Leading Teachers to Help Students Revise their Thinking with Formative Assessment

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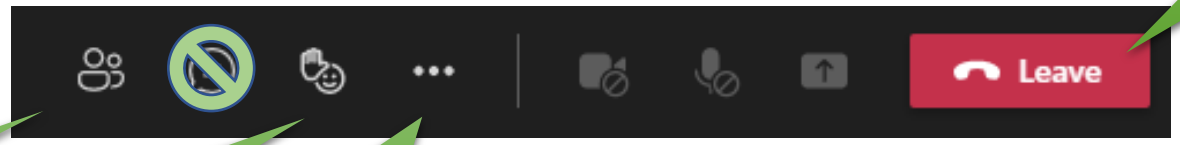

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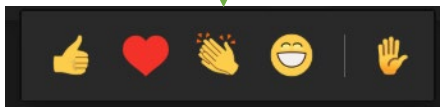

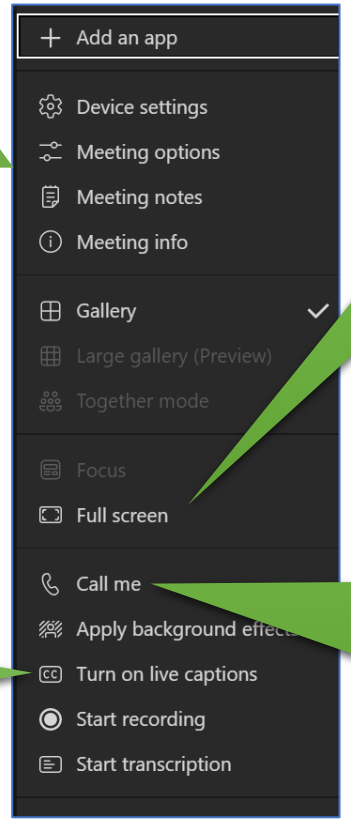

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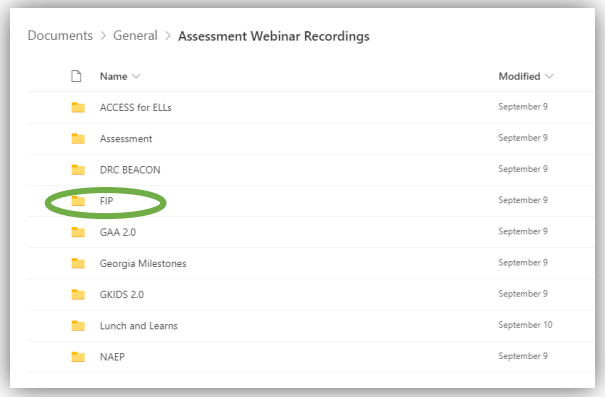
Webinar Recordings

- 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



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FIP Resources

Administration Resources

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

Professional Learning Resources

FIP #1: How Schools Can Improve	**FIP #2 Resources for Improvement Planning**
▪ FIP: How Schools Can Improve Presentation	▪ FIP: Resources for Improvement Planning Presentation
▪ Questions: FIP Video Reflection	▪ Reflection Guide
▪ Answers: FIP Video Reflection	
▪ GaDOE Course Descriptions	

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

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Kelli Harris-Wright
GaDOE Specialist
kharris-wright@doe.k12.ga.us

FIP Webinar Series for 2021-2022

Date	Time	Webinar Title
Wed., 10/13/2021	10 – 11 a.m.	Formative Instructional Practices (FIP) Professional Learning: How Schools Can Improve
Wed., 11/10/2021	10 – 11 a.m.	Using Georgia FIP Webpage Resources to Support Improvement Planning
Wed., 12/8/2021	10 – 11 a.m.	Using FIP Courses to Design Better Classroom-based Formative Assessments
Thurs., 1/13/2022	10 – 11 a.m.	Creating Optimal Opportunities to Lead FIP Professional Learning
Thurs., 2/24/2022	10 – 11 a.m.	Leading Teachers to Help Students Revise their Thinking Using Formative Assessment
Thurs., 3/17/2022	10 – 11 a.m.	Organizing to Help Teachers Facilitate Student Ownership of Learning
Tues., 4/19/2021	10 – 11 a.m.	Overview of New FIP Courses

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Know the purpose for assessment and how the results will be used beforehand

Instructional

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

Georgia FIP

Instructional - Predictive

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

TestPad
DRC BEACON
Interim Assessment

Evaluative

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

Georgia Milestones Assessment System

Formative	**Formative**	**Summative**
Daily	Periodically	District's Testing Window

Adapted from: Gong, B., Marion, S. & Perle, M. (2007). *A framework for considering interim assessments*. Denver, CO: National Center for the Improvement of Educational Assessment.

Review from Webinar 1: Formative Instructional Practices Defined

"It is not the instrument that is formative; it is the use of the information gathered ." (J. Chappuis, 2009)

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. Creating and using Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Using Evidence and Feedback to Increase Learning
4. Fostering 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

- Appropriate use of formative assessment and practices means low-to-no stakes judgements of student learning progress and offering the appropriate support for students to improve
- Describe key vocabulary associated "thinking" and "reflection" that students need to engage in to revise information and gain a greater understanding
- Share a process to ensure effective instructional delivery of new content instruction *prior to engaging in revision*
- Share a process to help teachers develop and model the skills that students need to revise their thinking
- Provide a plan to share the revision processes with teachers
- View a four-minute video that solidifies and expands today's discussion

Today's Webinar References

Brookhart, S. (2020). May, August & December Assessment Briefs:
https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf

https://theanswerlab.rossier.usc.edu/wp-content/uploads/2020/09/Answer-Lab-Grading-202009-v1.pdf

https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief21.pdf

Brookhart, S. (2008). *How to give students effective feedback*. Alexandria, VA: Association for Supervision and Curriculum Development.

Halter, L., Marzano, R., Ocasio, T., Schmidt, R., and Senn, D. (2015). *Revising knowledge: Classroom techniques to help students examine their deeper understanding.* West Palm Beach, FL: Learning Sciences International.

Marzano, R. (2017). *The new art and science of teaching.* Bloomington, IN: Solution Tree Press.

Low-to-No Stake Judgements of Learning Progress

Think about it…

In *Formative Assessment Strategies for Every Classroom*, Susan M. Brookhart states that Formative assessment builds a case regarding why formative assessments should not be used for grading.

- 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 about their learning progress, including graded work, formatively.

In the chat box, complete this statement…

Educators use formative assessment in the classroom to _____.

to determine the next steps for instruction or adjust learning activities for students.

"Why measure something if you cannot change it?" ~Alfred Binet

Think about this...

"The process of revising knowledge is not confined to classrooms or schools. Individuals at every age and stage of development are constantly revising prior learning by correcting errors and misconceptions as well as adding new information. The difference between this almost unconscious ongoing learning process and the revising knowledge strategy is this: **you, the classroom teacher must intentionally teach and model the process for students to ensure that they acquire critical content knowledge." (**p. 5 *Revising Knowledge, 2015)*

"If students are dutifully copying your notes or outline from the board or writing down every word from your lectures, **the knowledge is yours, not theirs**. If your students plug into their notebooks a graphic organizer that you created, it does not represent their knowledge. It represents yours." (p.6 *Revising Knowledge, 2015)*

Heavy Duty Concepts for a Minute

Leader and Teacher Development

Key Vocabulary about Thinking

- Metacognitive strategies are understood as knowledge and skills to take control of learning by planning, monitoring and evaluating

  Declarative (knowing what)

  Procedural (knowing how)

  Conditional (knowing when and why)

Does this description of metacognitive skills apply to leaders and teachers?

- Metacognitive skills are used by all and particularly needed for student agency

Weinstein, C. E., Husman, J., & Dierking, D. R. (2000). Self-regulation interventions with a focus on learning strategies. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), Handbook of self-regulation (pp. 728-744). San Diego, CA: Academic Press

Key Vocabulary about Thinking

- *Schema*: how units of understanding are organized and stored in memory (short and long-term) and recalled and reorganized based on experiences and others' perspectives.

- *Schema Development for Revising Knowledge*:

  Accretion = addition of new knowledge into existing memory

  Tuning = evolving to become more consistent with experience

  Restructuring = when new information does not fit into the current schema and results in the reorganizing or development of a new schema

Teachers should *deliberately think* about and *plan how to* help students acquire and use declarative, procedural and conditional knowledge when teaching standards.

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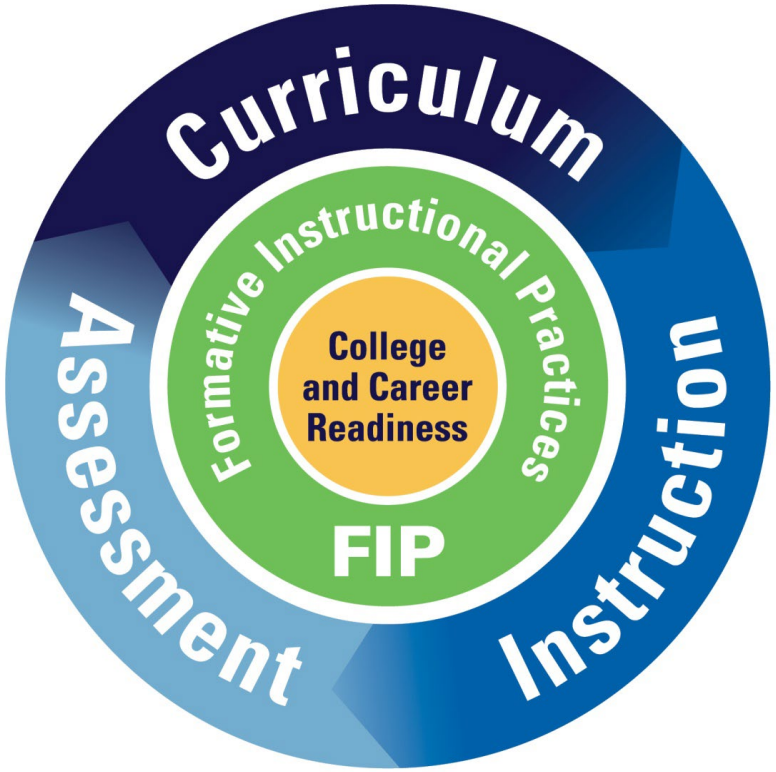

Where is the "HOW?" Many of my fellow teachers and I understand the need for more rigor and challenging our students to help them achieve. We get it. What is lacking is the "how." How is teaching with the new standards different from teaching with the old?

Teachers need models and training to help them step back to the role of skilled facilitators, to guide students to take ownership of their own learning.

Source:
Marzano, R. J. and Toth, M. D. (2014). *Teaching for rigor: A call for a critical instructional shift*. West Palm Beach, FL: Learning Sciences International.

Moving from Concepts to Practice

Ensure Content Instruction Before Students Can Make Revisions

Parts	Learning Sequence
Part 1	The teacher begins a new unit with a preview activity and follows that with an initial presentation of a critical content chunk including any necessary vocabulary.
Part 2	Teacher stops after a "chunk" to give students a task to do with a partner or group to **P**rocess/**E**laborate on and **R**ecord their understanding or representation about the new content. Ideally, the teacher will engage students in the "PER" process between each new chunk of information.
Part 3	Repeat the above cycle until all of the chunks of critical content for the lesson are introduced to students.
Part 4	Have students lead the review the critical content chunks they learned in the previous lesson. Provide teacher and peer feedback. Then, assign a "content activity" to help students deepen their understanding and/or practice skills, strategies, or processes. These activities are often more challenging and ongoing projects during which the teacher monitors progress, offers feedback to improve performance, and gradually releases control of learning to students. Purposeful homework may be assigned if appropriate for formative purposes.
Part 5	Only after students have had adequate time to practice what they learned or deepened their understanding **SHOULD** they be expected to **REVISE** their knowledge.

Halter, L., Marzano, R., Ocasio, T., Schmidt, R., and Senn, D. (2015). *Revising knowledge: Classroom techniques to help students examine their deeper understanding. (p.20).* West Palm Beach, FL: Learning Sciences International.

Active Student Processing Tools

- Academic Notebooks
- Vocabulary Notebooks
- Visual Tools
- Writing Tools
- Homework

Original Thinking	Revisions

5 Aspects of Revising Knowledge

For students to revise their own thinking and understanding of content, they should have completed 3 to 5 initial experiences with the content (each chunk). *Then, they can be asked to revise their thinking*.

1. Reviewing prior understanding of the content (declarative)
2. Identifying and correcting mistakes (declarative/procedural/accretion/tuning)
3. Identifying gaps in knowledge and filling in the gaps (declarative/procedural/restructuring)
4. Deciding where to amend prior knowledge (conditional)
5. Explaining the reasons behind revising prior learning (declarative/ procedural/ conditional/restructuring)

Closing Gaps

Using the Revising Knowledge Process		
After each original exposure to new content	After each additional exposure	After each practice opportunity

FIP Shows Educators How to Create Clear Learning Targets from Standards (chunks of learning)

Learning progression begins with academic vocabulary.

Assess student learning at each progression to find gaps in understanding and provide revision opportunities as needed.

Advance learning when indicated.

Standard ELAGSE6RI8 : Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Mastering the Standard

- I can evaluate or judge the argument and its specific claims in a text. This means that I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support the claim. (R)
- I can determine whether a claim is supported by evidence or not. (R)
- I can trace or follow an argument and specific claims in a text. This means that I can find the claim made, find the reasons and evidence that support the claim, and explain how the reasons and evidence link to the claim. (R)
- I can find the reasons and evidence that support (back up) a claim. (K)
- I can find a claim made in a text (K)
- I can define claim. (K)
- I can define argument. (K)

Learning Target Types: Knowledge (K) – Skill (S)– Reasoning (R) – Product (P)

Teaching Students How to Revise their Thinking

Teacher Steps for Implementing the Basics of Revising Knowledge

From: Halter, L., Marzano, R., Ocasio, T., Schmidt, R., and Senn, D. (2015). *Revising Knowledge: Classroom techniques to help students examine their deeper understanding.* West Palm Beach, FL: Learning Sciences International.

Five aspects for revising knowledge are below.

1. Reviewing prior understanding of the content
2. Identifying and correcting mistakes
3. Identifying gaps in knowledge and filling in the gaps
4. Deciding where to amend prior knowledge
5. Explaining the reasons behind revising prior learning

Steps to Implement the Basics	Explanatory Note for Teacher
1. Master the 5 aspects as well as the cognitive processes that compromise revising knowledge.	Begin to create scenarios in your mind that you could share with students as examples of how you have revised prior learning about critical content. Or, share an example from your personal life that might resonate with students. Your goal is to help students realize that this is not a mysterious process, but one in which all thinking individuals engage.
2. Develop a set of student-friendly definitions appropriate to the age/grade of your students.	Review these definitions and revise as needed so you are comfortable and fluent in your use of them with students. Your goal is to make the vocabulary of knowledge revision used and understood by students on a daily basis.
3. If appropriate, prepare a wall poster containing the definitions.	Show students the poster and remind them to use it for reference purposes.
4. Directly teach the student-friendly definitions while also briefly modeling what the specific aspect looks like and sounds like.	Deliberately plan a lesson to teach and model the 5 definitions for revising prior learning.
5. Directly teach the meanings, and model the various aspects of the process using familiar critical content that students have already learned.	The reason for using familiar content is to avoid cognitive overload that can occur when students have to mentally toggle back and forth between learning a new process and trying to understand new content.
6. Decide where your students will be recording and representing the new learning that they will ultimately revise during the course of a chapter or unit of instruction or lesson.	You have several options for where students will record or represent new knowledge, including (1) a revision template that you have copied and provided to students or (2) an interactive academic or vocabulary notebook that students have purchased.
7. Make sure that all students have either recorded knowledge (written notes, key words and phrases or sentences), solved problems, and/or represented knowledge (using drawings, pictographs or graphic organizers).	This step in getting ready to teach and model the process of revising prior knowledge presupposes that your students have acquired some experiences and routines relative to making notes or summarizing things that they have learned.

Leadership Opportunity:

For an upcoming PLC, grade level or departmental meeting, share and discuss the Teacher Steps for Revising Knowledge

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Teach and Model for Students How to Revise their Thinking

Learning Target	Students will be able to understand and use five steps for revising prior learning.
Materials	Poster containing student-friendly definitions of the five aspects of revising knowledge and an example of prior learning work that is familiar content for students that contains mistakes and gaps.
Step 1	The teacher explains what it means to **review/revisit** prior learning. Teacher shares a redacted work example from prior student learning that has mistakes and gaps. Teacher thinks aloud about what it means to review/revisit. Teacher whisper reads the prior knowledge and thinks out loud about what is on the work. Teacher then thinks aloud about some things that might need to be changed.
Step 2	The teacher proceeds to the second aspect of revising knowledge: **identify and correct mistakes**. The teacher asks the students if they can spot any mistakes and explain how to fix them. Since the content is previously learned, students should be able to quickly point out mistakes and correct them.
Step 3	The teacher proceeds to give the meaning of the third aspect: **identify gaps in knowledge and fill the gaps**. The teachers asks a student to come and write/list some things that were left out.
Step 4	The teacher gives the meaning of the fourth aspect: **think about new things you have learned since you first worked on this topic.** Tell me the changes to this work that show what you now know.
Step 5	The teacher now engages the class to **explain their reasons for revising this prior learning/knowledge**. The teachers adds any additional reasons that may be uniquely her/his own.

Example of Primary Anchor Chart for Revising Prior Learning

1. Look at your picture very carefully. Does it make sense? Does it seem complete?
2. If you made a mistake, fix it.
3. If you left something out, put it in now.
4. If you need help, what questions can you ask?
5. Add in the new things you learned.
6. Now, tell your partner the reasons you changed this or write a sentence about your changes.

Provide Opportunities for Secondary Students to Revise Knowledge

Use to Think	Now I Know
List some initial understandings below.	List how the understandings in the left column changed or new information gained or how a misunderstanding was corrected.

Reflect on What We've Discussed

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FIP Shows Educators How to Create Clear Learning Targets from Standards and the Learning Progression

Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Learning progression begins with academic vocabulary.

Assess student learning at each progression to find gaps in understanding and provide revision opportunities as needed.

Advance learning when indicated.

Mastering the Standard

- I can evaluate or judge the argument and its specific claims in a text. This means that I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support the claim. R
- I can determine whether a claim is supported by evidence or not. R
- I can trace or follow an argument and specific claims in a text. This means that I can find the claim made, find the reasons and evidence that support. the claim and explain how the reasons and evidence link to the claim. R
- I can find the reasons and evidence that support (back up) a claim. R
- I can find a claim made in a text. K
- I can define claim. K
- I can define argument. K

Learning Target Types: Knowledge (K) – Skill (S) – Reasoning (R) – Product (P)

Answers

After each original exposure to new content (learning target)

After each additional exposure to content

After each practice opportunity

Next Steps to Consider

Consider This:

As an instructional leader, think about how to share the teacher steps for implementing the revision process with students.

Include an opportunity for teachers to plan and practice the knowledge revision process before modeling the steps for students in the classroom. Use information from previous FIP webinars to help you.

Use this presentation and the following sample of 3rd grade work **OR** any other student work that needs revision. The sample work is a tool to introduce and discuss the knowledge revision process with teachers.

Plan for Teachers to Learn the Revision Process

1. Ask teachers to bring to a PLC examples that show how they currently assist students with revising their work. Listen and discuss and ask probing questions. Share examples of parent conferences that you've had about confusing homework, low grades or misunderstandings about student work tasks and how they were resolved. Discuss how well the outcome improved student learning and student agency.

2. Introduce, discuss and provide a rationale for why the teacher steps for implementing the student revision process are important for rigorous, equitable instruction and student ownership of learning. Use this presentation, if needed.

3. Share the 3rd grade student essay **OR** any other example of PII-redacted student work with misconceptions. Solicit teacher input regarding *the quality of the work in relationship to the standard*. Have teachers talk out loud about how the teacher implementation steps and student steps for revising knowledge could be used to help the example student change their thinking to make more learning progress.

4. Ask teachers to read the learning targets (chunks) that are on the 3rd grade essay: (a), (b), (c) and (d). If desired, revisit FIP Webinar #3: *Using FIP Courses to Design Better Classroom-based Assessment to determine if adding success criteria would be helpful.*

5. Ask teacher volunteers to model the think-aloud process that they would say to students in the classroom to demonstrate the steps for revising knowledge. Use the 3rd grade essay for teacher practice **OR** any other PII-redacted student work sample with mistakes.

Sample 3rd Grade Work for Revision

[redacted]

School: [redacted] Elem (GA) Teacher: [redacted]
Grade: 3rd Grade
Test: GA Grade 3 Animals That Work in Groups
Student: [redacted]
[redacted]

Student Essay

Animals take care of each other. the adult females protect the fawns around them.It makes no difference whether they are the mothers of them or not.Some of the females do not have their own fawns yet.However they to will protect the fawns.the leader which is the goose at the tip of the v has no other geese in front.If a goose becomes very tired or sick or hurt.The other geese will help.

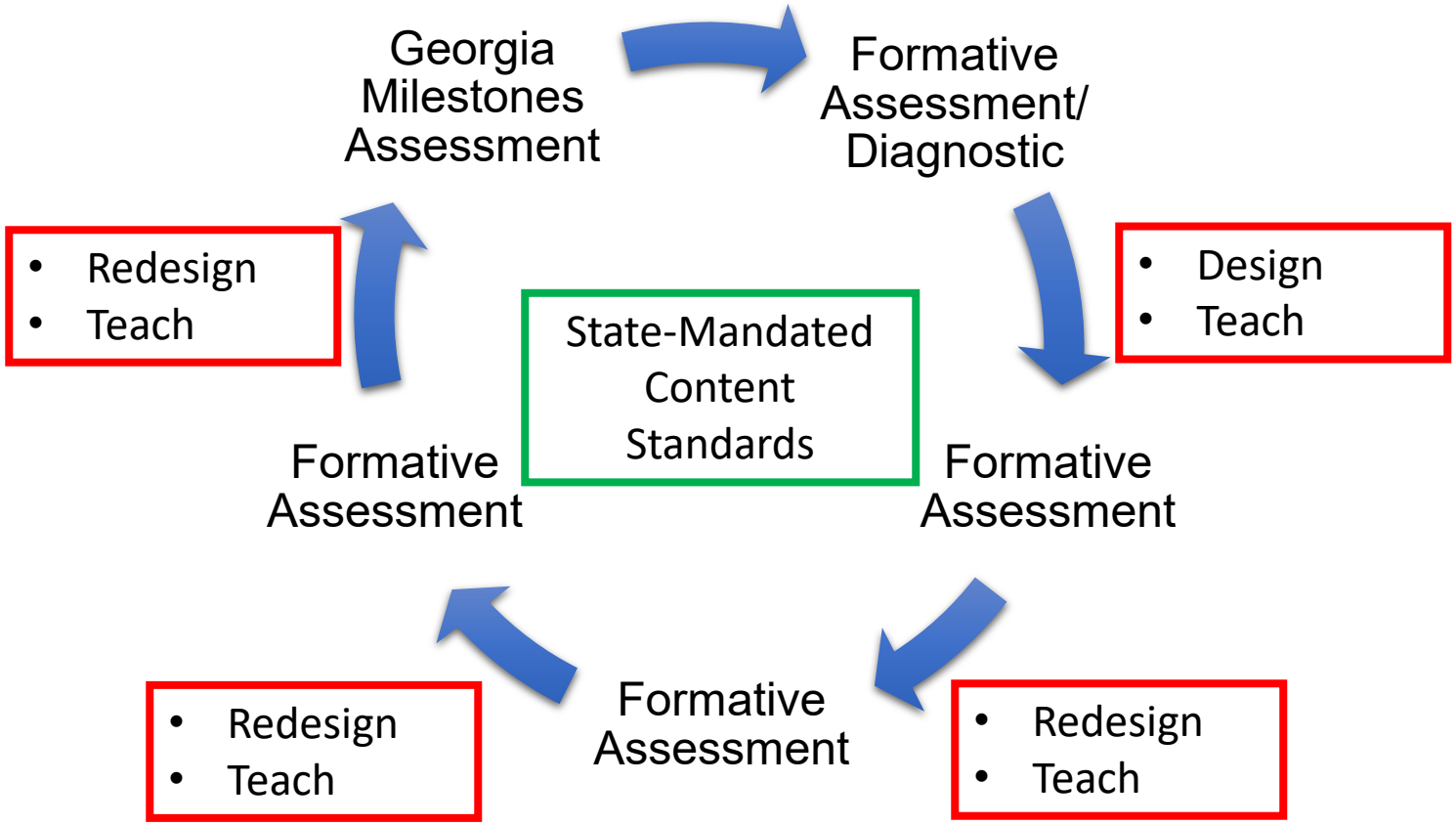
ELA 3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related info together...
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases...
d. Provide a concluding statement.

Session Close-out: Related Topic Video

https://www.youtube.com/watch?v=I7ERyN82Q5U
Length: 4:24

Formative Processes in Action



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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.
Assessment Specialist
GA FIP Professional Learning
404.463.5047
kharris-wright@doe.k12.ga.us

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