

To See or Not to See
is Not the Only
Question

Session Description

How do we support teacher and student use of observational data and feedback to improve learning? Observations help develop a more complete picture of student understanding. How can we elevate its purpose and usefulness in a “test-driven environment?”

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Outcomes for Classroom Teachers

Teachers:

1. Add a variety of evidence-gathering strategies to your tool box.
2. Understand how to use observed evidence in the formative assessment process to make instructional decisions and give feedback to students.

Outcomes for Instructional Coaches & Building Leaders

1. Understand how to look for elements of the formative assessment practice in the classroom.
2. Reflect on best practices for supporting teachers in using the formative assessment process through coaching.

Outcomes for Central Office Leaders

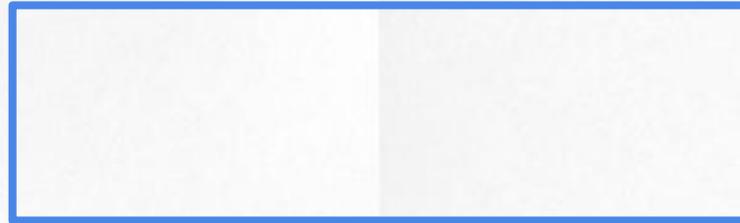
1. Understand how to look for elements of the formative assessment practice in the classroom.
2. Reflect on best practices for supporting building leaders in the formative assessment process by building their capacity for observing and providing feedback to teachers.

How do you spend most of your time??

Draw a box on a scrap piece of paper



Teachers: How do you spend most of your time??



Divide the box into three parts that proportionally show the amount of time you spend:

- a. Talking in front of your students
- b. Listening to your students
- c. Grading/Scoring your students' work

Building Leaders: How do you spend most of your time??



Divide the box into three parts that proportionally show the amount of time you spend on:

- a. Administration (managing students, compliance requirements, scheduling, etc.)
- b. Organization Management (budgets, hiring, facility maintenance, etc.)
- c. Teaching and Learning

Central office: How do you spend most of your time??



Divide the box into three parts that proportionally show the amount of time you spend on:

- a. Management/Budget/Finance
- b. Political/Governance Tasks
- c. Curriculum and Instruction

Why utilize Observational Data?

- ▣ Less time grading, more time for planning
- ▣ Promotes minute-by-minute adjustments to teaching
- ▣ Practice makes permanent

“If students have left the classroom before teachers have made adjustments to their teaching on the basis of what they have learned about the students’ achievement, then they are already playing catch-up. If teachers do not make adjustments before students come back the next day, it is probably too late.”

-Dylan Wiliam

Definition of Formative Assessment

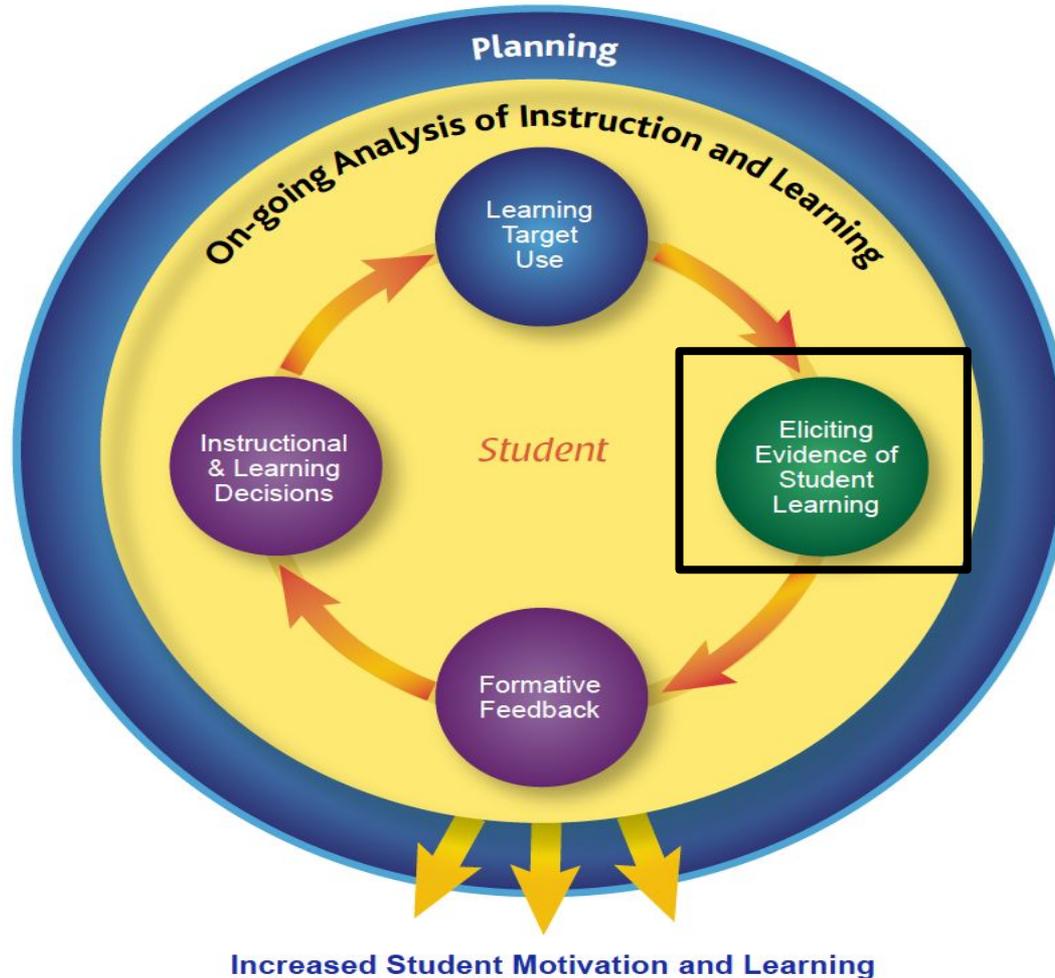
This definition, created by CCSSO's FAST SCASS, has been adopted by the State of Michigan Department of Education:

*Formative assessment is a planned, ongoing **process** used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.*

The Formative Assessment Process

Formative Assessment Guiding Questions:

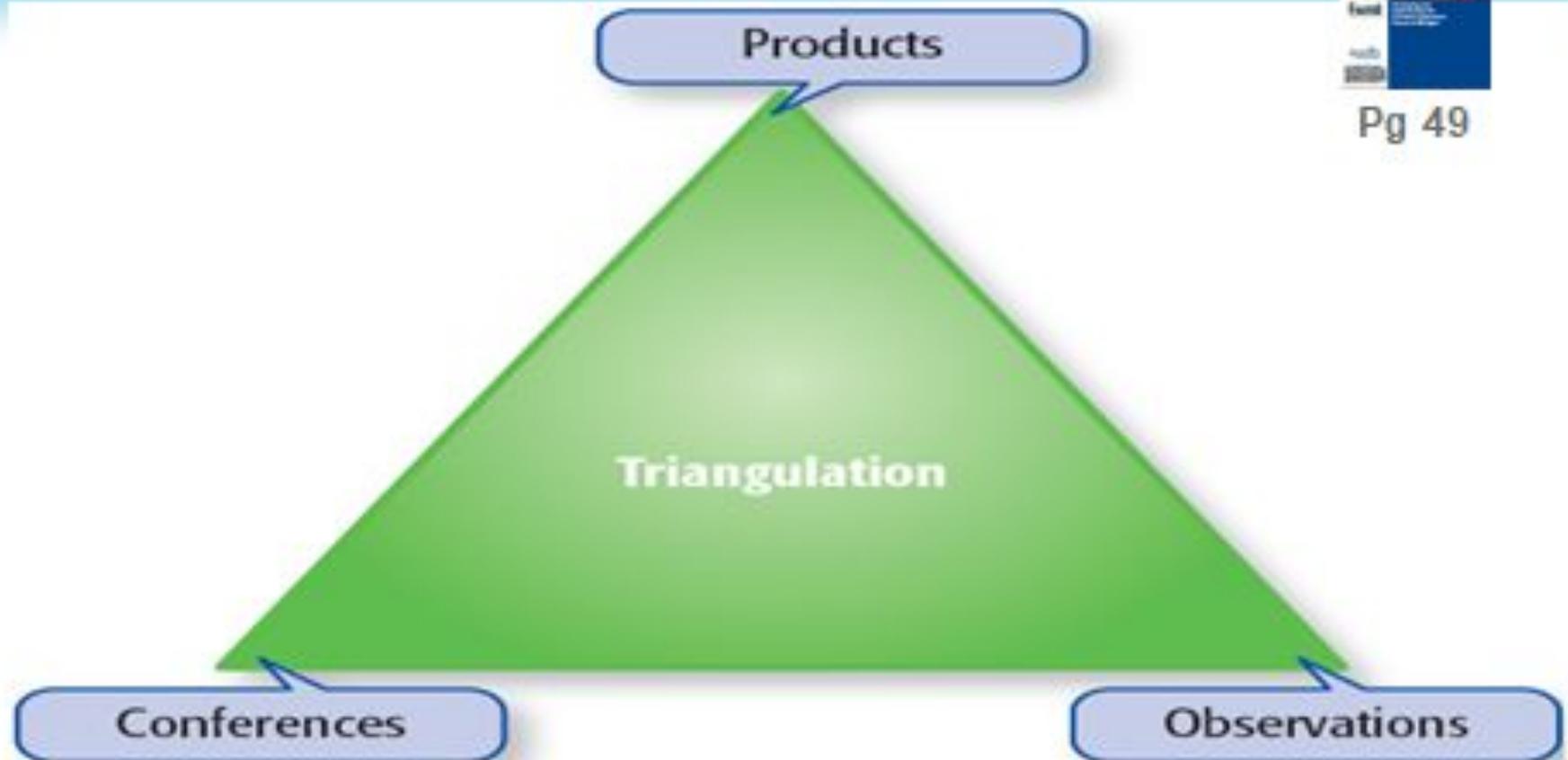
- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



Gathering Evidence of Student Understanding



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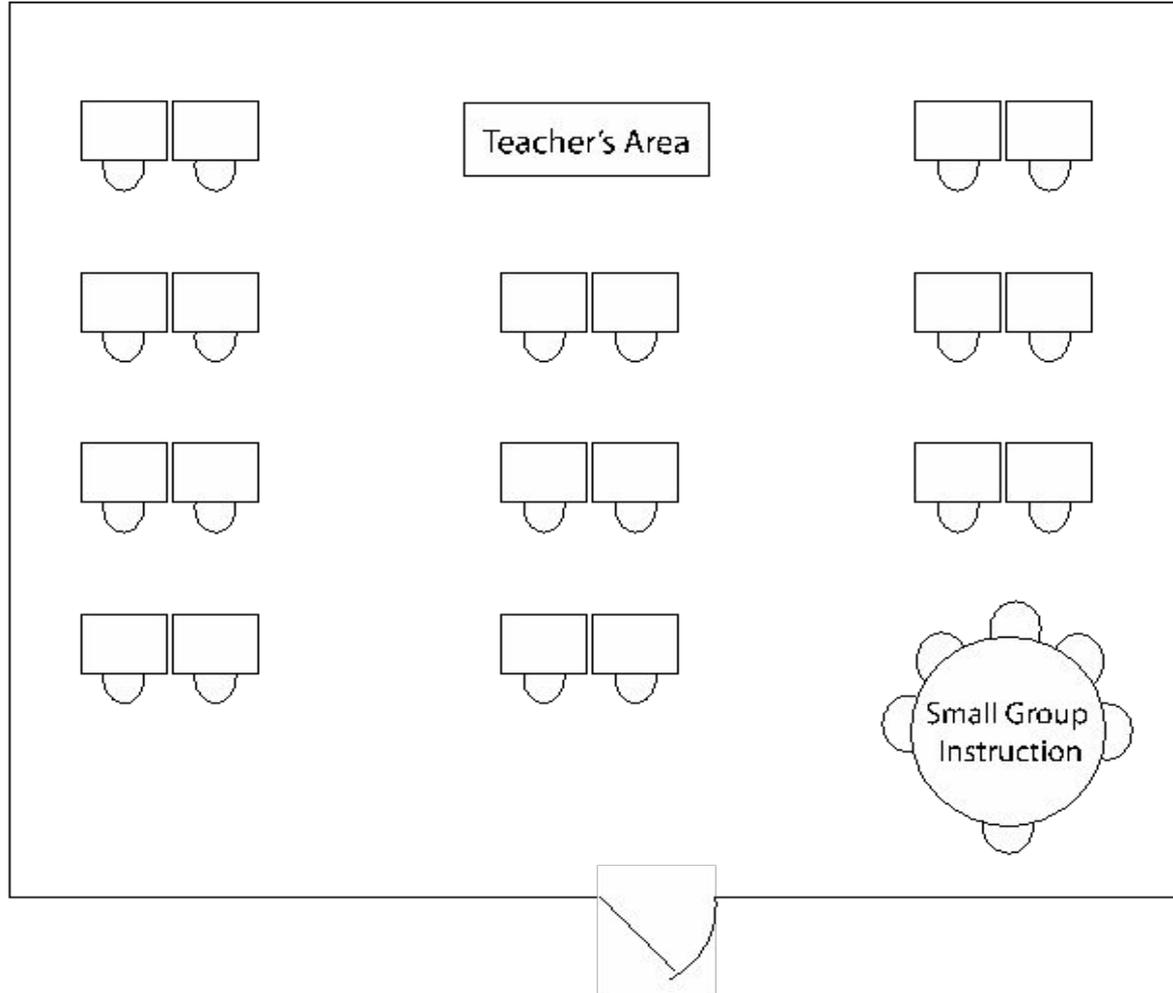


Classroom Setup

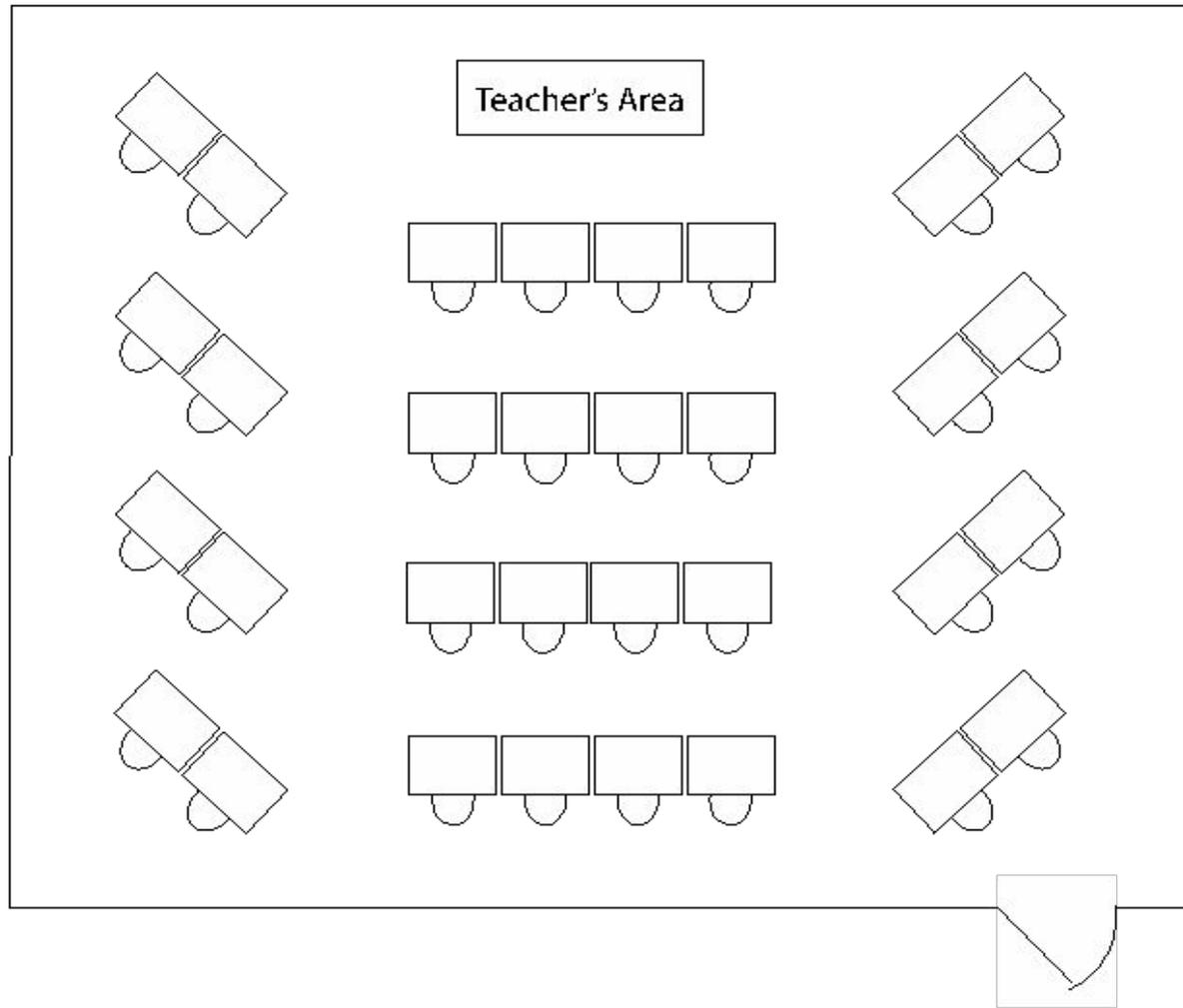
Arrange the Classroom Space so That:

- ▣ Students face the teacher without turning around
- ▣ Teacher has close proximity to students
- ▣ Students can interact with partner and/or team
- ▣ Teacher can easily see/monitor all areas
- ▣ Teacher and students can move easily around room
- ▣ Teacher and students can access necessary instructional materials

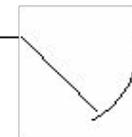
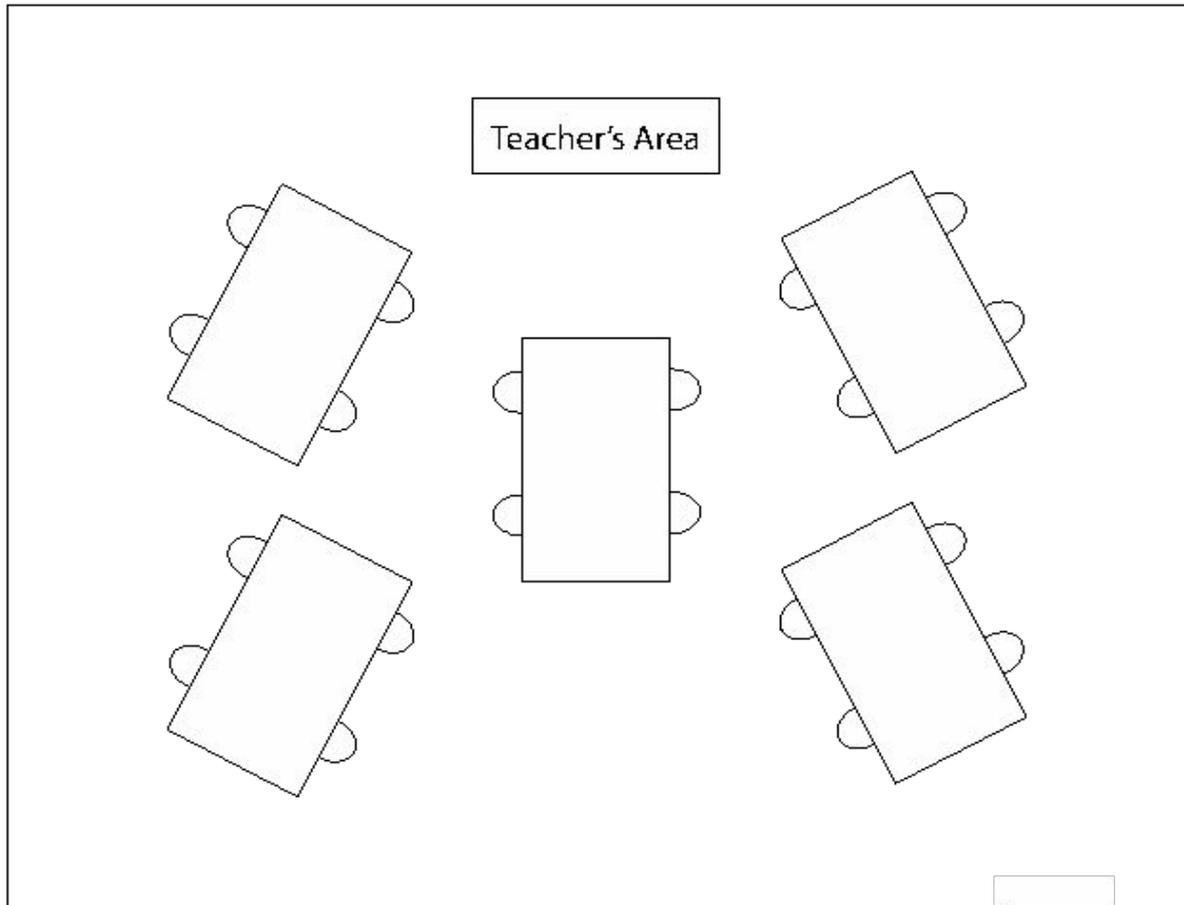
Paired Rows



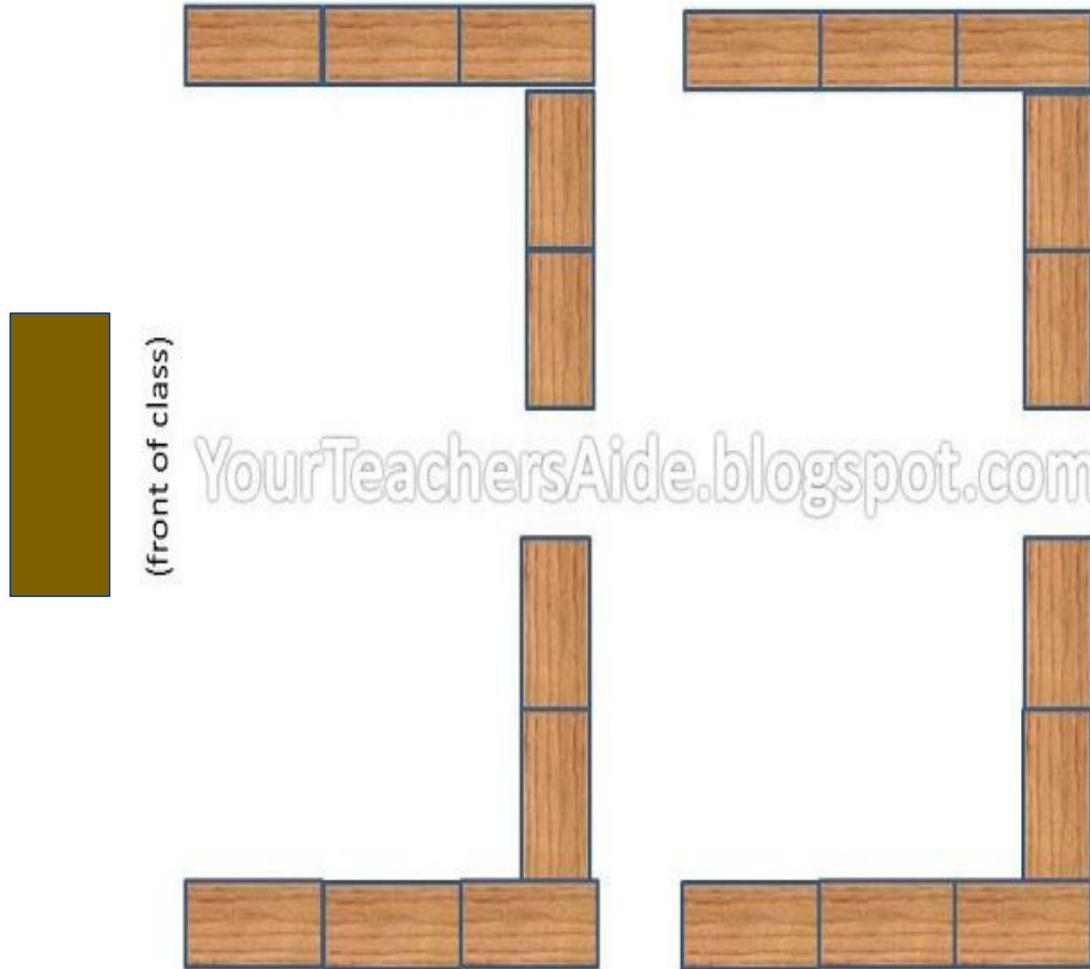
Slanted Rows



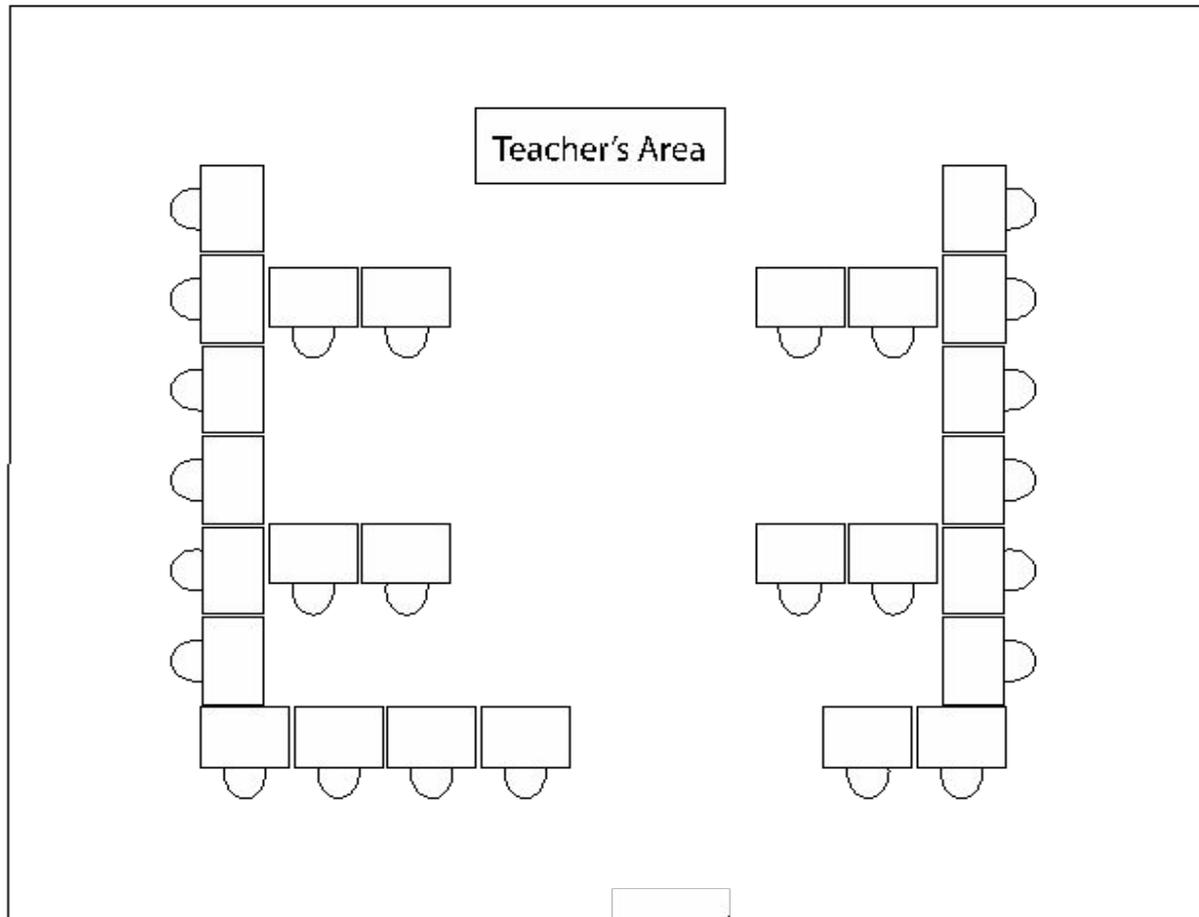
Slanted Tables



Double U



Double E



Reflection

Teachers- how does your current classroom set up allow for the collection of observational data?

Building Leaders/Instructional Coaches- how might you coach teachers to be reflective about classroom set-up?

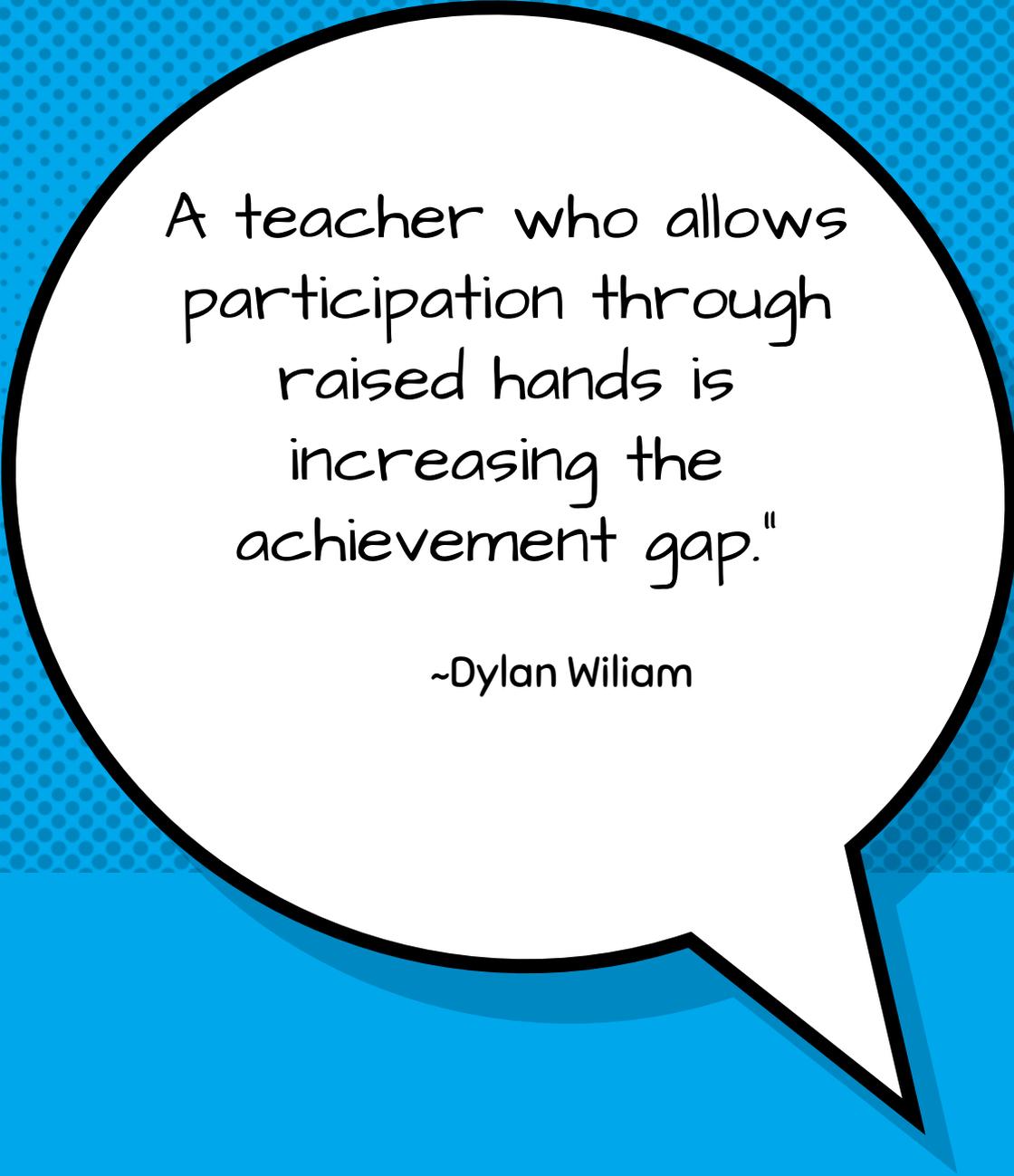
Central Office- what supports might buildings need to create classrooms conducive to collecting observational data?

Teaching ≠ Learning

Giving students frequent opportunities to respond (OTR) allows teachers to elicit observable evidence of learning in order to:

- ▣ **monitor** understanding,
- ▣ **adjust** the lesson based on responses,
- ▣ provide **feedback** to students

(additionally, there are numerous research-based **academic** and **behavioral** benefits)



A teacher who allows participation through raised hands is increasing the achievement gap."

~Dylan Wiliam

Collecting Observational Data

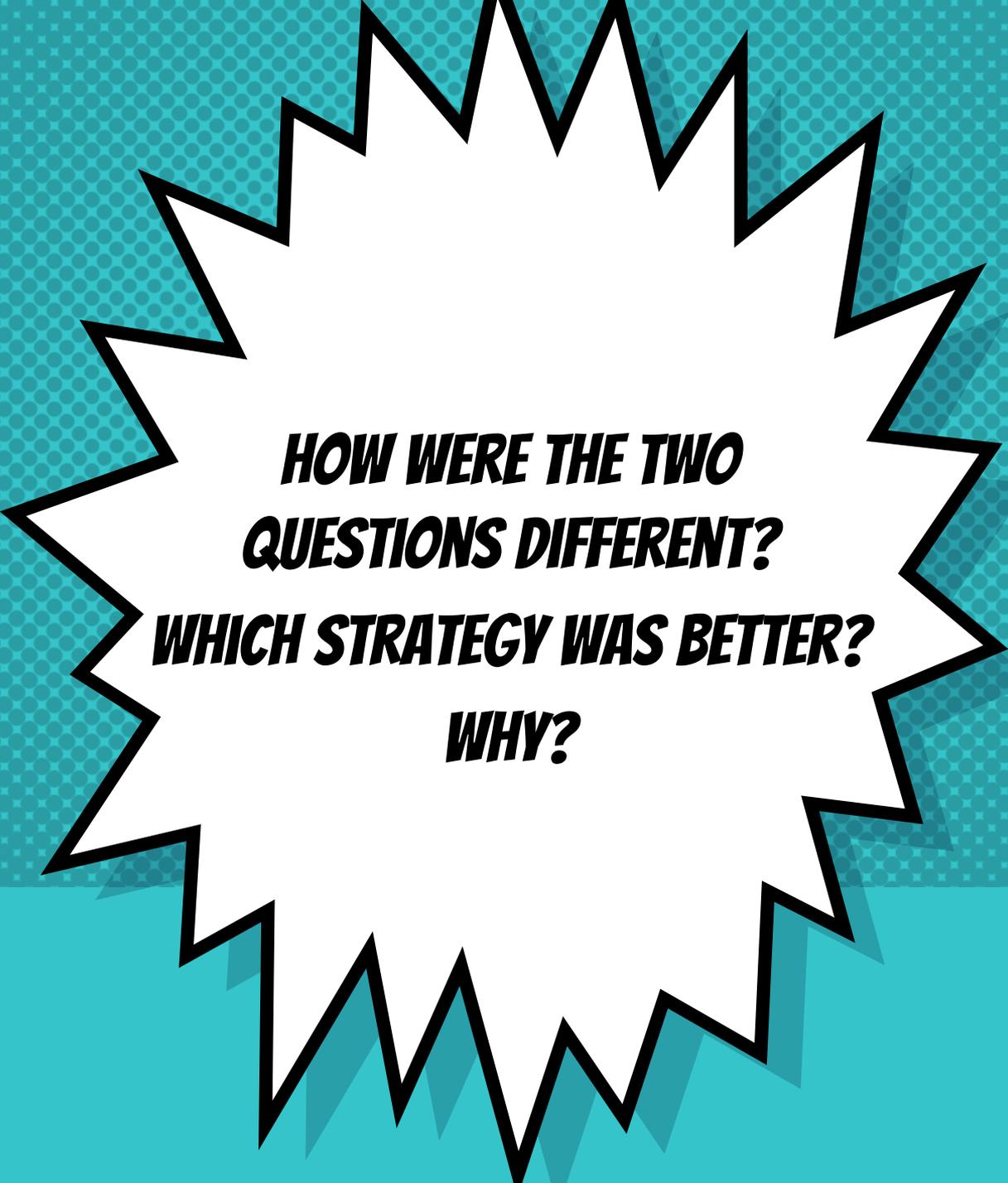
- ▣ Lower-level questioning all-student response
- ▣ Deeper-level questioning and discussion
- ▣ Partner/Small group
- ▣ Conferencing During Independent Work

Lower-level
questioning
all-student response



LET ME ASK YOU

A QUESTION



***HOW WERE THE TWO
QUESTIONS DIFFERENT?
WHICH STRATEGY WAS BETTER?
WHY?***



P- POSITIVE INTERDEPENDENCE

I- INDIVIDUAL ACCOUNTABILITY

E- EQUAL PARTICIPATION

S- SIMULTANEOUS INTERACTION

Hand Signals,
Movement, Response
Cards, Mini-Wipe-off
boards

Hand Signals, Movement, Response Cards, Whiteboards

Protocol:

- ▣ Listen to the question
- ▣ Think about your response without talking
- ▣ Get your body ready
- ▣ When you hear/see the signal, share your response
- ▣ Be prepared to defend your answer

Examples:

- ▣ Use your fingers to show me which sentence is capitalized correctly:
 - My family took a trip to Orlando, Florida.
 - My family to a trip to orlando, Florida.

Hand Signals, Movement, Response Cards, Whiteboards

Examples:

- ▣ Use your fingers to show me how many places to move the decimal point in the divisor and dividend before I divide

$$.79 \overline{)12}$$

Examples:

- ▣ If this response is feasible, show me a thumbs up; if not, thumbs down, if you're unsure, leave your thumb sideways.

Alex is solving a unit rate problem at the grocery store. He notices that the Cocoa Pops cereal is 20 ounces and costs \$3.25. The vanilla flakes cereal is 32 ounces and costs \$4.50. He decides to find out the cost of each cereal per ounce in order to determine which is a better deal. After calculating the unit rate for the Cocoa Pops he determines they cost $\frac{\$1.01}{1 \text{ ounce}}$. How reasonable is his answer?

Hand Signals, Movement, Response Cards, Whiteboards

Examples of movement:

- ▣ Stand up, sit down
- ▣ Touch your nose, Touch your ear
- ▣ Do jumping jacks, do side twists
- ▣ Stomp your feet, clap your hands
- ▣ Raise your right hand, raise your left hand
- ▣ Move to the window side of the room, move to the door side of the room

The movement (quiet or loud) possibilities are endless

Rapid Retrieval Practice

Quick Write

- ▣ Students write everything they can remember about the topic or in response to a prompt in a short, timed period
- ▣ Students share with partner or as a class and “score points” for ones that match OR students can simply “score points” for everything they remember
- ▣ See if they can get more tomorrow

Example:

- ▣ Write everything you can remember about the three states of matter (solid, liquid, and gas).

Quick Write Graphic Organizer

- ▣ Ask students to write or put everything they remember into a graphic organizer
- ▣ Ask students to explain the graphic organizer to a partner
- ▣ Share some ideas with the whole group

Example:

- ▣ Create a graphic organizer to represent everything you know about the three branches of government (executive branch, legislative branch, judicial branch)
- ▣ Compare and Contrast triangles and rectangles.

Quick Draw

- ▣ Ask students to draw a diagram or model from memory
- ▣ Have students check for accuracy and count up “points”
- ▣ Try to get more points tomorrow

Examples:

- ▣ Draw a diagram of the water cycle
- ▣ Draw and label the parts of a plant
- ▣ Place 3 numbers on a number line between 0 and $\frac{1}{2}$

Student Generated Questions

Snowball Fight

- ▣ Students generate questions while reading, taking notes, or studying/reviewing independently
- ▣ Students answer their own questions on a separate paper
- ▣ Switch with a partner
- ▣ Snowball fight
- ▣ Teacher chooses the best and uses for review

Double the formative assessment power:

- ▣ Find out what students think they are supposed to know/be able to do
- ▣ Students answer their own questions and correct the responses of their partner
- ▣ Research shows this is more effective than traditional studying

Completion Activity

Completion Activity

- ▣ Give students a sentence stem they must complete (written or oral)
- ▣ Allow students to share with a partner
- ▣ Share small or whole group

Examples:

- ▣ A community is different from a population because

- ▣ When two negative numbers are multiplied

- ▣ I was tenacious when

Reflection

Teachers- Why might it be important to get participation from all students? What strategies might work for your classroom and students?

**Building Leaders/
Instructional
Coaches-** what supports might teachers need to utilize a variety of OTRs in classrooms? How might you coach a teacher to incorporate these kinds of strategies?

Central Office- What supports might building leaders need to ensure OTR strategies are being used in all classrooms?

Deeper-level
questioning and
discussion

The Power of Writing

- ▣ Pose Your Question
- ▣ Think Time
- ▣ Write Time
- ▣ Share Time (Partner, Small Group, Whole Group)

Writing:

- ▣ Clarifies Thinking
- ▣ Illuminates Patterns
- ▣ Promotes Long-Term Memory
- ▣ Makes Thinking Observable

Deeper-Level Questions Allow Students to:

- ▣ Address misconceptions and put them in conflict with facts
- ▣ Explain relationships (Cause and effect, Cycles, Problem-solution, Cost-Benefit, Compare, Contrast)
- ▣ Explain how and why
- ▣ Analyze (strengths, weaknesses, implications)
- ▣ Predict
- ▣ Summarize
- ▣ Develop arguments, counter-arguments, and alternate solutions

Deeper-Level Questions Allow Teachers to:

- ▣ Gain information about students' learning
- ▣ Observe misconceptions
- ▣ Provide formative feedback
- ▣ Ask students to dig deeper and create more connections in their learning which increases the likelihood for transference
- ▣ Create opportunities for students to use vocabulary

During Discussion

Listen, Listen, Listen, Listen, Listen, Listen, Listen, Listen, Listen, Listen

▣ Scaffold

- Initially you will ask the questions, model paraphrasing, and prompt students to use discussion frames
- Gradually release control to students, continue to model expectations

▣ Take notes (physical or mental)

- Are there misconceptions (can students work these out?)?
- Is further instruction necessary?
- Are students meeting expectations?

Common Questioning Errors

Be careful not to ask:

- ❑ Too many questions at once
- ❑ A question and answering it yourself
- ❑ A difficult question too early
- ❑ Irrelevant/off-topic questions
- ❑ A question in a threatening way
- ❑ The same kind of questions all of the time

Be intentional about:

- ❑ Correct wrong answers
- ❑ Give students time to think and process (write)
- ❑ Pay attention to answers
- ❑ See the implication of answers
- ❑ Build on answers

Be Intentional About:

- ▣ Creating a safe classroom culture
- ▣ Asking one question at a time
- ▣ Letting students answer your questions
- ▣ Scaffolding thinking to get at deeper-level responses
- ▣ Staying focused and on topic
- ▣ Asking questions in a genuinely interested non-intimidating way
- ▣ Asking different types of questions requiring different kinds of responses
- ▣ Correct wrong answers
- ▣ Give students time to think and process (write)
- ▣ Paying attention to students' answers and what they are really saying (not just if it is right or wrong)
- ▣ Building on students' answers

Scaffolding Example:

You ask, “What would happen if there were no plants?”

You hear, “We would just eat animals”

You scaffold thinking... “What kinds of animals do we eat? How do they get their energy?...”

Have all students paraphrase/summarize, “Tell your partners, ‘why we could not just eat animals if there were no plants?’.”

Yes or No

OR

Agree or Disagree

and Why?

Yes or No/Agree or Disagree and WHY?

- ▣ Prepare questions that contain two or three target (critical vocabulary) words, center around a big idea, or include a common misconception (there need not be one right answer)
- ▣ Students determine if the answer is yes or no or if they agree or disagree and explain why
- ▣ Pair Share
- ▣ Whole group discussion

Examples:

- ▣ Can a whole number be a fraction?
- ▣ Do trees lose their leaves in the winter because it is so cold?
- ▣ Whole numbers cannot be written as fractions
- ▣ It is warmer in the summer because the Earth is closer to the sun

Ranking

Ranking

- ▣ Give students a large list of quotes, items, ideas etc and ask them to rank them based on the question you asked
- ▣ Students should provide a justification for their decisions
- ▣ Students should work together or share their ranked lists with a partner (the conversation is what is critical here)

Examples:

- ▣ Rank these quotes from the book based on which describes the main character the most
- ▣ Rank these items in order of importance if you were going to take a trip to the moon

Corners or
Continuum Line

Corners or Continuum Line

- ▣ Listen to the question
- ▣ Think about your response without talking
- ▣ Get your body ready to move to your destination (if you don't know where to go, stay by your desk)
- ▣ When you hear/see the signal, move without hesitation
- ▣ Be prepared to defend your answer

Examples:

Should humans intervene on Isle Royale?

- ▣ Read the article and record evidence that supports your opinion
- ▣ Share your ideas with a partner
- ▣ Line up on the continuum line somewhere between “humans should not visit or study the island” and “humans should take total control of the island”
- ▣ Be prepared to defend your opinion

Simile

Simile

- ▣ Students will write a simile and explain their rationale
- ▣ Scaffold by showing examples at first
- ▣ Then, consider giving students the simile but leaving the “because...” blank
- ▣ Eventually allow students to create their own similes
- ▣ Give students opportunities to share their thinking with partners
- ▣ Share some ideas whole-group

Examples:

- ▣ Being famous on instagram is like being rich in monopoly because
- ▣ Formative assessment is like _____ because

Reflection

Teachers-

What strategies might work for encouraging more learning focused student talk in the classroom?

Building Leaders/ Instructional

Coaches- what supports might teachers need to engage students in learning focused talk? How might you coach a teacher to incorporate these kinds of strategies?

Central Office-

What supports might building leaders need to ensure student focused talk is present in all classrooms every day?

Conferencing
During Independent
Work

Individual Responses/Work:

Monitor:

- ◎ Listen/Look Carefully

Feedback:

- ◎ Ask probing questions
- ◎ Scaffold misconceptions toward correct answer
- ◎ Provide formative feedback
 - What the student is doing well
 - Next-step toward meeting success criteria
 - Model or re-teach if necessary

*When you observe a student who is not on track, this is the time to re-teach, model, and provide feedback, not assess.

Success Criteria

- ▣ Students and Teachers Need Clear Success Criteria (examples/non-examples, exemplars, checklists, rubrics, etc.)
- ▣ Self-Assessment WITH Evidence
- ▣ “Teach From Your Feet, Not From Your Seat”
- ▣ Formative Feedback during Learning, Grading during Assessment of Students’ Best Work

Independent Work
Expectations

Making Reading Observable

- ▣ When you are reading independently and the teacher stops at your desk, start whisper reading so he/she can hear.
- ▣ While reading make your thinking observable by talking to the text

Making Problem Solving Observable

- ▣ When you are working through a multi-step problem (like a math problem) and the teacher stops at your desk, begin thinking aloud wherever you are in the process
- ▣ Include worked and annotated examples of problem-solving procedures in your notes

Independent Writing

- ▣ Have specific questions or concerns ready when it is time to conference
- ▣ Be prepared to show the best part of your work
- ▣ Be prepared to show the part where you need more feedback, explanation, or modeling

Self-Assessment

- ▣ Assess yourself using the rubric and examples of success criteria prior to meeting with the teacher
- ▣ Use a key (highlighting, shapes, comments) to demonstrate your skills and knowledge in your own work

Collecting Evidence

“The purpose of collecting evidence is to make that evidence out of date as quickly as possible.” ~Margaret Heritage

Collection ideas:

- Clipboard with index cards
- Evidence collection charts
- Data management apps

Ryan

Kyle

Brittany

Chloe

Gina

Sophia

Aniya

Natalie

Ja'Merriah

Kayla

Jhazmyn

Kailey

Jordan

Colton

Javier

Kyler

Jennifer

Austin

Corianna

Kaley

Hannah

Colin

Head Over Heels For Teaching

Learning Target: _____

Date: _____ Assessment: _____

Students who have it:	Students who don't:
Types of Misconceptions:	Ideas for next lesson:

Teacher's Name			Student Name
Week of:	Learning Target:		
_____	Success Criteria:		
Student Name	Student Name	Student Name	Student Name
Student Name	Student Name	Student Name	Student Name
Student Name	Student Name	Student Name	Student Name
Student Name	Student Name	Student Name	Student Name

GrLA Teacher's Name _____ Student Name _____

Week of: _____

Readers Workshop TP = Teaching Point
 Writers Workshop Working to Potential

Analyzing Student Evidence

2 Student Name _____ ●	3 Student Name _____ ●	4 Student Name _____ ●	5 Student Name _____ ●
6 Student Name _____ ●	7 Student Name _____ ●	8 Student Name _____ ●	9 Student Name _____ ●
10 Student Name _____ ●	11 Student Name _____ ●	12 Student Name _____ ●	13 Student Name _____ ●
14 Student Name _____ ●	15 Student Name _____ ●	16 Student Name _____ ●	17 Student Name _____ ●
18 Student Name _____ ●	19 Student Name _____ ●	20 Student Name _____ ●	21 Student Name _____ ●

[Class Act! Lite](#) free version

[Class Act!](#) \$4.99

[TeacherKit](#) free but has in-app purchases

[Teacher's Assistant: Classroom Management Notes](#)
pro version \$5.99; has a free version too

[Teacher's Aide](#) free but has in-app purchases

Reflection

Teachers- what might be some new ways you are thinking about collecting evidence of student learning/understanding?

Building Leaders/Instructional Coaches- what supports might your teachers need to increase their capacity for collecting evidence of student learning/understanding?

Central Office- what supports might building leaders need to be able to coach teachers around the collection of student evidence?

Teaching and Learning Decisions & Feedback

“the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning.” ~

Dylan Wiliam

Teachers and students

Clarify observable success criteria: Ts and Ss are able to identify observable learning.

Elicit observable evidence of learning: Ts provide opportunities and Ss provide evidence.

Interpret evidence: Ts and Ss look for accuracy, misunderstanding, and areas for improvement

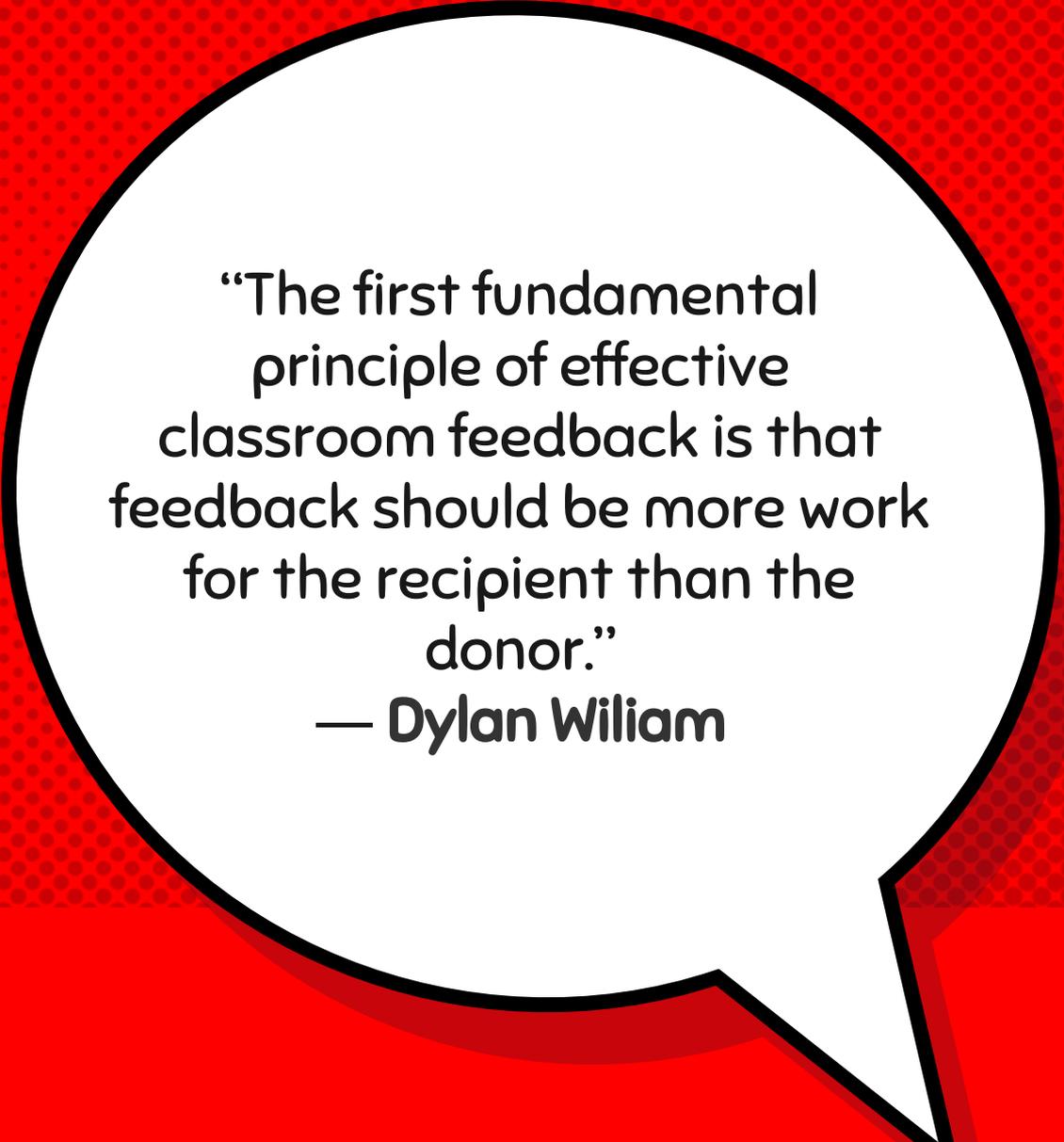
Act on evidence: Ts adjust instruction and provide feedback, Ss move closer to learning outcome

Data-Based Decision Making

Indicators you
should **Move On:**

Indicators you
should provide
Practice:

Indicators you
should **Reteach:**



“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.”

— Dylan Wiliam

Elements of Effective Feedback

1. Feedback should be related to the learning target.
2. Feedback should be actionable.
3. Feedback should be timely.
4. Feedback should be descriptive.
5. Teachers need to give time for students to use feedback.

Feedback Use

Dear _____
(student name)

This is what I noticed about your work:

◆

What I'd like you to improve is:

◆

Signed _____
(teacher name)

Date _____

Back of Card

Dear _____
(teacher name)

The way I used your feedback is by:

◆

I've checked the box because I've attached my work to show you my evidence.

Signed _____
(student name)

Date _____

4 Words

I was at Simpson Park Camp
 my family. ~~My mom's choir group~~
~~at the service, so they got to stay~~
~~in a cabin, and my sister^{Sandra} was in the~~
~~dorms, and my ^{oldest} biggest sister was~~
~~young adult tents with her boyfriend~~
~~were at the youth talent show^{end of the} ^{which was around 11:00pm}~~
 y dad told me, "AJ's going
 se to Danielle tonight, and we're going
 then we're going to come out
 (AJ is my sister, Danielle's boyfriend)
 congratulate them." I couldn't
 o get a brother-in-law, so it
 like we were celebrating

xdialogue
lead

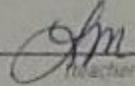
Feedback for: 

W. W. (What's Working):

- good story idea

W. N. (What's Next):

- is your main event the actual proposal?
if so, there is a lot you can cut

Signed  _____ Date 9-22

teacher name

Back of Card

I Used Your Feedback!

W. N. (What's Next):

focus story

This is what I did to work on your W. N. (What's Next):

- I ~~was~~ crossed out where everyone was staying
- I crossed out the list of people hiding

Signed  _____ Date 9-23-14

student name

Reflection

Teachers- In what new ways are you thinking about how you might make instructional decisions or give feedback?

**Building Leaders/
Instructional
Coaches-** what supports might teachers need to give feedback to students and to allow students time to use feedback?

Central Office- What supports might building leaders need to ensure that the formative assessment process is used in every classroom every day?

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Outcomes for Central Office Leaders

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2. Reflect on best practices for supporting building leaders in the formative assessment process by building their capacity for observing and providing feedback to teachers.

WHERE TO LEARN MORE!

[MDE's Formative Assessment Process page](#)

[FAME \(Formative Assessment for Michigan Educators\)](#)

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Thank you!

