feedback (30 minutes) <p>Section II: Confirming Our Practice</p> <ul style="list-style-type: none"> • Activity 1: Using Methods of Assessment Formally (30 minutes) • Activity 2: My Feedback Practice (30 minutes) <p>Section III: Confirming Our Commitment</p> <ul style="list-style-type: none"> • Activity 1: Setting Goals for Analyzing Evidence and Providing Effective Feedback (20 minutes) • Activity 2: What Comes Next in Our Learning Journey? (10 minutes) 	<p>TOTAL TIME: 3 Hours</p>
<p>Total Learning Time for Module 4: 5 Hours</p>	
<p>KEEPING YOUR COMMITMENT Turning Learning into Action</p> <p>Take time to work on the team and/or individual goals from Segment III before proceeding to the next module. Here are some suggestions:</p> <ul style="list-style-type: none"> • As a team, discuss how much time you want to spend practicing what you learned from the online and facilitated learning opportunities. • If possible, organize classroom visits so that teachers can learn from each others' practice. • Spend some team time reflecting on what's been tried and what's working. Discuss how students are responding to these changes in the classroom. 	<p>TOTAL TIME:</p>

Navigating Your Learning Journey - Module 5



<p>ONLINE LEARNING MODULE 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More</p> <p>LEARNING TARGETS:</p> <ul style="list-style-type: none"> • Know how to prepare students to give each other effective feedback. • Know how to prepare students to self-assess with a focus on learning targets. • Know how to prepare students to create specific and challenging goals. • Know how to prepare students to track, reflect on, and share their learning with others. <p>SEGMENT ONE: Student Ownership Overview and Peer Feedback (1 hour) SEGMENT TWO: Student Self-Assessment and Goal Setting (1 hour) SEGMENT THREE: Tracking, Reflecting On, and Sharing Learning with Others (1 hour)</p>	<p>TOTAL TIME: 3 Hours</p>	
<p style="text-align: center;"></p> <p>FACILITATED LEARNING In Teacher Teams</p> <p>Section I: Confirming Our Learning</p> <ul style="list-style-type: none"> • Activity 1: What Teachers and Students Might Say About Student Ownership of Learning (30 minutes) • Activity 2: Preparing Students for Peer Feedback (30 minutes) • Activity 3: Preparing Students to Set Specific and Challenging Goals (30 minutes) <p>Section II: Confirming Our Practice</p> <ul style="list-style-type: none"> • Activity 1: My Students as Assessors of Learning (30 minutes) • Activity 2: My Students Tracking, Reflecting On, and Sharing Their Learning with Others (30 minutes) <p>Section III: Confirming Our Commitment</p> <ul style="list-style-type: none"> • Activity 1: Setting Goals for Student Ownership of Learning (20 minutes) • Activity 2: Reflecting on My Learning Journey (10 minutes) 	<p>TOTAL TIME: 3 Hours</p>	
<p>Total Learning Time for Module 5:</p>		<p>6 Hours</p>
<p>KEEPING YOUR COMMITMENT Turning Learning into Action</p> <p>Take time to work on the team and/or individual goals from Segment III. Here are some suggestions:</p> <ul style="list-style-type: none"> • As a team, discuss how much time you want to spend practicing what you learned from the online and facilitated learning opportunities. • If possible, organize classroom visits so that teachers can learn from each others' practice. • Spend some team time reflecting on what's been tried and what's working. Discuss how students are responding to these changes in the classroom. 	<p>TOTAL TIME:</p>	