# Louisiana Department of Education
# Mentor Teacher Training

## Module 7:
## Classroom Culture, Formative Assessment, and Professional Learning

Secondary Universal Cohort

Facilitated by Learning Forward

## Mentor Training Goals

1. Build strong relationships with their new and resident teachers.
2. Use quantitative data (i.e. student achievement results from summative and formative assessments) and qualitative data (i.e. student work and feedback, classroom observations, peer and supervisor feedback) to identify and prioritize new and resident teacher's strengths and areas for growth based on teacher **certification competencies and performance expectations**.
3. Implement a continuum of support and coaching techniques to build new and resident teacher knowledge and skill in content and content-specific pedagogy and self-analysis and reflection skills.
   - Set short- and long-term professional growth goals based on student results.
   - Create a logical sequence of coaching opportunities to build new/resident teacher's skill over time to reach goals.
   - Identify and leverage high-quality, evidence-based resources to support new and resident teachers' specific needs.
   - Lead effective feedback/coaching conversations grounded in student evidence (includes difficult conversations).
   - Track new and resident teacher progress.
   - Model and facilitate resident self-reflection and improvement.
4. Deepen content knowledge and content-specific pedagogy to support continued development of teacher competencies in the respective content areas.
5. Assess and develop mentor competencies in their discipline to identify strengths and gaps and to develop areas of need. These assessments are based on competencies and student results.

## Module 7 Outcomes

- Promote residents' capacity to establish a classroom culture that builds growth mindsets in students.
- Reflect on their own beliefs about learning and how these beliefs influence students and their residents.
- Determine teacher moves that promote a positive classroom culture to support student learning.
- Implement strategies that support a growth mindset with students.
- Understand the role of formative assessment as a vehicle for increasing student learning.
- Apply a variety of formative assessment practices to assess student learning.
- Understand how to use formative assessment data to adjust instruction.
- Develop an understanding of the Standards of Professional Learning and examine their application to the mentoring context.

## Module 7 Key Points

- Mentors establish a classroom culture to advance student learning and model the strategies and develop those strategies in residents.
- Mentors are cognizant of how their beliefs about their own growth and learning and actions influence student learning.
- Mentors model the use of formative assessment to adjust instruction and model and develop formative assessment strategies in their residents.
- Mentoring is a form of professional learning that is governed by standards for professional learning which describe the attributes of research-based, high-quality professional learning aligned with student success.

## Module 7 Agenda

**8:30-12:00**

- Introduction, welcome, and outcomes
- Review agreements
- Classroom culture
- Formative assessment

**12:45-4:00**

- Formative assessment continued
- Standards for Professional Learning
- Review outcomes
- Exit cards

## Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment and the use of personal technology

- Student content-area standards (ELA, math, disciplinary literacy, other disciplines)
- State curriculum
- Teacher-preparation competencies
- Effective instruction

- Mentor distinction criteria
- Roles and responsibilities
- Coaching supports
- Coaching cycle
  - Assessing
  - Goal setting
  - Observing
  - Conferring
- Gradual release

- Partnership agreements
- Trust
- Growth-oriented (difficult) conversations
- Handling stress

## Reflections on Module 5-6 Assignments

Partner task:
Share your case study and discuss your analysis of the teacher. (5 minutes per partner)

Table task:
Share your analysis of a professional learning experience. Note patterns across your team of standards present or absent in your individual experience. (10 minutes)

## What's Your Mindset?

Do NOT overthink these statements. Read each and put "agree" or "disagree" in the box to the left. This is a personal reflection, and results will not be shared. Please answer truthfully.

| | |
|---|---|
| | My intelligence is something very basic about me that I can't really change. |
| | When I don't understand something, I like to slow down and try to figure it out. |
| | I am intimidated by academic challenges. |
| | I have been told by others that I am smart. |
| | Learning is fun. |
| | I often feel unmotivated to learn. |
| | When I don't do well in a subject, I think that I must not be very good at that particular subject. |
| | When I perform poorly academically, I do not get discouraged. |
| | When I don't understand something, I get very frustrated and want to give up. |
| | I shouldn't have to work as hard in subjects that I am naturally good at. |

Quiz adapted from:
Baker-Kunst, S. (2010 January 13; originally posted 2008 March 6). The curse of the 'smart' student. *Extreme biology: Class connection*. Retrieved 2017 October 21 from https://extremebiology.wordpress.com/2010/01/13/the-curse-of-the-smart-student

For the next activity, please read the following article:

Dweck, C. S. (2007 October). The perils and promises of praise. *Educational leadership: Early intervention at every age [issue theme], 65(2)*, 34–39. Retrieved 2017 October 21 from http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx

## Classroom Culture

Read “The Perils and Promises of Praise,” by Carol Dweck.

Article is located at: **https://tinyurl.com/dweckMT5Math**

**Notes:**

## Strategies for Supporting a Growth Mindset

- Provide opportunities for collaboration and discourse.
- Encourage high, equitable levels of student participation.
- Encourage a broad range of competencies/approaches.
- Promote cooperative learning and shared accountability.
- Provide autonomy/choice in task, team, and processes.
- Model and monitor the climate for interactions among students.

Based on your reading and discussion:

- How might this research inform the ways in which you interact with and teach your residents to interact with and teach students?

- How might this research impact the culture of learning in your classroom and the development of a resident?

# Formative Assessment

Read through the following essential questions on formative assessment. Code each based on your ability to model and explain formative assessment to a resident.

**3** = got this

**2** = would appreciate some clarity

**1** = eager to gain some information to share with a resident

**Guiding questions:**

- What is formative assessment and what are its features?
- When do teachers use assessment and for what purposes?
- How are assessment *for* learning and assessment *of* learning different?
- What are the benefits of formative assessment?
- What are diverse formats for formative assessment in my subject area that allow students to have varied ways to demonstrate their learning?
- How do teachers use formative assessments to give students feedback that help them succeed?

| | |
|---|---|
| My favorite way to be assessed is… | I know I have really learned something when… |
| I typically assess students by… | When I think about assessing students, I have learned that… |

Purpose: Take a few minutes to jot down the reasons you assess students.

# Assessment Continuum

## Pre-assessment

(finding out)

**Any method, strategy or process used to determine a student's current level of readiness or interest in order to plan appropriate instruction.**

- Provides data that can determine options for students to take in information, construct meaning, and to demonstrate understanding of new information.
- Helps teachers anticipate differences before planning challenging and respectful learning experiences.
- Allows teachers to meet students where they are.
  - ✓ Pre-test
  - ✓ Graphing Me
  - ✓ Inventory
  - ✓ KWL
  - ✓ Checklist
  - ✓ Observation
  - ✓ Self-evaluation
  - ✓ Checklist

## Formative Assessment

(Keeping track and checking up)

**A process of accumulating information about a student's progress to help make instructional decisions that will improve his/her understanding and achievement levels**.

- Depicts student's life as a learner.
- Used to make instructional adjustments.
- Alerts the teacher about student misconceptions "early warning signal."
- Allows students to build on previous experiences.
- Provides regular feedback.
- Provides evidence of progress.
- Aligns with instructional/curricul*ar outcomes.*
  - ✓ Quiz
  - ✓ Journal Entry
  - ✓ Self-evaluation
  - ✓ Peer evaluation
  - ✓ 3- minute pause
  - ✓ Observation
  - ✓ Questioning
  - ✓ Exit Card
  - ✓ Conference

## Summative Assessment

(Making sure)

**A means to determine a student's mastery and understanding of information, skills, concepts, or processes that are a part of one or more standards.**

- Should reflect formative assessments that precede it.
- Should match material taught.
- May determine student's exit achievement.
- May be tied to a final decision, grade or report.
- Should align with instructional/ curricular outcomes.
- May be a form of alternative assessment.
  - ✓ Unit test
  - ✓ Performance task
  - ✓ Product/exhibit
  - ✓ Demonstration
  - ✓ Portfolio Review

Watch the video: Note teachers' purposes and processes for formative assessment. Jot down both below.

Purposes for formative assessment:

Formats for formative assessments:

An assessment is **formative** to the extent that information from the assessment is **used**, during the instructional segment in which the assessment occurred, **to adjust instruction** with the intent of better meeting the needs of the students assessed (Popham, 2006).

| Assessment for Learning | Assessment as Learning | Assessment of Learning |
|---|---|---|
| By teachers to<br>•determine what to do next instructionally (strategies, differentiation)<br>•provide descriptive feedback to students (what they are doing well, what needs improvement, and how to improve | By students to<br>•determine what to do next in their learning (e.g. strategy, focus)<br>•provide descriptive feedback to peers and self (peer- and self-assessment)<br>•become reflective, self-monitoring as a learner | By teacher to<br>•determine students' level of achievement of overall expectations at a given point in time<br>•support professional judgments about student performance |

**What is formative assessment?**

While there are differing definitions of formative assessment offered by experts in the field, adopted by groups such as the State Collaborative on Assessment and Student Standards (SCASS) and the Assessment Reform Group (ARG), and used by states (Gallagher & Worth, 2008), there are common elements that run through them. Formative assessment (Black and William, 1998; Clark, 2011; Heritage, 2010):

- is a systematic, continuous process used during instruction by teachers;
- evaluates learning while it is developing;
- is indivisible with instruction and integrated with teaching and learning;
- actively involves both teacher and student;
- provides a feedback loop to adjust ongoing instruction and close gaps in learning;
- involves self- and peer-assessment; and
- informs and supports instruction while learning is taking place.

Conversely, formative assessment is not a single event or measurement instrument but an ongoing, planned practice that allows teachers to evaluate learning after teaching. It also allows teachers to predict and make standardized judgments about

SEDL, 2012. Briefing Papers. *Using Formative Assessment to Improve Student Achievement in the Core Content Areas*
.http://www.sedl.org/secc/resources/briefs/formative_assessment_core_content/

**Formative assessment …**

- Refers to what happens on a daily basis in the classroom.
- Emphasizes small-grain learning objectives rather than broad outcomes.
- Detects learning gains over short periods of time.
- Provides specific information about key errors or misconceptions and suggestions for improvement that may prevent students from becoming discouraged
- Describes a student's academic strengths and limitations.
- Estimates a group's knowledge level prior and during to instruction.
- Checks for misconceptions following instruction.
- Provides evidence of progress toward learn- ing goals at key intervals during instruction.
- Differentiates instruction.
- Catalyzes curricular reform.
- Evaluates the effectiveness of an instructional strategy.
- Gives continual feedback to help students progress over time.
- Is interwoven with instruction.
- Teaches students to self- assess, make adjustments, and improve performance.
- Gives students multiple opportunities to know what we to do to be successful.
- Transform test results into meaningful learning experiences.

**Formative assessment processes can link the elements of a cohesive assessment system, including instruction, content standards, aligned curriculum, and trusted measures of progress.** (Gallagher, C., & Worth, P. (2008). *Formative assessment policies, programs, and practices in the Southwest Region:* Issues & Answers Report, REL 2008–No. 041). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs )

## QUICK INFORMAL ASSESSMENTS

**THUMBS UP, DOWN, and WIGGLY:** Explain to students that "thumbs up" means "I understand/agree, "thumbs down" means "I don't understand/agree," holding thumbs horizontally and wiggling your hand means "I'm not sure if understand or agree."

**PARAPHRASING:** Ask students to retell what they have learned in their own words, not repeating the words they read or heard when they learned whatever is being learned.

**TURN-TO-YOUR NEIGHBOR:** After students complete some kind of learning task, ask them to compare their answer or idea with their neighbor (one other student) to see if they have the same answer. If yes, give the teacher a "thumbs up". If not, give the teacher a "thumbs down."

**GROUP ANSWERS:** Put students in groups. Give them a task to complete, question to answer, term to memorize or some other task. Tell that the group is responsible for everyone's learning, and that you'll check with one group member, but that they don't know who, to check that everyone has learned what needs to be learned.

**THINK, PAIR, SHARE:** Give students a task to do on their own, then have them share their work with one other person to identify similarities and differences and consider revising based on what they've learned from their partner. Then ask the partners to share their answers with the class. One alternative is to give each partner a specific amount of time to talk.

**QUESTION EVERYONE:** Tell students to be prepared to answer questions (either open ended or close ended questions). Then, call on students randomly, or make a point of targeting groups of students (such as HALO questioning, High, Average, Low, Other). Some teachers say, "I'll be picking the student that looks least interested." Others draw names from a brown bag or write student names on popsicle sticks, and pull names out randomly. If a student does not give an answer, ask it again phrased differently. If the student still does not answer, ask a smaller part of the question.

**WHITE BOARDS:** Give students questions or tasks and ask them to write their answer on a white board. Then, ask all students to hold up the white board at the same time. If students give conflicting answers, open discussion by saying something like "It looks like we've got a disagreement here, let's discuss this to come to an agreement." Then lead a clarifying discussion.

**RESPONSE CARDS**: Use response cards in the same way you might use white boards. Response cards can include index cards with a yes on one side and a no on the other side, drawings of traffic lights (with red meaning no, or I don't understand, yellow meaning not sure, and green meaning yes, or I understand). You can also hand out red, yellow and green index cards to show the same meaning.

**HOT POTATO:** Ask a student to test their understanding of content. If the student gets the answer right, he gets to ask another question that tests another student's understanding. The student asking the question has to be able to confirm whether or not the new student gets the correct answer.

**SOCCER, HOCKEY, BASKETBALL:** Organize the class into two teams. You can let them choose their team based on their allegiance to a particular team or assign to two teams, (the green and blue teams, for example). Then quiz students. If a team gets a correct answer, they move the ball or puck closer to the other teams' goal. If they get it wrong, the ball or puck moves toward their goal. If the ball or puck gets in their zone, and they get a wrong answer, or the other team gets a right answer, they score a goal or basket. You can play this game using hot potato as well.

**GRAPHIC ORGANIZERS:** David Scanlon, an expert in graphic organizers suggests *Order Routine* (2000) we teach students how to draw at least four common graphic organizers to demonstrate their understanding of what they are learning: descriptive, sequential, problem-solution, and compare and contrast. Another commonly used graphic organizer is cause-effect.

**WRITING:** Students' understanding can be assessed using numerous writing assessments. Students can be prompted to write a response to a passage they've read, answer a question with a few sentences, write a letter to an author, write a letter of complaint, write a short story to illustrate a concept that has been learned and so forth.

**GAME SHOW:** With a little effort, you can develop your own version of popular game shows such as Jeopardy, Who Wants to Be A Millionaire, Wheel of Fortune, or FAMILY FEUD. Consider dividing the class into teams, and consider giving each team review time prior to the game.

**JIGSAW/GALLERY WALK:** Organize students into groups. Then, have the students create a poster on chart paper that they can post in the room. The poster should demonstrate the students' knowledge of content covered and might be, for example, a few bullet points, a picture, a metaphor, or a graphic organizer. Reorganize the students into other groups so that each new, larger group has a member from each of group that created a poster. Have the groups rotate around the room stopping at each poster. Whoever created the poster, explains it to the rest of their new group.

**FOUR CORNERS.** Give students a question. Then ask them to move to a corner of the room based on their answer or to the middle of the room if no answer applies.

**QUIZZES OR TESTS** Multiple choice, true or false, fill in the blanks, and short answer quizzes and tests are used frequently to gauge students. Quizzes or tests can be used with many of the above assessment techniques, such as Turn-to-Your-Neighbor, Think, Pair, Share, Baseball, Bell Work, Exit Tickets and so forth.

**DO NOW/BELL WORK** Create a short task for students to do as they walk into class. The task could be a writing assignment, a short quiz, a question students can respond to in their journals or any other task. Communicate the expectation to students that they will start the task when the bell goes at the start of class. After providing sufficient time for students to complete the task, gather student work and discuss it with class. Some teachers use Bell Work as a starting routine for every class.

**EXIT TICKET** Create a short task for students to do before they leave the class. As with Bell Work, the task could be a writing assignment, a short quiz, a question students can respond to or any other task. Tell students the task is their ticket out of class, and they need to give the completed task to you on their way out the door. Some teachers use Exit Ticket at the end of every class as a closing routine. Consider giving students tasks that are untimed, "such as, "write as much as you know about this topic up until you hear the bell."

# Formative Assessment Process

**Before formative assessment:**

- Clarify learning outcome, objective, target, etc.
- Specify the level of thinking, rigor, performance, and/or learning required at this time in the learning process.
- Specify how students will demonstrate their learning and vary techniques so that students have multiple ways to represent their learning.

| Standard/learning objective/target/ Student I can statement(s) | Knowledge and skills needed to be successful | Level of understanding to be assessed, e.g. knowledge, comprehension, application, analysis, synthesis, evaluation | Form of student demonstration (written, oral, combination, graphic, etc.) | Format of assessment (constructed response; true-false; multiple choice; demonstration, etc.) |
|---|---|---|---|---|

**During formative assessment:**

- Monitor all students
- Note non-verbal and verbal responses
- Note effort and engagement with assessment
- Note student performance on various components of the assessment

**After formative assessment:**

- Analyze results for both individual and class-wide results
  - Patterns
  - Outliers
  - Misconceptions

- Query the assessment's quality
  - Measure what was intended, i.e. content, level etc. learning,
  - Clarity

- Determine necessary adjustments in instruction
  - Curriculum
  - Time
  - Conceptual understanding
  - Fluency
  - Prior knowledge
  - Resources/materials

- Provide students information to monitor and advance their own learning

## Hattie and Timperley Feedback Model

## Formative Assessment Task

- Work with a partner.
- Choose a recently taught or soon to be taught lesson.
- Write the lesson objectives for each of your formative assessments.
- Choose appropriate, yet different formats to assessment the lesson objective or some part of it.
- Design two different formative assessments that you might use for the same lesson.

# Professional Learning for Educators

**Guiding questions:**

1. What are the Standards of Professional Learning?
2. What is the purpose of the standards?
3. What do the standards look like in action within schools?
4. What are specific ways mentors use the standards to ensure high-quality learning experiences for their residents, for colleagues within their schools, and for their own continuous improvement?

## Standards for Professional Learning Quiz

Complete this short quiz. Answer independently and honestly. (1=lowest; 5= highest)

1. Indicate your familiarity with the Standards for Professional Learning.

1 2 3 4 5

2. Indicate the degree to which your school, district, or organization has implemented the Standards for Professional Learning.

1 2 3 4 5

3. Indicate the overall quality of the professional learning you receive within your school or system.

1 2 3 4 5

4. Explain the reason for your response to #3.

5. What is the best way to assess the success of professional learning?

6. What is the primary purpose of professional learning?

# Standards Windowpane

Directions: Individually read your assigned standard. Meet with your standard team to discuss the key points about this standard. Then, working collaboratively, prepare a chart using the template below to share with your colleagues who are studying different standards.

**Standard Name: _____**

| **Key Points**<br>(What information or ideas are important to know about this standard?) | **Standards in Practice**<br>(What behaviors will you see if this standard is fully implemented?) |
|---|---|
| **Symbol**<br>(What visual representation would help people remember this standard?) | **Steps to Take**<br>(What steps are necessary to implement this standard?) |

# Standards Showcase Note Catcher

| Standard | Core Ideas/Examples in Action |
|---|---|
| **Learning Communities** | |
| **Leadership** | |
| **Resources** | |
| **Data** | |
| **Learning Designs** | |
| **Implementation** | |
| **Outcomes** | |
| **NOTES** | |

# Standards in Action

How will you use the standards to strengthen your work as a mentor?

| What is in place that will enhance or support implementation of the standards in your school? | What barriers exist to implementation of the standards in your school? |
|---|---|
| | |
| What are possible actions you can take as a teacher leader to overcome the barriers and build on the enhancers? | |

## Module 7 Review

In your team, review the outcomes (p. 3) for Module 7. Share how you anticipate applying what you learned as a mentor both in your own class and with your resident.

## Exit slip

Use an index card on your table. Write a brief note.

- **3** points that are essential for mentors to remember about the content studied today
- **2** actions you will take as a mentor related to the content studied
- **1** question you have about your responsibilities as a mentor related to the content studied