WEBVTT

1
00:12:01.020 --> 00:12:01.860
CF Turkey: Then they can hear ya.

2
00:12:03.090 --> 00:12:03.990
CF Turkey: So right.

3
00:12:06.390 --> 00:12:07.740
CF Turkey: And if it's just you too.

4
00:14:37.110 --> 00:14:47.670
CF Turkey: Good morning, welcome to leveraging the formative assessment instructional process for teachers and leaders part of our future ready summit and we're so glad that you could join us today.

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00:14:52.860 --> 00:15:06.480
CF Turkey: Just do some quick introductions my name is Kelly Leslie and i'm a literacy consultant in region three and I serve on the future ready team with me today is kelsey Bowers and also illiteracy consultant, and the future ready team.

6
00:15:06.870 --> 00:15:19.200
CF Turkey: and Joe Kramer a school improvement coordinator, as well as a future ready consultant and Tracy Thompson a school improvement and future ready consultant also helped prepare this presentation.

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00:15:20.250 --> 00:15:30.180
CF Turkey: Just some zoom keeping feel free to turn your cameras on if you'd like to just make sure you're muted, if you have questions feel free to pop them in the chat or unmute.

8
00:15:32.490 --> 00:15:48.420
CF Turkey: So we're going to start out with some zoom annotating on the next slide and if you haven't done this before the way that you annotate on zoom is you click on our you hover over the view options panel, and you will see a.

9
00:15:49.470 --> 00:16:01.710
CF Turkey: word that says annotate So then, once you click annotate, you have the option to annotate with text you can mark using a drawing

or you can annotate with a stamp so on this next slide.

10
00:16:03.570 --> 00:16:11.370
CF Turkey: We have a list here of different indicators that happen when we don't have a system.

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00:16:11.700 --> 00:16:25.800
CF Turkey: That would support accelerating learning, and so we want you to take a moment to take a look at this list and think about are any of these practices in place in your system right now and either annotate using a text.

12
00:16:26.130 --> 00:16:35.280
CF Turkey: stamp or a drawing maybe one or two things that might be happening in your school or district right now it's going to be a couple seconds to do that.

13
00:17:12.750 --> 00:17:34.650
CF Turkey: Okay, so activity driven instruction we've got some misaligned strategies unhelpful assessment data, sometimes I hear we're assessment rich information poor okay Thank you so we're gonna take a snip of that and we'll come back to this at the end, during our problems of practice portion.

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00:17:41.430 --> 00:17:52.860
CF Turkey: So just to set us up for today in formative assessment instructional process form our learning goals slash intentions and success criteria, so our learning goals slash intention, or this session is.

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00:17:53.280 --> 00:17:57.390
CF Turkey: I understand how the formative assessment instructional process will accelerate learning.

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00:17:57.660 --> 00:18:04.590
CF Turkey: And you'll know you're successful by the end of this session, if you can identify the critical practices of the formative assessment instructional process.

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00:18:04.920 --> 00:18:17.310
CF Turkey: You can identify how these practices serve to accelerate student learning and you can identify problems of practice that are

present in our system and possible entry points as related to the formative assessment instructional process practices.

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00:18:19.470 --> 00:18:23.460
CF Turkey: So just so we all have a common understanding what is formative assessment.

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00:18:24.000 --> 00:18:38.400
CF Turkey: formative assessment is a plan on going processed used by all students and teachers during learning and teaching to elicit and use evidence of student learning to master grade level standards and support students to become more self directed learners.

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00:18:38.970 --> 00:18:43.080
CF Turkey: And that's the definition that we're going to use to grow in this work.

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00:18:44.100 --> 00:18:52.170
CF Turkey: So when we think of the formative assessment instructional process, there are several high impact strategies that are really embedded within this process.

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00:18:52.380 --> 00:19:01.560
CF Turkey: So just take a moment and read this slide to see these strategies that helps you will dig into here in a moment that are truly high impact and can really accelerate learning.

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00:19:16.470 --> 00:19:20.310
CF Turkey: So now i'm going to turn it over to kelsey and she's really going to dig into these strategies.

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00:19:22.260 --> 00:19:32.520
CF Turkey: So we like graphics and this one does a really good job of showing us that process in action, and this slide i'd like to just draw your attention to the light Gray.

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00:19:33.030 --> 00:19:44.130
CF Turkey: sort of outer perimeter of this image so in order for this process to really take hold it has to be positioned within a collaborative and respectful environment.

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00:19:44.520 --> 00:19:55.950
CF Turkey: Just as katie talked about in our opening keynote students have to be engaged, they need to feel motivated, they need to have that that agency to kind of take on their own adventure through learning.

27
00:19:56.130 --> 00:20:00.690
CF Turkey: And that has to happen in an environment where we have strong relationships.

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00:20:01.170 --> 00:20:16.710
CF Turkey: With our students and student to student work students are really collaborating and we have trust so really we can't underscore that importance anymore, of having a collaborative and respectful environment if this is really going to have an impact.

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00:20:18.420 --> 00:20:25.740
CF Turkey: So this process really begins and ends with our standards so you'll see that at the top of this process, we need.

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00:20:26.340 --> 00:20:35.460
CF Turkey: As teachers to first understand what are the skills and concepts and the context in which we will direct all of our learning.

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00:20:36.210 --> 00:20:44.490
CF Turkey: From there, we will derive learning intentions are learning goals and these really answer the question of what am I learning.

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00:20:44.880 --> 00:20:55.200
CF Turkey: And why more importantly Why am I learning it so we really have to tap into relevance and we do that by thinking not only does, how does this standard have utility value in learning.

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00:20:55.590 --> 00:21:04.680
CF Turkey: But how can it be personally meaningful to our lives, beyond the four walls of school so that's what a learning attention or learning goal really does communicate.

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00:21:05.790 --> 00:21:19.230
CF Turkey: From there, we want to outline some really clear success criteria or learning targets and for a learner and for a teacher it lets us know how will, I know i've learned it so alerting attention

says what am I learning.

35
00:21:19.560 --> 00:21:25.590
CF Turkey: The success criteria answer the, how will, I know that i've got that i've arrived or that i've got there.

36
00:21:27.420 --> 00:21:36.150
CF Turkey: So from there, we use our success criteria to answer will, how will, I know that they've learned it how students know that they've learned it and how will we.

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00:21:36.600 --> 00:21:47.340
CF Turkey: know where those gaps are to accelerate learning so we really have to think about what will we accept as evidence of learning what are the types of activities or tasks that we can engage students in.

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00:21:47.880 --> 00:21:56.400
CF Turkey: Those high leverage practices so really, what are the different ways that we are going to elicit evidence that they have learned it they've arrived.

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00:21:57.870 --> 00:22:06.120
CF Turkey: And finally, you see in this graphic a feedback loop, this is information to students about their progress toward the learning goal.

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00:22:06.420 --> 00:22:17.760
CF Turkey: Or the learning attention and the success criteria, but more importantly it's information to me or to the teacher about my impact on student learning and feedback can happen.

41
00:22:18.180 --> 00:22:27.870
CF Turkey: We have self feedback, as this graphic shows we have peer feedback and teacher feedback and that provides us the necessary necessary information to know.

42
00:22:28.680 --> 00:22:44.610
CF Turkey: How do we close the gap between where the learner is presently and where the learner is going in all of this happens is, you can see in the blue circle through the empty SS tier so all of these steps are an integral part of our three tiered empty SS system.

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00:22:49.110 --> 00:22:56.880
CF Turkey: So where can you begin, I mean that took about five minutes to go through the different steps of the formative assessment instructional process.

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00:22:57.420 --> 00:23:04.590
CF Turkey: But we could spend months on each of those separate bubbles so really if we want to dig in further.

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00:23:05.160 --> 00:23:11.190
CF Turkey: there's the the course formative assessment instructional process, we also have a course clarity for teaching and learning.

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00:23:11.820 --> 00:23:20.790
CF Turkey: The offers of course and formative assessment and math that I will department of ED has accelerating learning and evidence based practices resources there's modules.

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00:23:21.120 --> 00:23:31.920
CF Turkey: And then the What about what about us book study at the preschool level all follows this process of the formative assessment instructional pieces and so.

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00:23:33.150 --> 00:23:38.250
CF Turkey: Going back to the accelerated learning piece when we have these pieces in place.

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00:23:38.790 --> 00:23:42.120
CF Turkey: At the point where we have the success criteria.

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00:23:42.480 --> 00:23:48.150
CF Turkey: This point where we really deconstruct what it is to be successful that's how we can accelerate learning.

51
00:23:48.360 --> 00:24:02.640
CF Turkey: Some students might need more success criteria to access and master that grade level standards and others, but our expectation is that all students, as we can see here that in the empty SS instructional prep the mts is bubble all students.

52
00:24:02.970 --> 00:24:06.810
CF Turkey: have access to this, and so we expect that all students
will be successful.

53
00:24:08.550 --> 00:24:09.390
CF Turkey: So.