Coaching Teams to Use Formative Assessment for Results

Presented by Nancy Love, Nina Smith, and Robin Whitacre
Learning Forward 2015 Annual Conference
Washington, D.C.
December 7, 2015

Stand Up If...

Essential Question

- What do coaches (team leaders, facilitators) do to unleash the power of teacher teams to use a formative assessment process to improve student learning?
We Are Learning to...

- Apply a framework for coaching teams to use formative assessment for results
- Differentiate team meetings based on needs and purpose
- Facilitate teams in:
  - Developing diagnostic questions
  - Conducting criteria analysis of student work
  - Taking timely, targeted action

And We’ll Get There by...

- Warm-up
- Background and Rationale
- Formative Assessment for Results (FAR) Cycle
- A Framework for Coaching Teams to Go FAR
- A Coaching Framework in Action
  - Creating Diagnostic Questions
  - Conducting Criteria Analysis
  - Taking FIRME* Action
- Reflecting on Impact

*Feedback
Investigation
Re-teaching/Re-engaging/Regrouping
Moving On
Extension

Turn and Talk

- What are we learning today?
- Why is it important for you?
- What are you noticing about how we are framing the learning?
Home-Keeping

• Quiet signal
• Parking lot
• Self-care

“They Are All Our Kids”

• What struck you about the video?
• What do coaches do to unleash the power of teacher teams to use a formative assessment process to improve student learning?

Warming Up in Trios

• Select a facilitator and timekeeper.
• Take 1 minute to think about the following prompts:
  – What struck you about the video?
  – What do coaches do to unleash the power of teacher teams to use a formative assessment process to improve student learning?
• Round-robin, introduce yourself (name and position) and share your responses (1 minute/person).
And We’ll Get There by…

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*Feedback: Investigation, Re-engaging/Re-grouping, Moving On, Evaluation

The Data Divide

Assessment Is Out of Balance

Annual and Benchmark Assessments

Other Data
Confusion About Formative Assessment

“The research-based concept of formative assessment, closely grounded in classroom instructional processes, has been taken over—hijacked—by commercial publishers and used instead to refer to formal testing systems called ‘benchmark’ or ‘interim assessment systems.’”

— Shepard, 2006

Generic Instructional Responses

What If Teacher Teams Could Unlock the Power of Daily Formative Assessment?
Impact of Formative Assessment

• “…effectively doubled the speed of student learning.” – Black & William, 2009, p. 36
• 3rd of 138 practices for positive effect on student achievement – Hattie, 2009, p. 297

Coaching Teams to Go FAR

Moral Resolve
Collaborative Inquiry

Data
Formative assessment cycle
Using formative assessment daily, weekly
With timely, targeted instructional response

School Culture/Trust/Equity

Coaches build capacity to implement

Results

Turn and Talk

• What do you think of the ideas presented?
• How are you building the bridge between data and results?
And We’ll Get There by...

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Feedback
- Investigation
- Re-engaging/Re-grouping
- Moving On
- Extension

Formative Assessment—The Real Deal

- Underline key concepts and words.
- Turn to a partner and share which words you underlined and why.

FAR Cycle
Coaching Teams to Use Formative Assessment for Results

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December 7, 2015

Turn and Talk

- How does the FAR cycle compare with others you are familiar with?
- What step in the cycle might be a priority for the teams with whom you work?

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*Feedback Investigation Re-teaching Re-engaging Re-grouping Moving On Extension

Framework for Coaching to Use Formative Assessment for Results

Unlocking the power of formative assessment to increase student achievement and motivation

STEP: What step in the FAR cycle is our focus?

PURPOSE: What is the purpose of the meeting?

ACTIVITY: What activity will we use to achieve our purpose?

IMPACT: How will we know we have achieved purpose? Improved practice? Improved learning?
Deciding Where to Start

Learning Together

Taking Action
Reflecting

Framework for Coaching to Use Formative Assessment for Results
Unlocking the power of formative assessment to increase student achievement and motivation

Impact
“Those teachers who are students of their own effects are the teachers who are the most influential in raising students’ achievement.”
— John Hattie, Tweet
Video Observation

Watch for...

- Which FAR steps and meeting purposes the team leader designed the meeting to address
- Strategic team coaching moves that she makes during the meeting

Video Observation: Discuss...

- Which steps were they focusing on?
- What was their purpose for meeting?

  - Learning Together
  - Taking Action
  - Reflecting

Video Observation: Discuss...

- What strategic coaching moves did the team leader make?
- What was the impact on her team?
- How might they assess the impact on students?
And We’ll Get There by...

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*Feedback - Investigation - Re-engaging - Re-grouping - Moving On - Extending

Framework for Coaching to Use Formative Assessment for Results

Unlocking the power of formative assessment to increase student achievement and motivation

Prior Knowledge

Focus for daily formative assessment:
- What content is essential to teach in our unit?
- What does success look like at each step?
- Where do students typically get hung up?
From Instructional Objectives to Learning Targets

Sharing/Clarifying the Learning Journey: Lesson Level

Infuse Formative Assessments

Questioning and Student Engagement

1. Diagnostic Questions: Use to clearly and quickly gather evidence

2. Discussion Questions: Use to go deeper and get more information about student thinking and clear up misconceptions
Diagnostic Questions as Hinge Points

Effective hinge-point questions:

• Assess understanding of a learning target
• Uncover student misconceptions
• Elicit a response from all students
• Result in instructional action
• Are complex to create...practice and reflection with colleagues helps

Classroom Diagnostic Question Item Bank: Example

<table>
<thead>
<tr>
<th>Learning target</th>
<th>Misconception about learning target</th>
<th>Question that assesses understanding of learning target</th>
<th>All answer choices, ranked and revised as necessary (underlined correct answer(s))</th>
<th>Misconceptions revealed by each incorrect choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use place value to add, identify, and order decimal numbers.</td>
<td>Students have misconceptions about what to do when adding decimals that have no hundredths or tenths place.</td>
<td>Which of the following is the thousandths place written as a number?</td>
<td>A. 0.007  B. 2007  C. 0.007  D. 200007</td>
<td>A. Indicates they know how to write the number but do not understand place value; B. Indicates they ignored the zero or place value; C. Or D means each student in the sentence incorrectly writing 2007 and appending the 7, or by writing both 2000 and 66 and appending the 7.</td>
</tr>
</tbody>
</table>

Where is the verb in this sentence?
The boy ran quickly across the room.

A. boy
B. ran
C. across
D. quickly
What is the area of the shape below?

- 10 cm
- 7 cm

A. 17 cm²
B. 70 cm²
C. 34 cm²
D. 40 cm²

Which words best describe this triangle?

A. Equilateral
B. Upside-down
C. Regular
D. Blue (or whatever color it is)

Taking Action

- Work in pairs, trios, or individually.
- Consider something you are currently teaching others (children or adults) who might have confusion or misconceptions.
- Develop a hinge question that would give you information about whether to move on or to reteach the concept.
Engaging All Students

Diagnostic questions are only actionable if you get responses from all students.

All-Student Response Systems

- ABCD cards
- Mini-whiteboards
- Technology-based responses
- Fingers as number choices
- Agree/disagree signals

Video Observation
Partner Share

- Find someone who is wearing a color that you are wearing.
- Share your response to these questions with your partner (2 minutes each):
  - Would the teachers I work with find the discussion involved in creating a diagnostic question item bank valuable?
  - How about adding to their repertoire of all-student response systems during lessons?

Impact of Creating a Diagnostic Question Item Bank

<table>
<thead>
<tr>
<th>IMPACT: How will we know we have...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>achieved purpose?</td>
<td>improved practice?</td>
<td>improved learning?</td>
</tr>
<tr>
<td>Every team member had a hinge-point question to try in their classroom.</td>
<td>Our questions provided us with information we could use to make adjustments in the moment.</td>
<td>Students corrected their errors and explained the change in their thinking.</td>
</tr>
</tbody>
</table>

“Shape” Reflections

Reflect on what you have learned this morning...

- Something that squares with my beliefs...
- Three important points...
- A question circling in my head...
And We'll Get There by...

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*Feedback, Investigation, Re-teaching, Re-engaging, Regrouping, Moving On, Evaluation

How Is Analyzing Student Work Like Fire? What Protocols Have You Used?

- App.gosoapbox.com
- Access code: LFFAR

Framework for Coaching to Use Formative Assessment for Results

Unlocking the power of formative assessment to increase student achievement and motivation

- STEP: What step in the FAR cycle is our focus?
- PURPOSE: What is the purpose of the meeting?
- ACTIVITY: What activity will we use to achieve our purpose?
- IMPACT: How will we know what we have achieved? What impact on practice and student benefit?

Criteria Analysis

Learning Forward Annual Conference
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We Are Learning to...

- Apply a framework for coaching teams to use formative assessment for results
- Differentiate team meetings based on needs and purpose
- Facilitate teams in:
  - Developing diagnostic questions
  - Conducting criteria analysis of student work
  - Taking timely, targeted action

Criteria Analysis: Purposes

- To analyze student work in relation to pre-established success criteria (checklist or rubric)
- To lead to effective and targeted FIRME action

Criteria Analysis Is Suited for...

- Any constructed-response item or task (during or toward the end of a unit) for which the success criteria have been communicated to students
Criteria Analysis Is a Team Sport

Criteria Analysis with Data-Driven Dialogue

<table>
<thead>
<tr>
<th>Review and do task</th>
<th>Engage in Data-Driven Dialogue</th>
<th>Prepare to take FIRME* action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase 1: Predict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 2: Go Visual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 3: Observe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 4: Infer/Question</td>
<td></td>
</tr>
</tbody>
</table>

"Feedback Investigation Re-teaching / Re-engaging / Regrouping Moving on Extension"

Detailed Criteria Analysis Protocol

Handout, pp. 6–7
During Our Team Time, We...

- Played our group roles
- Kept to our agreements
- Did the task and shared strategies
- Generated 3 predictions
- Determined whether criteria were met or not yet met for 5-6 pieces of student work
- Created a visual of our data
- Made 3 objective, factual observations of our data
- Drew inferences from our observations
- Committed to FIRME action

Agreements

- Be in the spirit of dialogue
- Focus on the evidence
- Be aware of personal biases
- Stick to the protocol

Review and do task

<table>
<thead>
<tr>
<th>Engage in Data-Driven Dialogue</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Work in teams of 3-4.
- Choose group roles: facilitator, timekeeper, materials manager, recorder.
- Review agreements.
- Do the task yourselves—individually or in pairs. (Grade 6 Mathematics, Handout p. 11)
- Share solutions and approaches in whole team.

Don’t look at the student work yet.
Grade 6 Mathematics Assessment

Lucinda earns $20 each week. She spends $5 each week and saves the rest. The table below shows the total amount that she saved at the end of each week for 4 weeks.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Amount Saved</td>
<td>$15</td>
<td>$30</td>
<td>$45</td>
<td>$60</td>
</tr>
</tbody>
</table>

a. What will be Lucinda’s total amount saved at the end of 7 weeks? Show or explain how you got your answer.
b. Use numbers, words, or symbols to write an expression that represents Lucinda’s total amount saved at the end of n weeks.
c. How may weeks will it take for Lucinda to save $300? Show or explain how you got your answer.


Engage in Data-Driven Dialogue

I predict…
I assume…
I wonder…
I’m expecting to see…

Don’t look at the student work yet.

• How do you think students performed?
• What criteria do you think they will do well on?
• What criteria do you think they will have trouble with?
• What errors and confusions do you anticipate students will make/have?
• Based on what assumptions?
Generate and Record Predictions on Data-Driven Dialogue: Note-Catcher

<table>
<thead>
<tr>
<th>Predictions</th>
<th>Inferences/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td></td>
</tr>
</tbody>
</table>

Preparing to Take FIRME Action

- Moving On

Feedback | Investigation | Reteaching | Re-engaging | Regrouping | Extension |

How will we assess impact?

4 min.

Engage in Data-Driven Dialogue

Phase 2: Go Visual

Criteria Analysis Go-Visual Example

<table>
<thead>
<tr>
<th>Student</th>
<th>Criteria 1: States main idea in material</th>
<th>Criteria 2: Covers all material</th>
<th>Criteria 3: Has no extra info</th>
<th>Criteria 4: Is in students' words</th>
<th>Notes/Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adi</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Cole</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dante</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Etan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Simone</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Yve</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

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Review & Do Task

Engage in Data-Driven Dialogue

Phase 2: Go Visual

Use the Criteria Analysis Table: Success Criteria Checklist provided (use enlarged version; also in Handout, p. 8).

Examine each piece of work in relation to the success criteria (see work samples in Handout, pp. 12-15).

Record where each criterion has been met (✓) or not yet met (−) for each piece of student work. Optional: indicate work that exceeded each criterion (✓+).

Use the last column to make additional notes.

Engage in Data-Driven Dialogue

Phase 3: Observe

Made by the five senses

Contain no explanations

“Just the facts”
Coaching Teams to Use Formative Assessment for Results

The Dirty Word in Phase 3

BECAUSE


Engage in Data-Driven Dialogue

<table>
<thead>
<tr>
<th>Phase 3: Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am struck by…</strong></td>
</tr>
<tr>
<td><strong>I observe…</strong></td>
</tr>
<tr>
<td><strong>I notice…</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in Data-Driven Dialogue</th>
<th>Phase 3: Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>States main idea</td>
<td>Covers all material</td>
</tr>
<tr>
<td>Adi</td>
<td>✔</td>
</tr>
<tr>
<td>Cole</td>
<td>✔</td>
</tr>
<tr>
<td>Dante</td>
<td>✔</td>
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<td>Etan</td>
<td>✔</td>
</tr>
<tr>
<td>Simone</td>
<td>✔</td>
</tr>
<tr>
<td>Yve</td>
<td>✔</td>
</tr>
<tr>
<td>Totals</td>
<td>6/6 met</td>
</tr>
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Love@RBTeach.com • Smith@RBTeach.com • Whitacre@RBTeach.com
Engage in Data-Driven Dialogue

Phase 3: Observe

- What patterns do you observe across several pieces of work? Examine the table by columns. Examine the summary data for each criterion.
- What do you notice about individual students? Examine the table by rows.
- What specific criteria are our students’ strengths? Which pose difficulties for them?
- Identify the criteria for which there are a significant number of not-yet performances (or low rubric scores).

Generate and Record Observations on Data-Driven Dialogue: Note-Catcher

Predictions
Observations
Inferences/Questions

Preparing to Take FIRME Action
Moving On

Feedback
Investigation
Reteaching
Re-engaging
Regrouping
Extension

How will we assess impact?

Engage in Data-Driven Dialogue

Phase 4: Infer

A possible explanation…
That may be because…
A question I have now…
### Engage in Data-Driven Dialogue

| Phase 4: Infer |

- What possible explanations do we have for the patterns we are seeing?
- How can we find out which of our hypotheses is right?
- What questions do we have?
- What additional data might we explore to verify our explanations?

### Generate and Record Inferences on Data-Driven Dialogue: Note-Catcher

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Debrief and Apply

• What struck you about the protocol?
• How might you adopt/adapt Data-Driven Dialogue and Criteria Analysis in your own work?

Coaching and Team Meeting Options

• Analyze samples of low-, medium-, and high-quality work from one or more teachers.
• Analyze work from students targeted by the team.
• Have a teacher bring the results of his/her own criteria analysis for coach or team input.
• Prioritize work related to learning targets and tasks that are challenging for students and/or teachers.
• Use criteria analysis both to take FIRME action and to refine tasks and success criteria.

Impact of Criteria Analysis

IMPACT:
How will we know we have... achieved purpose?

Analysis leads to timely, targeted FIRME action.
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*Feedback Investigation Reteaching/Re-engaging/Regrouping Moving On Extension

Framework for Coaching to Use Formative Assessment for Results

Unlocking the power of formative assessment to increase student achievement and motivation

<table>
<thead>
<tr>
<th>STEP</th>
<th>PURPOSE</th>
<th>ACTIVITY</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What step in the FAR cycle is our focus?</td>
<td>What is the purpose of the meeting?</td>
<td>What activity will we use to achieve our purpose?</td>
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Learning about Taking FIRME Action

Engage in Data-Driven Dialogue

<table>
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<tr>
<th>Engage in Data-Driven Dialogue</th>
<th>Prepare to take FIRME action</th>
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<tbody>
<tr>
<td>What will be the focus of our FIRME action?</td>
<td>What choices will our team make?</td>
</tr>
<tr>
<td>What specific actions will we take?</td>
<td>How will we assess impact?</td>
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Feedback Investigation Reteaching/Re-engaging Regrouping Extension
The FIRME Mindset

"...the act of teaching reaches its epitome of success after the lesson has been structured, after the content has been delivered, and after the classroom has been organized. The art of teaching, and its major successes, relate to 'what happens next'…"

— Hattie, 2009, pp. 1-2

The FIRME Mindset

“It isn’t just ‘Do something.’ It’s ‘Do what?’"

— Chappuis, 2014, p. 4

The FIRME Mindset

“When [teachers] see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific, and challenging goals.”

— Hattie, 2009, p. 22
Take FIRME Action

F Feedback
I Investigation
R Reteaching / Re-engaging / Regrouping
M Moving on
E Extension

What Does FIRME Action Look Like?

Possibilities

- Possibility
- Possibility

How do we take FIRME action?

1. Make Strategic Choices
2. Create a Plan
3. Put it into Action
4. Reflect and Revise
How Do We Take FIRME Action?

FIRME Choice Points

<table>
<thead>
<tr>
<th>Choice Points</th>
<th>Guidance/Option</th>
<th>Delight/Action Points</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify student needs</td>
<td>- Make a plan for the next week.</td>
<td>- Respond to students' needs.</td>
<td>- Use data to inform instruction.</td>
</tr>
<tr>
<td>2. Identify student strengths</td>
<td>- Build on students' strengths.</td>
<td>- Use strengths to inform instruction.</td>
<td>- Use data to inform instruction.</td>
</tr>
<tr>
<td>3. Identify student challenges</td>
<td>- Address areas for improvement.</td>
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<table>
<thead>
<tr>
<th>Value of the Whole Event</th>
<th>Choice Points</th>
<th>Goal/Plan</th>
<th>Action Items</th>
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<td>1. Identify student needs</td>
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How Do We Take FIRME Action?
What will be the focus of our FIRME action?
What choices will our team make?
What specific actions will we take?

How will we assess impact?

Criteria Analysis Example

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<th>Feedback</th>
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<tr>
<td>Simone</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Yve</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Totals</td>
<td>6/6 met</td>
<td>3/6 met</td>
<td>3/6 met</td>
<td>5/6 met</td>
</tr>
</tbody>
</table>

Review & Do Task
Engage in Data-Driven Dialogue
Prepare to take FIRME action

How will we assess impact?
Coaching Teams to Use Formative Assessment for Results

Learning Forward Annual Conference
December 7, 2015

For your FIRME Focus, use the Choice Points Table to answer the following questions:

What choices will our team make?
What specific actions will we take?

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Investigation</th>
<th>Reteaching/Re-engaging</th>
<th>Regrouping</th>
<th>Extension/Re-engaging</th>
</tr>
</thead>
</table>

Record your notes on Data-Driven Dialogue: Note-Catcher

Choice Points Table Pages:
16-17  18  20-22  19  20-22

How Do We Take FIRME Action?

Reflect and Revise

Debrief and Apply

• What struck you about the activity?
• How might you adopt/adapt learning about taking FIRME action in your own practice?
Impact of Learning about Taking FIRME Action

IMPACT: How will we know we have... achieved purpose?
A FIRME plan has been developed and is ready to put into action.

IMPACT: How will we know we have... improved practice?
Teachers try and share more targeted instructional strategies.

IMPACT: How will we know we have... improved learning?
Student success on formative assessments improves.

Assessing Impact: Tools for Monitoring Implementation and Outcomes
Look over the following rows:
- Teacher-learning outcomes
- Teacher-practice outcomes
- Student-learning outcomes
Identify tools that you could use to determine the impact of your FIRME plan.

Framework for Coaching to Use Formative Assessment for Results
Unlocking the power of formative assessment to increase student achievement and motivation

Handout, p. 23
Essential Question

• What do coaches (team leaders, facilitators) do to unleash the power of teacher teams to use a formative assessment process to improve student learning?

Reflection

• I discovered that I…
• And I intend to…

Resources

Materials

- RBTeach.com/lf2015_love
  - You will be prompted to set up a free account