Welcome!

Teams Toolbar Options

- Show Participants
- Team Notifications
- More Actions

Post questions throughout the webinar using this link. This link will be on every slide.

Disconnect from the Meeting

View the content in Full screen

If you experience audio problems, enter your phone number to change audio from the computer to your phone. (option only available in the Teams app)

Live closed captions for yourself only (option only available in the Teams app)
Webinar Recordings

• PowerPoint presentations are posted to the Resources webpage no later than the day of the presentation.
• Recordings are shared through a single link to a folder of prior webinars.
• Recordings are available a day after the live session.
• A link to the recording folder is available in the Assessment Update.
• Webinar Recordings
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: [https://forms.office.com/r/Eg5LLdHXWX](https://forms.office.com/r/Eg5LLdHXWX)

FIP Resources

**Administration Resources**
- FIP Leaders Brochure
- FIP Foundations PLUs for Leaders
- Getting Started with FIP Districts
- FIP to LAPS Crosswalk
- Leading FIP Tool 1
- FIP Sample Leader PLG Tool 3

**Professional Learning Resources**

FIP #1: How Schools Can Improve
- FIP: How Schools Can Improve Presentation
- Questions: FIP Video Reflection
- Answers: FIP Video Reflection
- GaDOE Course Descriptions

FIP #2 Resources for Improvement Planning
- FIP: Resources for Improvement Planning Presentation
- Reflection Guide

Download FIP Webinar PPTs from the FIP Resources Web Page under Professional Learning Resources

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx)
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Kelli Harris-Wright
GaDOE Specialist
kharris-wright@doe.k12.ga.us
March 17, 2022
## FIP Webinar Series for 2021-2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Webinar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., 11/10/2021</td>
<td>10 – 11 a.m.</td>
<td>Using Georgia FIP Webpage Resources to Support Improvement Planning</td>
</tr>
<tr>
<td>Wed., 12/8/2021</td>
<td>10 – 11 a.m.</td>
<td>Using FIP Courses to Design Better Classroom-based Formative Assessments</td>
</tr>
<tr>
<td>Thurs., 1/13/2022</td>
<td>10 – 11 a.m.</td>
<td>Creating Optimal Opportunities to Lead FIP Professional Learning</td>
</tr>
<tr>
<td>Thurs., 2/24/2022</td>
<td>10 – 11 a.m.</td>
<td>Leading Teachers to Help Students Revise their Thinking Using Formative Assessment</td>
</tr>
<tr>
<td>Thurs., 3/17/2022</td>
<td>10 – 11 a.m.</td>
<td>Organizing to Help Teachers Facilitate Student Ownership of Learning</td>
</tr>
<tr>
<td>Tues., 4/19/2021</td>
<td>10 – 11 a.m.</td>
<td>Overview of New FIP Courses</td>
</tr>
</tbody>
</table>
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future

6

A Balanced Assessment System

Tell me how well students are learning each day and where to adjust teaching to close gaps or offer more challenging learning Activities?

Instructional - Predictive

Tell me how students are likely to perform on the end-of-year assessment?

- TestPad
- DRC BEACON Interim Assessment

Tell me which instructional program, approach, or teacher was most successful?

Evaluative

- Georgia Milestones Assessment System

Formative

- Daily
- Periodically

Summative

- District’s Testing Window

Formative Instructional Practices Defined

“It is not the instrument that is formative; it is the use of the information gathered.”


Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to make decisions about learning. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a blended model for professional learning. It provides Tier I evidenced-based interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

GA FIP online professional learning has four foundational components.

1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning
Review: Why Consider FIP for Improvement?

The Georgia School Assessment on Performance Standards (GSAPS) assesses the level of implementation on each of the five systems of Georgia’s Systems of Continuous Improvement (GSCI). FIP online courses provide professional learning that directly supports the GSCI and GSAPS.

**Coherent Instruction:** Districts and schools must have an established shared instructional guidance system *(Structure 3: Use of a balanced blend of assessments)*

**Professional Capacity:** In addition to effective leadership, schools, to improve, particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school.

**Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to meet the differing needs of all students.

**Family and Community Engagement:** A school must have an intentional explicit system for engaging the adults beyond the school in the core instructional work of the school.

**Effective Leadership:** A major support necessary for an effective instructional guidance system is leadership in the school and at the district level.

*Source: (Page 1 of Process Guide for GaDOE’s GSAPS)*
Today’s Discussion

• Provide considerations and processes to help teachers plan for key skills that students need to develop ownership for their learning

• Share ways that teachers can help students gain skills for positive interdependence as a bridge to using positive interdependence for content area learning

• Provide “Next Step” options for more professional development on student ownership of learning
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXXW

Preparing for Student Ownership of Learning
Think about it and share…

What are some ways that you have observed teachers asking students to participate in learning in classrooms?

• Raise your hand to ask a question
• Raise your hand to talk
• Raise your hand if you know the answer
• Do your own work
• Check your own work before turning it in

How well do these traditional teacher routines align with student autonomy for learning?
Traditional Classroom Routines…

• Tend to encourage students to only seek assistance from the teacher

• May not have actively encouraged and taught students the kinds of skills to participate in work for themselves and with peers as a part of the learning process

• May not have facilitated and taught the idea of learning from multiple perspectives including peers and oneself, and that mistakes are a part of learning

• May not have directly taught students active listening skills

• May not have taught students how to interact to accomplish a specific task with group accountability or for themselves independently
Enable the Development of Student Ownership of Learning

• Develop trust so students feel a sense of safety and credibility

• Maintain content integrity

• Ensure that students’ own assessment for the purpose of academic and social learning
Develop Trust

- Whole-class survey to learn about students and help them know each other to create a positive class culture
- Survey includes both academic and personally-oriented questions

**Academic Examples:**

- What are you looking forward to learning this year?
- What is the easiest part about school for you? What is the hardest part?
- What are some of your preferred choices for how, where and when you like to study?
- When you are having a tough time, what do you usually do?
- When you leave this class at the end of the year, what are 3-4 goals you hope to achieve?

Develop Trust

Personally-oriented Examples

What name do you want people to call you?
Who would you like me to call or email when I have good news to share about you?
What are you good at outside of school?
What are some of your interests?
What would you like me to know about you?
If you could study anything of your choice, what do you want to know more about?
Is there anything else that I should know about you?

Tip: Read the entire article at the link below, but attend to #2: “Implement the Two-by-Ten Strategy”
http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Assuming-the-Best.aspx
Natalie Wexler is the author of The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and how to fix it. (2019)


Researchers looked at 71 studies on peer interaction in the United States and Great Britain where there’s similar pressure to use group work. The studies show that students can learn more from interacting with peers than from working independently, **but just telling them to “turn and talk” isn’t enough.**

*Teachers need to give students guidelines and opportunities to practice skills that require them to debate, negotiate, ask questions, reflect and think. Researchers concluded with examples like “Make sure you understand your partner’s perspective.” How will you know?”*
Students Need Conative Skills to Develop Student Ownership of Learning

The skills students use to combine *what they know with how they feel* are known as conative skills. Conation is the part of thinking that has to do with striving, endeavor or effort.

<table>
<thead>
<tr>
<th>Conative Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming aware of the power of interpretation</td>
</tr>
<tr>
<td>Cultivating a growth mindset</td>
</tr>
<tr>
<td>Cultivating resiliency</td>
</tr>
<tr>
<td>Avoiding negative thinking</td>
</tr>
<tr>
<td>Taking various perspectives</td>
</tr>
<tr>
<td>Interacting responsibly</td>
</tr>
<tr>
<td>Handling controversy and conflict responsibly</td>
</tr>
</tbody>
</table>

Prepare Students to Develop Ownership of Learning

- Prepare students to engage in groups
  ~look at the person talking
  ~concentrate on what is being said and compare it to the task expectation
  ~model for students the academic language that directly supports the learning target and the kinds of words that keep the focus on the learning task
  ~show students that active listening skills include not only hearing and understanding, but helping the speaker articulate thoughts and find solutions

- Tell students that the teacher will refrain from participating in student conversations and WHY
  ~refrain from providing answers when students are struggling, but note common misconceptions observed across groups for reteaching and how well students are using social skills
Scaffold Instruction to Meet Students’ Needs

• Tokens ~ give a specific number of paper clips or tokens to each student in each group to indicate the number of times each student talks

• Each time the student talks, they place a token in the center of the table. This creates accountability and helps them know how many times they are expected to contribute to the discussion
**Teacher Tasks to Organize Students to Develop Ownership of Learning**

- Use an anchor chart to scaffold students’ participation in groups
- Read over students’ shoulders if the learning task requires writing and note the accuracy of their writing to the expected learning task.
- Call on students you did not hear talking when partners were discussing the learning task.
- If students struggle with reading, have students read to each other
- Jot teacher notes from observations of group interactions to provide students feedback about how well they worked together as a group

**Student Anchor Chart for Partner Discussion**

1. Restate what your partner said
2. Add to what your partner said
3. Be specific
4. Explain why you think that
5. Ask questions
6. Explain what may make your thinking incorrect
Model and Scaffold Support to Meet Students’ Needs

Sentence Stems ~ should be used to teach students how to talk to others and work together to actively process content

Active Processing Anchor Chart

~I agree with you and want to add…
~My idea is slightly different. I think…
~I thought the answer was ___. Can you help me?
~Why do you think that?
~Can you explain that to me?
~Let me see if I understand. You’re saying…
~Here’s something we might try…
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Model, Label and Practice Processes for Learning Conversations

**Diagonal Partners**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Side Partners**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Across Partners**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Teacher Tasks to Prepare Students to Develop Ownership of Learning

• Structure a purposeful student learning interaction *(how students will take turns and what to do and say when it is your turn and how to talk to others).*

• Students must have the opportunity to **P**rocess, **E**laborate on, and **R**ecord each chunk of information or learning target to represent *their* understanding of the content (PER strategy discussed during FIP Webinar 5).

• Students need structures to work independently, with the group, share their thinking within the group, confirm the accuracy of their thinking with feedback from the group, and **r**evise their thinking when needed.
Teacher Task to Organize Students to Develop Ownership of Learning

Collaborative Learning

~Used **first** as a practice interaction where students process information for a topic and consider other perspectives because they are learning to communicate and work effectively as a group

~Used **second** for content learning tasks

- Low task interdependence and accountability because the purpose is for students to become comfortable with risk taking, contributing and expressing ideas
- Expectations for participation and learning exist even though there is low accountability and not a completed work task for summative assessment
- Teacher structures the experience to require that all students practice participation and for the groups to remain focused on their practice
- Teacher observes and notes how well students are growing in their abilities to develop positive interdependence learning skills and provides feedback to student groups and individuals as needed
Teacher Task: Plan to Teach Appropriate Social Skills for Group Work

**Social Learning Intention:**
I will quietly listen to understand what others are saying.

**Success Criteria:**
- I will look at the person speaking.
- I will not interrupt the person speaking to state my thoughts.
- I will politely ask questions for clarity.

Screen Shot from Video: Learning Intentions and Success Criteria (12:56)
https://www.youtube.com/watch?v=GRLhAuaMP2g
Low Accountability Collaborative Learning Practice Example - Elementary

SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

Social Learning: I will quietly listen to what others are saying.

Context: Teacher defines and explains camouflage, shares examples of animals camouflaging in different ecosystems and asks students to look for the animals.

Provide each student group (4 students) one picture of a lion and one picture of a cheetah. Place pictures face down in the center of the group’s desks. On the white board, project and explain pictures of the African savanna during the dry season.

Ask students to turn over the desk pictures of the two animals and continue to project pictures of the savanna.

Prompt: Which animal would best be able to camouflage in the savanna?

Task: Think of two reasons by yourself and write or draw them. Be able to explain why you think this way. You will have five minutes and then I will ring the bell. This will be the time to share your decision with your diagonal partner and state why you made your decision. You will have two minutes to verbally share with your partner. Use your writing or picture to help share your thinking. I will ring the bell when it is time to switch partners. Listen to your partner’s decision and reasons for two minutes. I will ring the bell when two minutes end.

Next, you will talk and share as a whole group for 5 minutes to find out how many thought the same and how many thought differently. Decide who in the group will report the numbers for “alike” and “different. Be able to tell one reason for each way of thinking. After five minutes of whole group talking, I will ring the bell to hear each group’s report.
Low Accountability Collaborative Learning Practice Example - High School Students

SSUSH9 Evaluate key events, issues, and individuals related to the Civil War

Context: In 1862 Mathew Brady exhibited a series of photographs taken by Alexander Gardner and James Gibson immediately after the Battle of Antietam. Gardner and Gibson were hired by Brady to document the war and produced at least 95 images from the Battle of Antietam. The exhibit was in New York and called, “The Dead of Antietam.” This was the first time that Americans saw images of soldiers killed and maimed on the battlefield and reactions to the images were shocking. Gardner and Gibson’s pictures made Americans realize the significance of the loss of life in the Civil War.

Read the description of the Battle of Antietam: [https://www.history.com/topics/american-civil-war/battle-of-antietam](https://www.history.com/topics/american-civil-war/battle-of-antietam)

View nine of the photographs at this link: [https://www.civilwarmonitor.com/blog/the-dead-of-antietam](https://www.civilwarmonitor.com/blog/the-dead-of-antietam)

Prompt: Did Alexander Gardner make a good decision at that time when he decided to display the photographs of soldiers at an exhibition? Why or why not?

Task: Think of two reasons for your decision, record your thinking in your academic notebook in any way that makes sense to you. Discuss your thinking with the group. Side partners will share first. Diagonal partners will share second.

After the partners’ discussions, is your original decision still the same? Why or why not? Record your final decision and why you think this way in your academic notebook. Share it with the whole group using a round-robin format. You’ll have the following times for this task. I am looking forward to hearing your thoughts at the end.

View photographs = 8 minutes
Independent thinking and recording in notebook = 10 minutes
Side partner discussion = 5 minutes
Diagonal partner discussion = 5 minutes
Thinking about final decision = 3 minutes
Round Robin sharing with whole group = 10 minutes
Teacher Task to Organize Students to Develop Ownership of Learning

Teacher Observation Scale for Partner Discussions

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Fundamental</th>
<th>Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students talk about the critical content.</td>
<td>Students share their perspectives of the critical content.</td>
<td>Students actively discuss multiple perspectives of the critical content by listening to each other, adding onto each other’s ideas, asking questions and seeking clarifications.</td>
</tr>
<tr>
<td>Students listen as their partners talk about the critical content.</td>
<td>Students listen and respond as their partners discuss their perspectives of the critical content.</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for Extending Partner Discussions

- Ask students to explain the connection between the critical content they are discussing to the overall themes in the unit.
- Ask students to make up questions that would help other students discuss the critical content or serve as assessment questions.
- Have students explain perspectives that are different from their own.
Maintain Content Integrity

Teacher agency includes responsibility for the content standards AND larger outcomes that prepare students with skills for problem-solving, innovation and designing possibilities that address future challenges (McTighe 2019).

- Establishing clear and specific purposes for learning with the content standards
- Stimulating student curiosity and wondering about larger issues and questions that will matter to students
- Engaging students in addressing real world problems
- **Explicitly teaching students processes to meet the challenges of life beyond the school**

Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Organizing
Student Ownership of Content Learning
Reminder from Webinar 5…

In *Formative Assessment Strategies for Every Classroom*, Susan M. Brookhart states that Formative assessment should *not* used for final grades.

- Students need—and deserve—an opportunity to learn before they are graded on how well they have learned.
- Formative assessment is used before instruction, to find out where students are, and during instruction, to find out how they are progressing.
- When results of formative assessment are not used for grading, the information gathered becomes more useful for learning *and especially for less-able students*.
- Students are free to pay attention to figuring out how they are doing and what they need to work on without worrying about a grade.
- This is not the case for students who experience negative feelings after failure. These feelings get in the way of processing additional information about their learning. For such students, the value of feedback is lost, overshadowed by the low grade.
- There is some evidence that highly motivated and strong students use all information, including graded work, formatively.
Students’ Own Assessment for their Learning

Students come to learning from a variety of experiences with a unique array of background knowledge, understandings, biases and attitudes. Simple baseline assessments help teachers and students uncover what students know and can do.

• One or two questions, short quizzes or problems *that mimic* the ones students are expected to solve, or graphic organizers that ask students to identify what they know and what they want to know about the topic (standard and learning targets).

• Students can use their own data to see what they know, set goals and begin to document their learning journey (assumes learning targets identified from standards)

• Provide samples of student work at all levels of quality as an additional support structure for guided practice and to model the phases of gradual release for students.
Teacher Tasks for Student Ownership of Content Learning

• Identify the lesson’s critical content so students are clear about what they are responsible for learning and the work tasks they will do with peers and independently (*the learning target with academic language*).

• Plan a meaningful task for students that is linked to the learning target (*develop questions that require more than a one-word response and are complex or tiered*).

• Use the phases of gradual release to move from scaffolded to independent learning.

• Continue to teach and model *how* students should engage in productive self-talk and conversations with others for the *learning task* (conative skills). Teach examples and non-examples.
Organizing to Help Teachers Facilitate Student Ownership of Learning
Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Gradual Release Using Student Work Samples

From: Dr. Anne Davies and Sandra Herbst webinar, Wednesday, May 12, 2021:
Using Samples For Quality and Success
https://www.connect2learning.com/ABOUT-US
Teacher Tasks for Student Ownership of Content Learning

• Provide explicit criteria for success at three performance levels to guide students or have students co-develop success criteria (Novice, Intermediate and Mastery as discussed in FIP Webinar #3)

• Teach students to self-monitor to refine and adjust learning by using success criteria in graphic organizers (ES students ~ learning target pie with target in the middle with criteria for success as slices OR a rubric for HS students OR provide work samples of progressive quality)

• Use assessments that promote self-understanding and choice to develop student agency because students will become invested in their own efforts (which author to study, which problem to solve, which chapter to read)

• Offer the option for students to determine how they will show their progress. i.e., produce a mind map to illustrate understanding and connections and explain it, make a video, write, verbally explain or produce art with a verbal or written interpretation

• Encourage students to provide information about where they are unclear or share questions that remain AND describe what they tried to address the misconception
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: [https://forms.office.com/r/Eg5LLdHXXW](https://forms.office.com/r/Eg5LLdHXXW)

Next Steps:

Options for More Professional Learning
Your Choice for Next Steps: Continuing Professional Learning

1. View video of a kindergarten student-led conference with teacher commentary (4.36 minutes)
2. View video of student-led conferences with 4th and 8th grade students including principal and teacher commentary (5.05 minutes)
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Next Steps: Video of Student Ownership of Learning

Watch video of a kindergarten student-led conference:

https://www.youtube.com/watch?v=dmIReiqI1ec

See the next slide for the link to a video of student-led conferences in grades 4 and 8.
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Next Steps: Videos of Student Ownership of Learning

Watch the Edutopia video of student-led conferences in grades 4 and 8: https://youtu.be/L_WBSInDc2E
Organizing to Help Teachers Facilitate Student Ownership of Learning

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXXW

Book Suggestion

Organizing to Help Teachers Facilitate Student Ownership of Learning
Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Georgia Department of Education FIP
Online Learning Team

Dr. Allison Timberlake
Deputy Superintendent
Assessment and Accountability
404.651.9405
atimberlake@doe.k12.ga.us

Kelli Harris-Wright, Ed.S., CCC-SP
Specialist - GA FIP
404.463.5047
kharris-wright@doe.k12.ga.us

Dr. Sandy Greene
Director
Assessment Administration
404.656.0478
sgreene@doe.k12.ga.us