



Assessment Leadership Facilitator Guide

*Leadership Module 2:
Leading for Formative Assessment*

Assessment Leadership Facilitator Guide

Module 2: Leading for Formative Assessment

Through this module, participants will build a foundational understanding of the formative assessment process and will consider the role of leaders in fostering formative assessment at scale in their schools and districts. Participants will reflect on their current system and identify actions they can take to support the formative assessment process.

Module Materials and Resources

- Module 2 PowerPoint presentation
- This Facilitator Guide
- Taking Pedagogical Action:
https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Taking_Pedagogical_Action_in_the_Formative_Assessment_Process.pdf
- Video Observation Guide (at the end of this guide)
- Video: <https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsourc=cl>
- Article: <https://csaa.wested.org/resource/case-reviews-implementing-the-spirit-of-formative-assessment/>

Possible materials and resources for in-person facilitation:

- Chart paper
- Markers
- Post-its
- Audio and video equipment to play a video to the group

Possible materials for remote facilitation:

- Online meeting platform with chat box and breakout room capability

Optional support resource:

- Many of the ideas in this presentation are discussed in much greater detail in the article, *Lessons Learned About Leading the Implementation of Formative Assessment: A Framework for School Leaders and Leadership Teams* (Gerzon, N. & Jones, B., 2020): <https://csaa.wested.org/resource/lessons-learned-about-leading-the-implementation-of-formative-assessment-a-framework-for-school-leaders-and-leadership-teams/>

Other resources referenced in this module include the following:

- Kentucky Balanced Assessment Professional Learning Modules (for educators): <https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/>
- Kentucky Breaking Down a Standard Resources: <https://kystandards.org/standards-resources/break-down-stand-res/>
- Kentucky Model Curriculum Framework: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf
- Kentucky Meaningful Learning Goals and Success Criteria Checklist: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Meaningful_Learning_Goals_and_Success_Criteria_Checklist.pdf
- Kentucky Characteristics of High Quality Professional Learning: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf
- CCSSO. (2018). *Revising the definition of formative assessment*. <https://ccsso.org/resource-library/revising-definition-formative-assessment>
- Chappuis, S., & Stiggins, R. (2017). *Balanced assessment systems: Leadership, quality, and the role of classroom assessment*. Corwin.
- Popham, J. W. (2010). *Everything school leaders need to know about assessment*. Corwin.
- Wiliam, D. (2018). *Embedded formative assessment*. Solution Tree Press.

Module Learning Goals

Participants will understand:

1. The key elements of the formative assessment process,
2. The role of the student in the formative assessment process, and
3. Key considerations for leaders supporting the formative assessment process.

Module Success Criteria

Participants will be able to:

1. Articulate what formative assessment is and what it is not,
2. Describe what formative assessment looks like in classrooms, and
3. Identify specific next steps to support the formative assessment process in their own school or district.

Role of the Facilitator

The facilitator's role in this module is to facilitate the professional learning module in a way that is responsive to the needs of the community of learners. All resources are intended to be relevant to local implementation and are not intended to be prescriptive.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (face-to-face or digital learning environments) and the facilitator's personal presentation style.
- Facilitator notes (available here and as slide notes for each slide) provide flexible options for content delivery and activities and are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on assessment. While this facilitation guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on assessment.

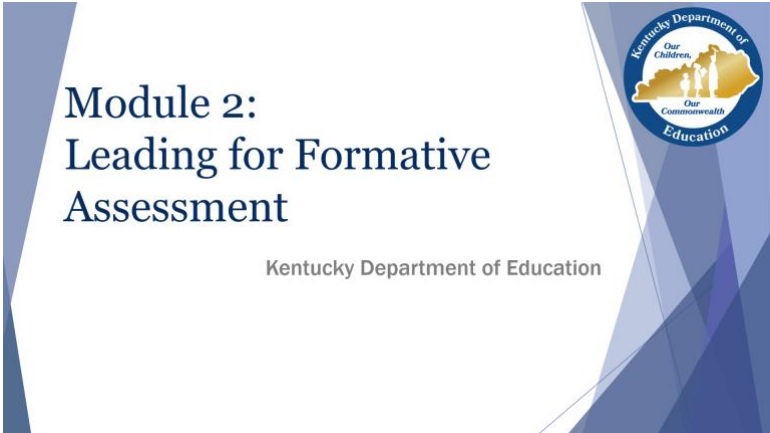
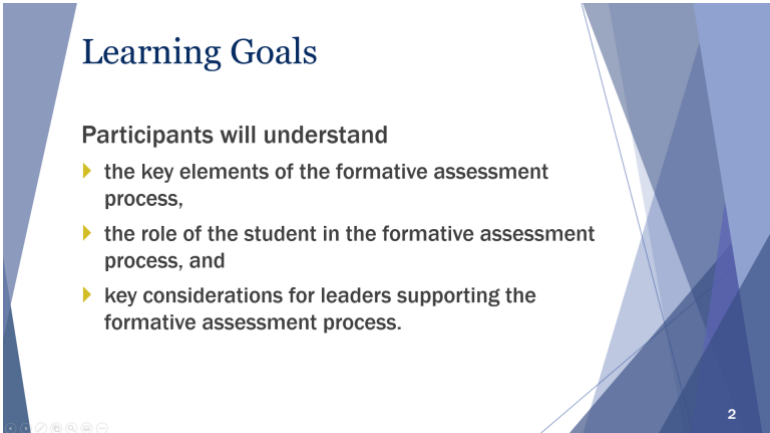
- The estimated time for this module is 1 hour and 45 minutes. However, this is just an estimate, and the actual timing will depend on facilitation strategies and approach. When 105 concurrent minutes are not available, this can be divided over more than one session. Times for each section are provided below to support decision-making.
- The schedule below assumes a fairly quick pace for Section 2: Understanding the Formative Assessment Process. For groups that do not have much background in formative assessment, this time will likely need to be expanded.

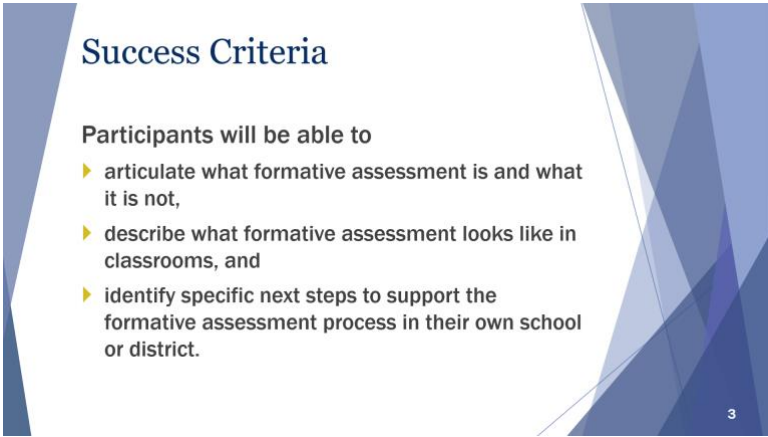
Agenda

| Section | Time | Slide Numbers |
|---|------------|---------------|
| Section 1: Introduction | 5 minutes | 1–3 |
| Section 2: Understanding Formative Assessment | 25 minutes | 4–20 |
| Section 3: Effective Formative Assessment: A Student-Centered Approach | 20 minutes | 21–27 |
| Section 4: Leadership for Formative Assessment | 35 minutes | 28–41 |
| Section 5: Module Reflection | 20 minutes | 42–43 |

Section 1: Introduction


Slides: 1–3

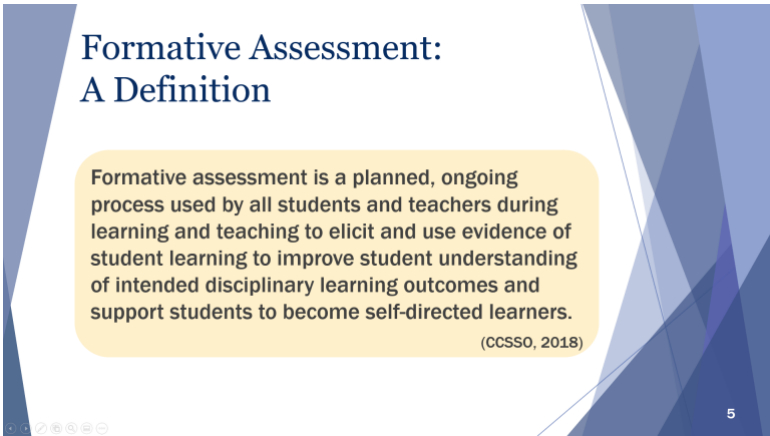
| Slide # | Guidance | Slide Image |
|---------|---|---|
| 1 | Title slide for Module 2: Leading for Formative Assessment |  The slide features a blue and white geometric design. The title "Module 2: Leading for Formative Assessment" is prominently displayed in a large, dark blue serif font. Below the title, "Kentucky Department of Education" is written in a smaller, grey sans-serif font. In the top right corner, there is a circular logo for the Kentucky Department of Education, which includes the text "Kentucky Department of Education", "Our Children", and "Our Commonwealth". |
| 2 | <p>Introduce the content on the slide by providing the following information.</p> <p>In all of these modules, the emphasis on understanding where we, as learners, are heading and how we will know if we are successful is essential for teaching and learning.</p> <p>Share the learning goals on the slide.</p> |  The slide has a blue and white geometric background. The title "Learning Goals" is in a large, dark blue serif font. Below the title, the text "Participants will understand" is followed by a bulleted list of three items, each preceded by a yellow arrowhead: "the key elements of the formative assessment process," "the role of the student in the formative assessment process, and" "key considerations for leaders supporting the formative assessment process." At the bottom left, there are small navigation icons, and at the bottom right, the number "2" is displayed. |

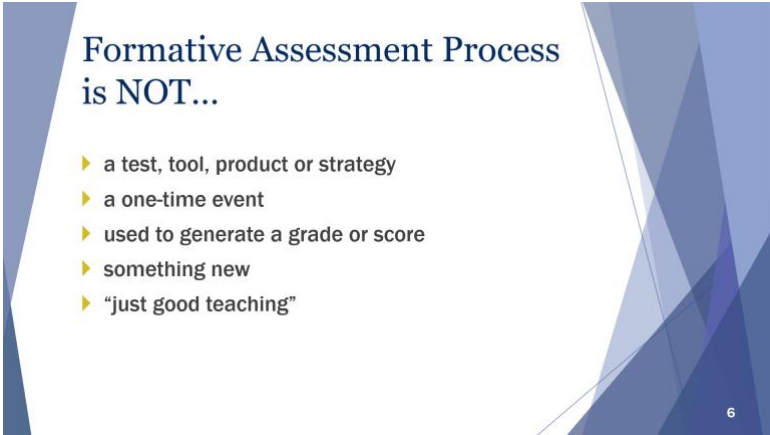
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| 3 | <p>Introduce the content on the slide by providing the following information.</p> <p>At the end of this learning sequence, you should be able to</p> <ul style="list-style-type: none"> • articulate what formative assessment is and what it is not, • describe what formative assessment looks like in classrooms, and • identify specific next steps to support the formative assessment process in your own school or district. <p>Facilitators may want to note that the terms <i>classroom</i> and <i>classroom setting</i> are used throughout this presentation and can refer to both physical classrooms and distance learning environments.</p> |  <p>The slide image displays the title 'Success Criteria' in a large, dark blue font. Below the title, the text 'Participants will be able to' is followed by a bulleted list of three items, each preceded by a yellow arrowhead. The items are: 'articulate what formative assessment is and what it is not,' 'describe what formative assessment looks like in classrooms, and' and 'identify specific next steps to support the formative assessment process in their own school or district.' The slide has a decorative background with overlapping blue and purple geometric shapes. A small number '3' is visible in the bottom right corner of the slide image.</p> |

Section 2: Understanding Formative Assessment

Slides: 4–20

| Slide # | Guidance | Slide Image |
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| 4 | <p>Introduce the content on the slide by providing the following information.</p> <p>School and district leaders who want to foster formative assessment need to develop a firm understanding of the formative assessment process and identify what they are asking teachers to do differently.</p> <p>There are some common misconceptions about formative assessment in the field and leaders need to be able to provide clarity about what formative assessment is and be able to describe the shifts in the classroom so that they are tangible and clear to teachers.</p> <p>The following section of this module offers a brief overview of the formative assessment process. But for more information, leaders can engage in the companion to this series, <i>Balanced Assessment Professional Learning Modules</i>, a series of professional learning modules for educators.</p> <p>https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/</p> <p>Throughout this presentation, we will make references to where in that series specific topics are explored in greater depth.</p> |  |

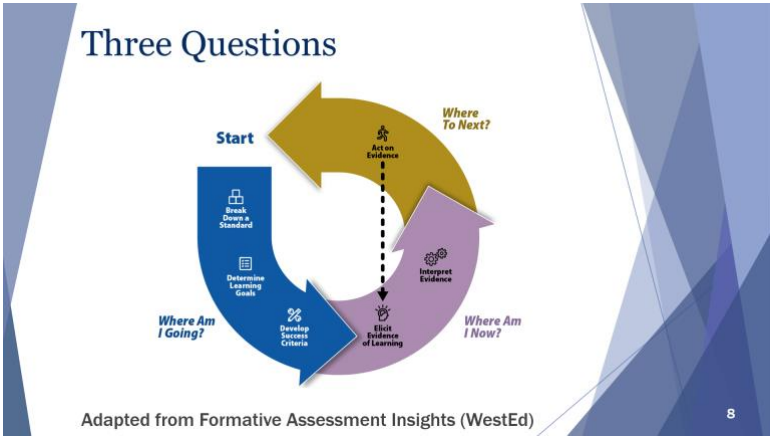
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| 5 | <p>Introduce the content on the slide by providing the following information.</p> <p>This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO) and was honed over time with input from multiple states. Ask participants to read and reflect on this definition.</p> <p>Next, facilitate a discussion in which participants can share their reactions and engage in shared sense-making.</p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> • How does this definition align to the current schema for formative assessment in your school or district? • What aspects of this definition stand out or surprise you given what you see in formative assessment practice in your school or district? • What aspects of this definition do you believe are less common in your school or district? Why? <p>Some key things to notice might be the following:</p> <ul style="list-style-type: none"> • planned • ongoing • students and teachers • disciplinary learning outcomes • self-directed learners |  <p>The slide features a title 'Formative Assessment: A Definition' in a dark blue font. Below the title is a yellow rounded rectangle containing the definition: '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 self-directed learners. (CCSSO, 2018)'. At the bottom of the slide, there is a list of key things to notice: planned, ongoing, students and teachers, disciplinary learning outcomes, and self-directed learners. The slide has a blue geometric background and a small number '5' in the bottom right corner.</p> |

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| | <p>For more information on this definition, including the reasoning behind it, refer to this document: https://ccsso.org/resource-library/revising-definition-formative-assessment</p> | |
| 6 | <p>Introduce the content on the slide by providing the following information.</p> <p>We have spent time discussing what formative assessment is, but leading for formative assessment sometimes requires addressing common misconceptions about the formative assessment process.</p> <p>Read the list on the slide to participants, pausing to clarify and elaborate as needed. Some elaboration on each bullet is provided below.</p> <ul style="list-style-type: none"> Formative assessment is an ongoing process engaged in by students and teachers; it isn't a test, tool or product. Formative assessment isn't something you can buy off the shelf. It isn't even some of the strategies that we've come to associate with formative assessment like exit tickets or thumbs up/thumbs down. Those are simply strategies to elicit evidence but not the formative assessment process itself. It also isn't a one-time event—it is an ongoing process integrated into teaching and learning by both teachers and students. Formative assessment is about helping identify where students are in their learning and how they can improve. A grade or score does not give students any feedback about what they are doing |  <p>The slide features a title 'Formative Assessment Process is NOT...' in a dark blue serif font. Below the title is a bulleted list of five items, each preceded by a yellow right-pointing triangle. The background of the slide is white with abstract blue geometric shapes on the left and right sides. A small number '6' is visible in the bottom right corner of the slide image.</p> <ul style="list-style-type: none"> ▶ a test, tool, product or strategy ▶ a one-time event ▶ used to generate a grade or score ▶ something new ▶ “just good teaching” |

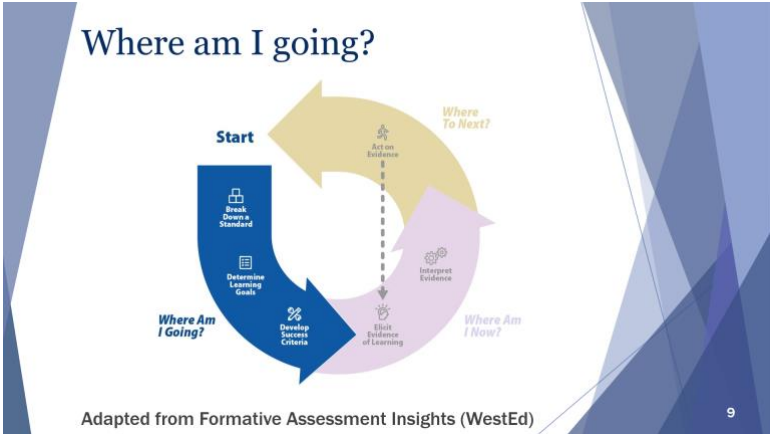
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| | <p>well and what next steps they can take to move forward.</p> <ul style="list-style-type: none"> • And while formative assessment is not something new, it is also a more intentional process than “just good teaching”—it requires planning, practice, and a shift in the traditional roles of teachers and students in the classroom. <p>Next, facilitate a discussion in which participants can share their reactions and engage in shared sense-making.</p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> • Are any of these surprising to you? • Do you encounter any of these misconceptions among the educators you work with? How are those misconceptions being reinforced? • How could these misconceptions undermine efforts to implement formative assessment? | |


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| 7 | <p>Introduce the content on the slide by providing the following information.</p> <p>This slide represents the cycle of formative assessment and the key stages in this cycle. As we discussed, this process is engaged in by teachers and students together with the goal not only of helping students meet their learning goals but developing self-directed learners. It is represented as a cycle because of the ongoing nature of formative assessment; once evidence is acted on and learning goals are met, new learning goals and success criteria are developed and the process begins again.</p> <p>Before walking through this cycle, prompt participants to view this cycle through their lens as a leader by reflecting where they see evidence of this cycle in classrooms currently and reflecting on what steps leaders need to take to enable this cycle to occur in the classroom. Participants can bring this orientation to the discussion of each stage of the cycle.</p> <p>Next, walk through each stage of the cycle using the notes below. Let participants know that each stage represented here is explored in greater detail in Module 2 of the educator-facing module series that is a companion to this leader-facing series.</p> <p>Learning Expectations: Establishing Learning Goals and Success Criteria is an essential entry point for the formative assessment process.</p> | <p>Formative Assessment Cycle</p> <p>The diagram illustrates a continuous cycle of four stages, each with associated icons and bullet points:</p> <ul style="list-style-type: none"> Learning Expectations (Checkmark icon): <ul style="list-style-type: none"> • Learning Goals • Success Criteria • learning progressions Elicit Evidence (Head with gears icon): <ul style="list-style-type: none"> • strategy • anticipate responses • embed in teaching and learning Interpret Evidence (Magnifying glass icon): <ul style="list-style-type: none"> • peer- and self-assessment • individuals and patterns Act on Evidence (Person at a screen icon): <ul style="list-style-type: none"> • actionable feedback • using evidence and feedback to move learning <p>Arrows indicate a clockwise flow from Learning Expectations to Elicit Evidence, then to Interpret Evidence, then to Act on Evidence, and finally back to Learning Expectations.</p> |

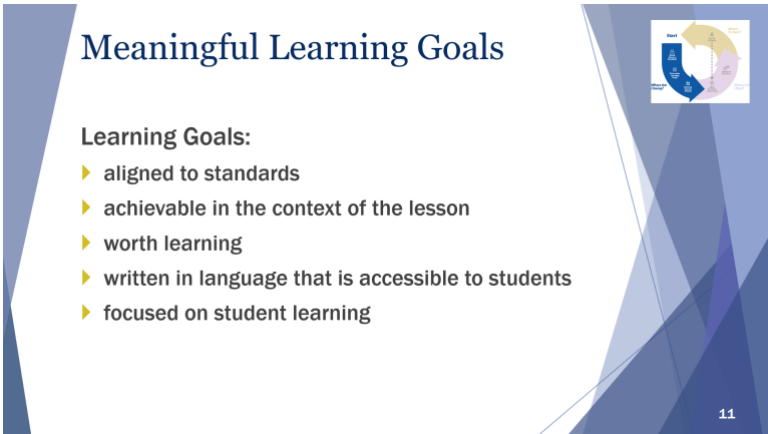
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| | <p>Learning Goals describe what students will learn in a learning period (like a lesson or unit), and Success Criteria describe what specifically students will do to demonstrate that they have met the Learning Goals. Students should have a strong understanding both of what they are supposed to learn and how they will know and show when they are successful. Learning Goals and Success Criteria should be aligned to the learning expectations or standards associated with learning progressions. This process is cyclical and ongoing in nature; as students move toward their Learning Goals, they begin this process anew with new Learning Goals and Success Criteria.</p> <p>Eliciting Evidence: These Learning Goals and Success Criteria should guide the design of strategies to elicit evidence of student learning, often in a variety of ways over the course of a learning period. This may include a wide range of tasks like populating a graphic organizer and using math manipulatives to represent their thinking, observation, discussion, and questioning.</p> <p>Interpreting Evidence: To support you in making useful, real-time pedagogical action, it helps to anticipate common potential student responses in advance and, based on the learning progression, have pedagogical actions aligned to these responses at the ready.</p> | |

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| | <p>Acting on Evidence: Formative assessment is ultimately about what comes next for students to move toward their Learning Goals. Students and teachers need to work together so that they all understand their next steps.</p> <p>Next, facilitate a discussion in which participants share out any thoughts they may have about how leaders can facilitate this cycle in their schools and districts.</p> <p><i>Note to facilitators: This is intended as just a brief share out of some initial thinking. Facilitators can let participants know that they will have the chance to explore the role of leaders in greater depth later in the module.</i></p> | |
| 8 | <p>Introduce the content on the slide by providing the following information.</p> <p>The formative assessment process is a cycle that guides teachers and students to answer three critical questions to move student learning forward:</p> <ul style="list-style-type: none"> • Where am I going? • Where am I now? • Where to next? <p>This graphic maps the stages of the formative assessment cycle that we considered on the previous slide to the student experience of responding to these</p> |  <p>Three Questions</p> <p>Start</p> <p>Where Am I Going?</p> <p>Where Am I Now?</p> <p>Where To Next?</p> <p>Adapted from Formative Assessment Insights (WestEd)</p> <p>8</p> |


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| | <p>questions to support their progress toward their Learning Goals.</p> <p>The three practices situated in the “Where am I going” section of this graphic (breaking down a standard, determining Learning Goals, and developing Success Criteria) form the foundation for the remaining stages of the process. Students must understand where they are going in order to understand where they are in their learning and make decisions about next steps. In the next several slides, we will explore some key considerations related to each of these questions and the formative assessment process.</p> <p>Facilitators may want to remind participants that, for the purposes of this presentation, the word <i>lesson</i> may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It’s a coherent set of learning opportunities focused on the same content and goals.</p> | |

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| 9 | <p>Introduce the content on the slide by providing the following information.</p> <p>Students need to understand what they are learning and how they will know when they have learned it.</p> <ul style="list-style-type: none"> This requires teachers to have a strong understanding of the Kentucky Academic Standards (KAS) and clarity in what the targeted standards for a lesson are asking students to know and be able to do in order to meet grade-level expectations. To support this, the Kentucky Department of Education offers a series of resources focused on breaking down KAS standards in different subject areas: https://kystandards.org/standards-resources/break-down-stand-res/ Using this understanding of the standards and the progression of learning that supports them, teachers should articulate specific Learning Goals and Success Criteria for students so they can answer for themselves the question, “Where am I going?” We will consider Learning Goals and Success Criteria in more detail in the next several slides. For more information on this topic, consult Module 3 of the educator-facing module series that is a companion to this leader-facing series. |  <p>Where am I going?</p> <p>Start</p> <p>Break Down a Standard</p> <p>Determine Learning Goals</p> <p>Develop Success Criteria</p> <p>Where Am I Going?</p> <p>Elicit Evidence of Learning</p> <p>Interpret Evidence</p> <p>Where Am I Now?</p> <p>Act on Evidence</p> <p>Where To Next?</p> <p>Adapted from Formative Assessment Insights (WestEd)</p> |

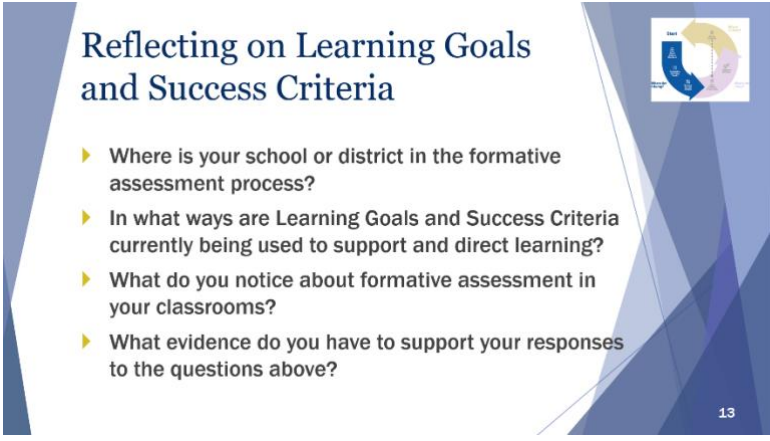
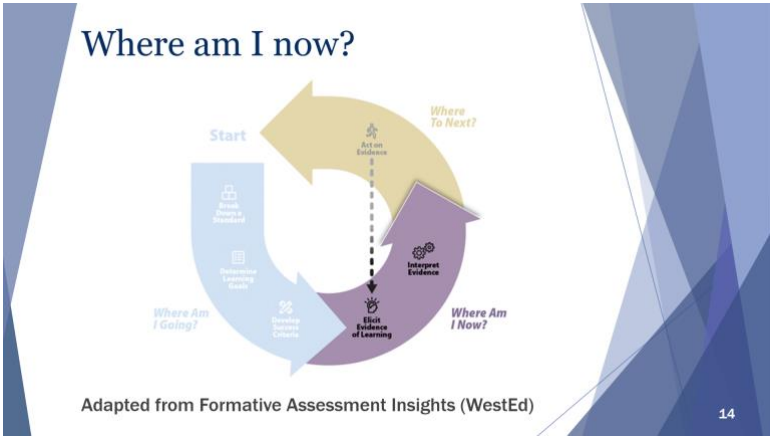
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| 10 | <p>Introduce the content on the slide by providing the following information.</p> <p>Self-directed learners need to understand what they are learning and how to get there. Learning Goals and Success Criteria work in tandem to help students understand where they are going with their learning so that they can actively manage their own learning.</p> <p>If a lesson is a journey that students and teachers take together, Learning Goals represent to students the destination of their journey, signaling clearly what they are learning and why it is important.</p> <p>Success Criteria demonstrate to students what it looks like to be successful in achieving the Learning Goals. Success Criteria represent the check points along the route, giving students specific information to understand their progress and make adjustments to move their learning forward.</p> <p>Learning Goals and Success Criteria are essential tools for students to understand where they are in their learning so that they can become self-directed learners.</p> |  <p>The slide is titled "Mapping Student Learning" in a blue serif font. It features two circular icons: a yellow circle with a blue location pin icon labeled "LEARNING GOALS DESTINATION" and a yellow circle with a blue compass rose icon labeled "SUCCESS CRITERIA CHECK POINT". To the right, there is a small inset image of a circular diagram with various colored segments and icons. The slide has a blue geometric background on the left and right sides. The number "10" is visible in the bottom right corner of the slide image.</p> |

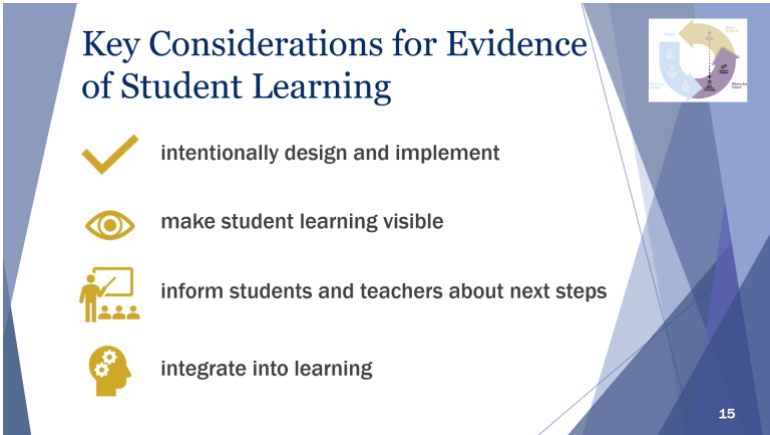
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| 11 | <p>Introduce the content on the slide by providing the following information.</p> <p>What makes a good Learning Goal? They should be able to support student learning throughout a lesson and guide the formative assessment process.</p> <p>This slide outlines some key criteria of meaningful Learning Goals.</p> <p>Facilitators should walk participants through the qualities of meaningful Learning Goals, elaborating as necessary to support participant understanding. Some ideas to support each of these elements are provided below.</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • As mentioned previously, the Learning Goals should align to the standards and build toward the content and cognitive complexity of the standard. • At the same time, Learning Goals should be achievable during the lesson. Therefore, individual Learning Goals do not need to reflect the entirety of the learning reflected in the standard(s). • Teachers should ask themselves, “Are the Learning Goals worth the time students will be investing in them?” Learning Goals should focus on the most important learning of the lesson and |  <p>The slide image shows a presentation slide titled "Meaningful Learning Goals". On the left, there is a blue vertical bar. The main content area has a light blue background with a list of five criteria for Learning Goals, each preceded by a yellow arrow. In the top right corner, there is a small circular diagram with four colored segments (blue, yellow, green, red) and arrows indicating a clockwise cycle. The number "11" is in the bottom right corner of the slide.</p> <p>Meaningful Learning Goals</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> ▶ aligned to standards ▶ achievable in the context of the lesson ▶ worth learning ▶ written in language that is accessible to students ▶ focused on student learning <p>11</p> |

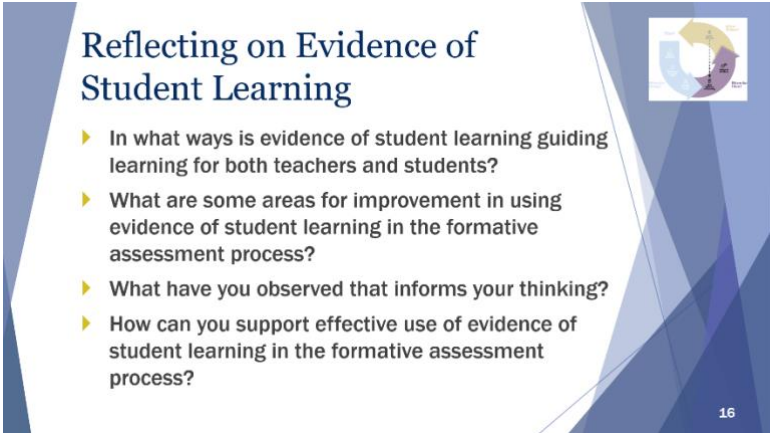
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| | <p>students should be able to understand and articulate why they are focusing on this learning.</p> <ul style="list-style-type: none"> • A key purpose of Learning Goals is to ensure that students know what they are learning and why. So, they must be presented in a way that students can make sense of them. This language is often different than the language used in the standards. After all, standards are not typically written with students in mind as the audience. Learning Goals should be developmentally appropriate and clear enough to students that they can be used by students to guide their own learning. • Learning Goals should focus on what students will learn, not on what they will do in the lesson or just restate the topic of the lesson. • It is important to remember, however, that Learning Goals are part of a much more extensive progression of learning that build all the way to standards. Even though Learning Goals are lesson-sized, they are not isolated or discrete; the learning they describe is aligned to a standard and connected to other prior, current and future learning. <p>The following checklist may be useful in supporting leaders and educators to build a shared sense of what constitutes meaningful Learning Goals and Success Criteria:</p> <p>https://education.ky.gov/curriculum/standards/kyacads</p> | |

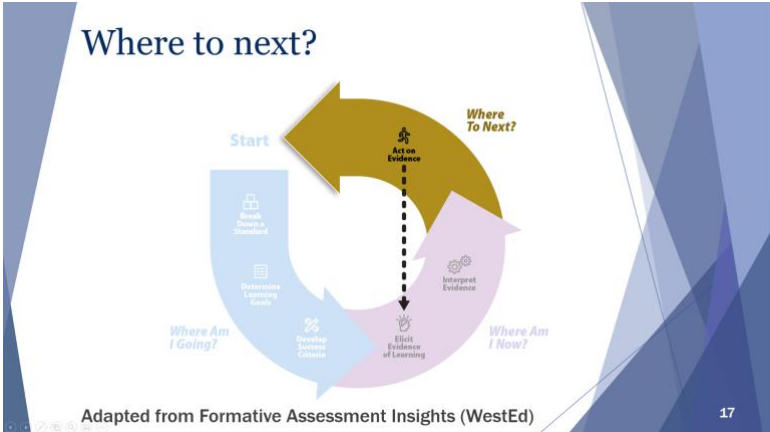
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| | tand/Documents/Meaningful_Learning_Goals_and_Success_Criteria_Checklist.pdf | |
| 12 | <p>Introduce the content on the slide by providing the following information.</p> <p>What makes good Success Criteria? They should be able to support student learning throughout the lesson and guide the formative assessment process.</p> <p>This slide outlines some key criteria for meaningful Success Criteria.</p> <p>Facilitators should walk participants through the qualities of meaningful Success Criteria, elaborating as necessary to support participant understanding.</p> <p>Some ideas to support each of these elements is provided below.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Success Criteria tell students how they will show that they are meeting their Learning Goals; therefore, it follows that Success Criteria must be tightly aligned to the Learning Goals so that they truly reflect demonstration of that learning. • Success Criteria must be visible to both teachers and students. • Like Learning Goals, Success Criteria are critical tools for students to manage their own learning; therefore, the Success Criteria must be |  <p>The slide image shows a presentation slide titled "Meaningful Success Criteria". On the left, there is a blue vertical bar. The main content area has a light blue background with a list of criteria under the heading "Success Criteria:". To the right of the text is a small circular diagram with four colored segments (blue, yellow, green, red) and arrows indicating a cycle. The slide number "12" is in the bottom right corner.</p> <p>Meaningful Success Criteria</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ aligned to Learning Goals ▶ can be demonstrated within the lesson ▶ observable ▶ written language that is accessible to students ▶ focused on expected student learning |

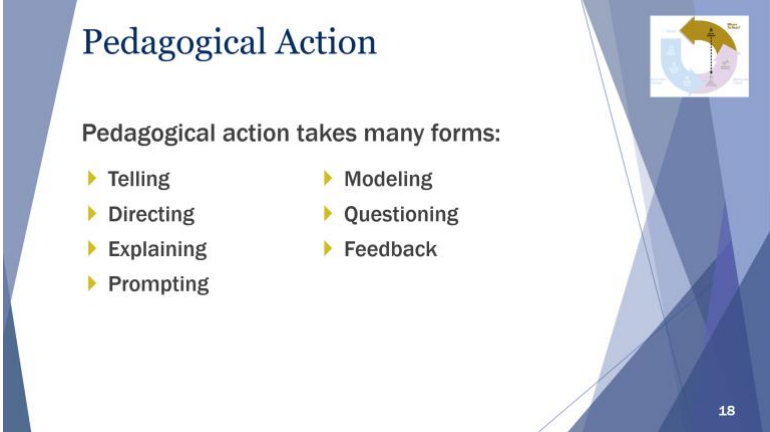
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| | <p>communicated clearly to students so that they understand how they will show what they have learned.</p> <ul style="list-style-type: none"> • Success Criteria should focus on what it will look like for students to show their learning and should not reflect the activities in the lesson or some of the procedural aspects of a task, like completing a worksheet. • Finally, Success Criteria should be something students can accomplish within the course of the lesson so that they can actively monitor their progress toward the Learning Goals. <p>The following checklist may be useful in supporting leaders and educators to build a shared sense of what constitutes as meaningful Learning Goals and Success Criteria:</p> <p>https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Meaningful_Learning_Goals_and_Success_Criteria_Checklist.pdf</p> | |

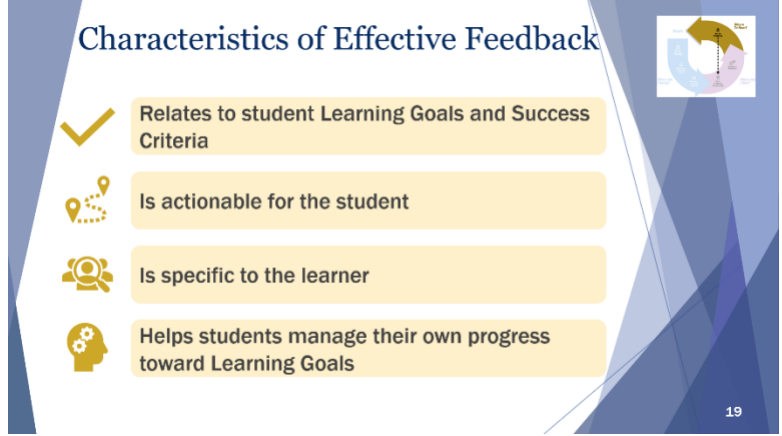
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| 13 | <p>Introduce the content on the slide by providing the following information.</p> <p>Ask participants to think about the formative assessment process in their own school or district.</p> <p>Read the questions on the slide and facilitate a discussion about Learning Goals and Success Criteria in participants' own schools and districts.</p> |  <p>Reflecting on Learning Goals and Success Criteria</p> <ul style="list-style-type: none"> ▶ Where is your school or district in the formative assessment process? ▶ In what ways are Learning Goals and Success Criteria currently being used to support and direct learning? ▶ What do you notice about formative assessment in your classrooms? ▶ What evidence do you have to support your responses to the questions above? |
| 14 | <p>Introduce the content on the slide by providing the following information.</p> <p>Once a shared answer to the question, “Where am I going?” has been established by clarifying and sharing Learning Goals and Success Criteria, students and teachers need to understand their current status so that they can make decisions to move learning forward. This starts with eliciting meaningful evidence that can be used by both teachers and students to reason about student learning and inform next steps.</p> <p>We will consider eliciting and interpreting evidence in more detail in the next slide. For more information on this topic, consult Modules 4 and 5 of the educator-facing module series that is a companion to this leader-facing series.</p> |  <p>Where am I now?</p> <p>Adapted from Formative Assessment Insights (WestEd)</p> |

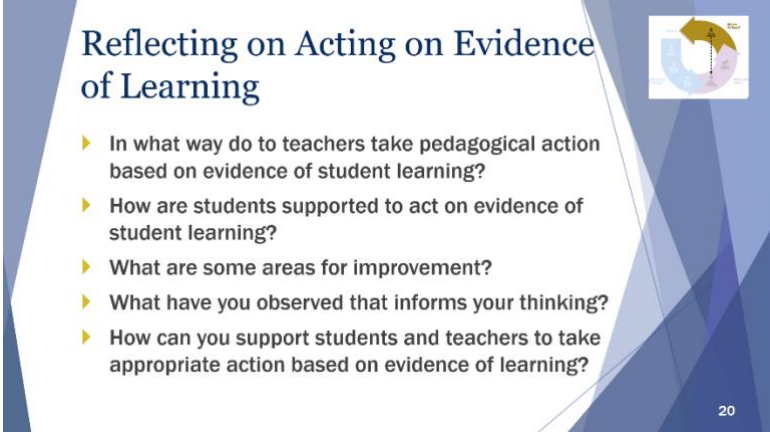
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| 15 | <p>Introduce the content on the slide by providing the following information.</p> <p>In the formative assessment process, evidence of student learning is central for informing student and teacher decisions about next steps to move students toward their Learning Goals. A critical element of lesson planning is integrating strategies to gather evidence of student learning during the learning.</p> <ul style="list-style-type: none"> First, keep in mind that eliciting evidence of student learning is intentional and planned. It should be a key aspect of the lesson design process and implemented when a lesson is enacted. Just like with other aspects of lesson design, teachers may use their professional judgement to make adjustments to evidence gathering strategies while they are teaching. Eliciting evidence of student learning shouldn't be on-the-fly but part of a strategic plan to support students to achieve their intended learning. Another central purpose behind gathering evidence of student learning is to make student learning visible. This means that evidence is elicited as students engage in a performance that makes their thinking tangible. Such opportunities may arise during teacher-student interactions, during peer interactions, and when examining student work products. The whole point of eliciting evidence of student learning is to allow students to manage their own |  <p>Key Considerations for Evidence of Student Learning</p> <ul style="list-style-type: none"> ✓ intentionally design and implement 👁️ make student learning visible 👤 inform students and teachers about next steps ⚙️ integrate into learning <p>15</p> |

| Slide # | Guidance | Slide Image |
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| | <p>learning and for teachers to reflect on and adjust their instruction. So, evidence gathered must provide information that goes deeper than “got it” or “didn’t get it” to provide a more complex understanding of where students are in their learning to inform forward-looking decisions about next steps in learning.</p> <ul style="list-style-type: none"> Finally, the process of eliciting evidence for the formative assessment process is not separate from teaching and learning. It should take place while the learning is happening so that the information can inform immediate next steps and ensure students are making progress. | |
| 16 | <p>Introduce the content on the slide by providing the following information.</p> <p>Ask participants to think about what they have observed in classrooms in their own school or district, and facilitate a discussion that tells them about how students and teachers are using evidence of their own learning to support the formative assessment process.</p> <p>Read the questions aloud:</p> <ul style="list-style-type: none"> In what ways is evidence of student learning guiding learning for both teachers and students? What are some areas for improvement in using evidence of student learning in the formative assessment process? What have you observed that informs your thinking? |  <p>The slide features a blue geometric background with a circular graphic in the top right corner. The title 'Reflecting on Evidence of Student Learning' is prominently displayed. Below the title, four questions are listed, each preceded by a yellow arrowhead. The slide number '16' is located in the bottom right corner.</p> <p>Reflecting on Evidence of Student Learning</p> <ul style="list-style-type: none"> ▶ In what ways is evidence of student learning guiding learning for both teachers and students? ▶ What are some areas for improvement in using evidence of student learning in the formative assessment process? ▶ What have you observed that informs your thinking? ▶ How can you support effective use of evidence of student learning in the formative assessment process? |

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| | <ul style="list-style-type: none"> How can you support effective use of evidence of student learning in the formative assessment process? | |
| 17 | <p>Introduce the content on the slide by providing the following information.</p> <p>In the formative assessment process, students and teachers establish answers to the questions, “Where am I going?” and, “Where am I now?” But the formative assessment process doesn’t stop with understanding where students are in their learning. Formative assessment is ultimately about using that information to answer the question, “Where to next?” so that students can move toward their Learning Goals.</p> <p>You may notice the dashed line that connects “Act on Evidence” to “Elicit Evidence of Learning.” This reflects the iterative nature of formative assessment. After taking action, it is important to elicit further evidence to determine whether the action taken successfully moved student learning forward and to inform what comes next to help students progress toward their Learning Goals. We will consider acting on evidence of student learning in more detail in the next several slides. For more information on this topic, consult Modules 5 and 6 of the educator-facing module series that is a companion to this leader-facing series.</p> |  <p>Where to next?</p> <p>Start</p> <p>Where To Next?</p> <p>Act on Evidence</p> <p>Interpret Evidence</p> <p>Elicit Evidence of Learning</p> <p>Where Am I Now?</p> <p>Where Am I Going?</p> <p>Set Learning Goals</p> <p>Adapted from Formative Assessment Insights (WestEd)</p> <p>17</p> |

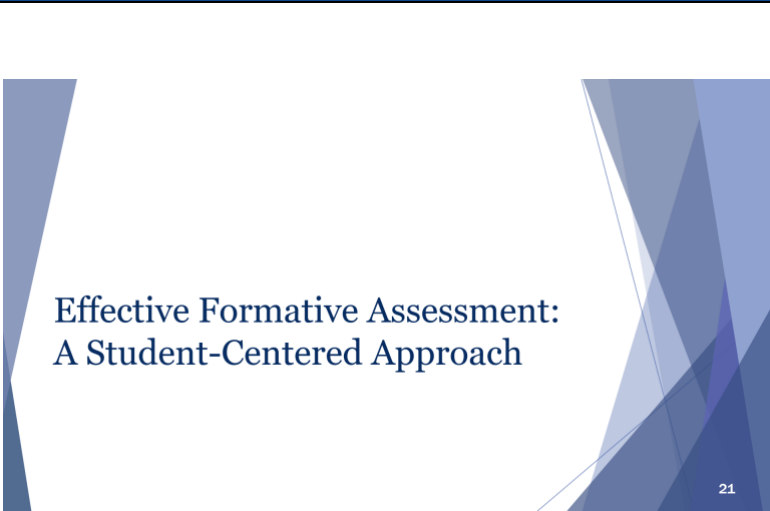
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| 18 | <p>Introduce the content on the slide by providing the following information.</p> <p>In the formative assessment process, students and teachers interpret meaningful evidence of student learning to get a clear picture of where students are in relationship to the Learning Goals and Success Criteria.</p> <p>This information is used to inform teacher and student actions that respond to the evidence to help students take the next step in their learning.</p> <p>Pedagogical action can take a variety of forms. It may happen in the moment or in a learning period that follows, but pedagogical action should take place <i>during</i> learning and be focused on next steps.</p> <p><i>Note to facilitators: Participants may wish to reference the Taking Pedagogical Action in the Formative Assessment Process handout available at https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Taking_Pedagogical_Action_in_the_Formative_Assessment_Process.pdf</i></p> <p>Facilitate a discussion in which participants reflect on the strategies for pedagogical action presented on this slide.</p> <p>Facilitators may want to consider posing some of the following questions:</p> |  <p>Pedagogical Action</p> <p>Pedagogical action takes many forms:</p> <ul style="list-style-type: none"> ▶ Telling ▶ Directing ▶ Explaining ▶ Prompting ▶ Modeling ▶ Questioning ▶ Feedback |


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| | <ul style="list-style-type: none"> • Are there strategies you see most commonly in the classrooms in your school or district? • What strategy would you like to see employed more or differently in your school or district? • What supports do your teachers need to use these actions strategically? • Which of these pedagogical actions are well-suited for a remote learning context, and which are more challenging in a remote learning context? | |
| 19 | <p>Introduce the content on the slide by providing the following information.</p> <p>In the formative assessment process, <i>feedback</i> is one of the most powerful pedagogical actions that teachers and students engage in. Effective feedback, including teacher feedback and peer feedback, is designed to empower students to make decisions about where to go next in their progress toward their Learning Goals.</p> <p>This requires thoughtful feedback that</p> <ul style="list-style-type: none"> • relates to student Learning Goals and Success Criteria, • is actionable, • is specific to the learner, and • helps students manage their own learning. |  <p>The slide features a blue geometric background. At the top, the title 'Characteristics of Effective Feedback' is displayed in white. Below the title, four yellow rectangular boxes are arranged vertically, each preceded by a yellow icon: a checkmark, a location pin, a person with a magnifying glass, and a head with gears. The slide number '19' is in the bottom right corner.</p> |


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| 20 | <p>Introduce the content on the slide by providing the following information.</p> <p>Ask participants to think about the formative assessment process in their own school or district and facilitate a discussion that allows them to reflect on the current status in terms of how students and teachers are acting on evidence of learning. Participants should reflect on the types of pedagogical action they see teachers taking and not taking, how students are engaging with these pedagogical actions to improve their own learning and what leaders can do to support these practices in classrooms in their school or district.</p> <p>Read the questions aloud:</p> <ul style="list-style-type: none"> • In what way do to teachers take pedagogical action based on evidence of student learning? • How are students supported to act on evidence of student learning? • What are some areas for improvement? • What have you observed that informs your thinking? • How can you support students and teachers to take appropriate action based on evidence of learning? |  <p>The slide image shows a presentation slide with a blue geometric background. The title is 'Reflecting on Acting on Evidence of Learning'. There are five bullet points, each preceded by a yellow arrow. In the top right corner, there is a small circular diagram with a yellow umbrella icon. The number '20' is in the bottom right corner of the slide.</p> <p>Reflecting on Acting on Evidence of Learning</p> <ul style="list-style-type: none"> ▶ In what way do to teachers take pedagogical action based on evidence of student learning? ▶ How are students supported to act on evidence of student learning? ▶ What are some areas for improvement? ▶ What have you observed that informs your thinking? ▶ How can you support students and teachers to take appropriate action based on evidence of learning? |

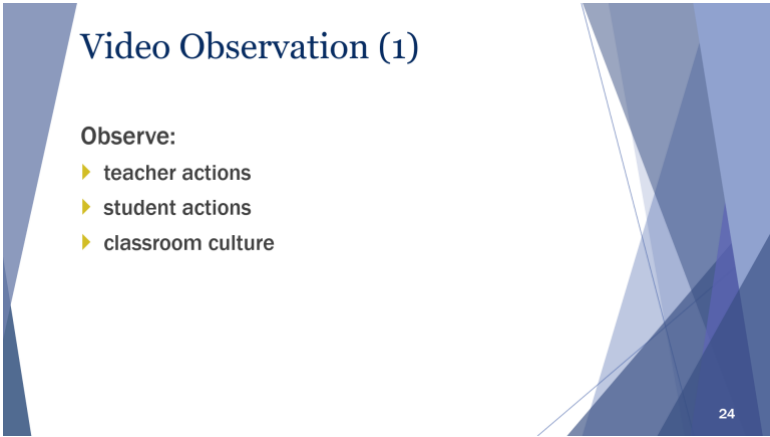
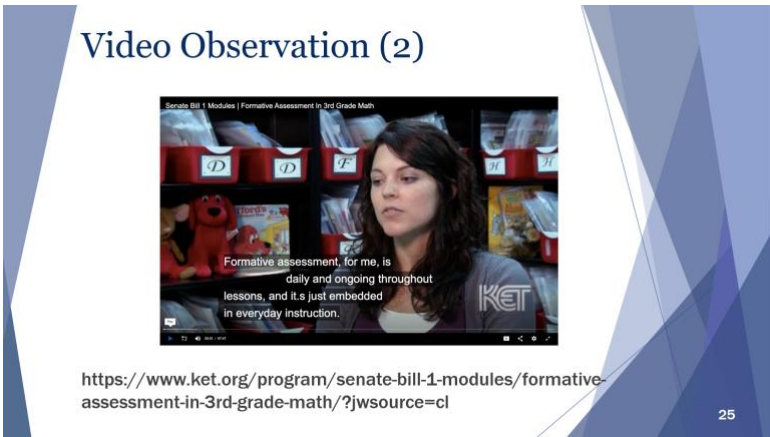
Section 3: Effective Formative Assessment: A Student-Centered Approach

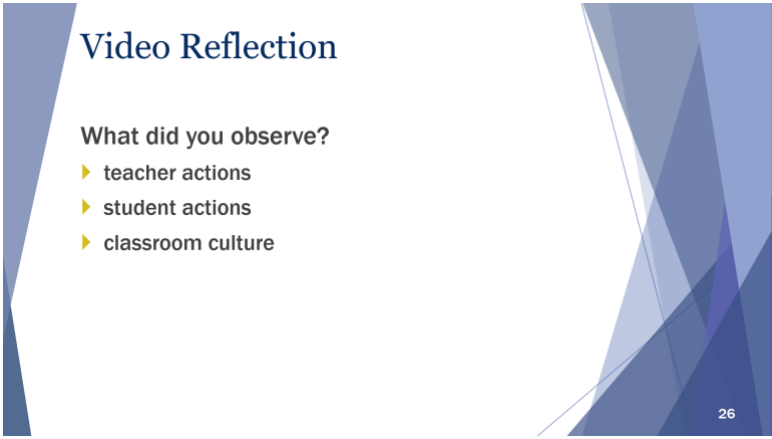
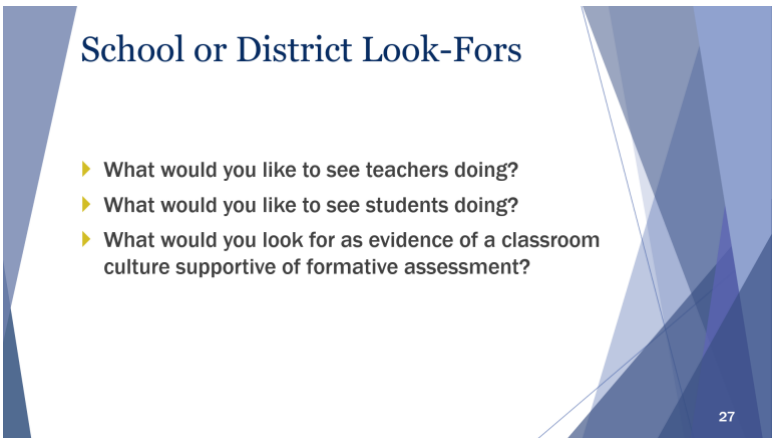
Slides: 21–27

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| 21 | <p>Introduce the content on the slide by providing the following information.</p> <p>What does it look like when formative assessment takes root in a classroom and a school? What do leaders look for when they observe classrooms and support teachers to deepen their formative assessment practice?</p> <p>In the next few slides, we will reflect on what observable shifts might signal that effective formative assessment practice is in place in a classroom and a school. You will notice that the observable changes we emphasize here are all reflected in how students engage in their learning. Formative assessment isn't something teachers do alone; it is a process that teachers and students engage in together.</p> |  The slide features a light blue background with abstract geometric shapes in various shades of blue on the left and right sides. The title "Effective Formative Assessment: A Student-Centered Approach" is centered in a dark blue font. The number "21" is located in the bottom right corner. |

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| 22 | <p>Introduce the content on the slide by providing the following information.</p> <p>At its core, formative assessment is about helping students to answer for themselves the three questions we discussed and use that information to move toward their disciplinary Learning Goals. Students need to know where they are in their learning, what their learning expectations are and specific information about next steps to move toward those learning expectations. Formative assessment isn't about a teacher answering these questions for a student to move them along to the next step. It is about engaging in practices and building a classroom culture that allows students to learn to manage their own learning.</p> <p>For students to be able to authentically answer these questions for themselves, they must have ownership of their own learning.</p> |  <p>The slide features a title 'Student Ownership' in a blue serif font. Below the title are three questions, each preceded by a yellow icon: a location pin for 'Where am I now?', an open book for 'Where am I going?', and a double-headed arrow for 'How can I close the gap?'. The slide is decorated with abstract blue geometric shapes on the left and right sides. The number '22' is visible in the bottom right corner of the slide image.</p> |


| Slide # | Guidance | Slide Image |
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| 23 | <p>Introduce the content on the slide by providing the following information.</p> <p>When students are engaged in interpreting the evidence of learning they produce, they can develop the skills of meta-cognition—thinking about their thinking and self-regulation. Self-regulated learners monitor their learning, compare it to specific criteria (e.g., Learning Goals and Success Criteria) and then make adaptations to their learning strategies as they see fit.</p> <p>Student engagement is key to the interpreting of evidence and allows teachers and students to meaningfully engage in the formative assessment process. Student engagement means that students can make the connection between the behaviors they exhibit in class and evidence of their learning, ultimately supporting them to move their learning forward.</p> <p>Next, facilitate a discussion about student engagement.</p> <p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • What factors can support students to recognize that the things they do and say are evidence of their learning? • What opportunities do students in my school or district have to safely make their ideas visible and public in service of their learning? |  <p>The slide features a title 'Student Engagement with Evidence of Learning' at the top. Below the title are three icons arranged horizontally, each with a corresponding text block underneath. The first icon is a yellow head with gears, with the text 'recognize their own expression and work as evidence of their own learning'. The second icon is a yellow person at a podium, with the text 'embrace opportunities to make their learning public'. The third icon is a yellow person at a whiteboard, with the text 'engage with their own ideas and those of their peers in the context of Learning Goals and Success Criteria'. The slide has a blue geometric background on the right side and the number '23' in the bottom right corner.</p> |


| Slide # | Guidance | Slide Image |
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| 24 | <p>Introduce the content on the slide by providing the following information.</p> <p>In just a moment we are going to watch a video of classroom practice.</p> <p>As you watch the video, look for observable evidence of the formative assessment process in action—including what the teacher does, what students do and what the classroom culture is like.</p> <p>You can use your video guide to record your observations.</p> |  <p>Video Observation (1)</p> <p>Observe:</p> <ul style="list-style-type: none"> ▶ teacher actions ▶ student actions ▶ classroom culture <p>24</p> |
| 25 | <p>Introduce this activity with the following information.</p> <p>This video is 7:47 minutes long.</p> <p>Facilitators may wish to preview the video and select a specific section of the video to show to participants.</p> |  <p>Video Observation (2)</p> <p>Formative assessment, for me, is daily and ongoing throughout lessons, and it's just embedded in everyday instruction.</p> <p>https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsourc=cl</p> <p>25</p> |

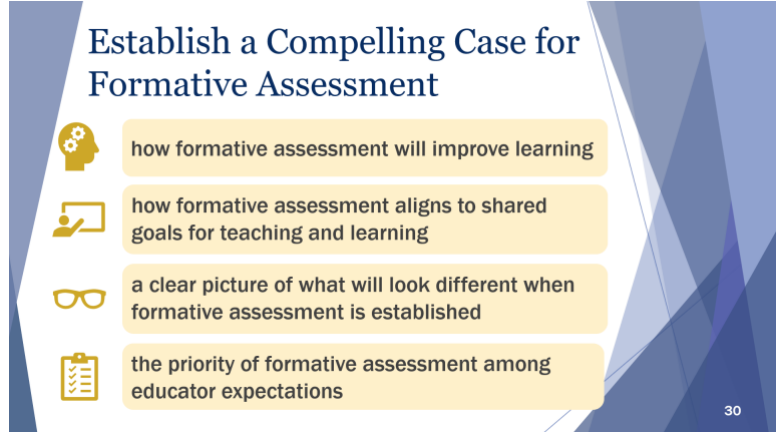
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| 26 | <p>Facilitate a discussion in which participants share the evidence of the formative assessment process they observed in the video.</p> |  <p>Video Reflection</p> <p>What did you observe?</p> <ul style="list-style-type: none"> ▶ teacher actions ▶ student actions ▶ classroom culture <p>26</p> |
| 27 | <p>Introduce this discussion with the following information.</p> <p>Ask participants to think about the formative assessment process and their observations from the video. If they were observing classroom practice in their own school or district, what kind of observable evidence would they look for in classrooms?</p> <p>Note that participants may identify things they saw in the video but encourage them to think broadly about what they would look for among their teachers and students as evidence of the formative assessment process.</p> |  <p>School or District Look-Fors</p> <ul style="list-style-type: none"> ▶ What would you like to see teachers doing? ▶ What would you like to see students doing? ▶ What would you look for as evidence of a classroom culture supportive of formative assessment? <p>27</p> |

Section 4: Leadership for Formative Assessment

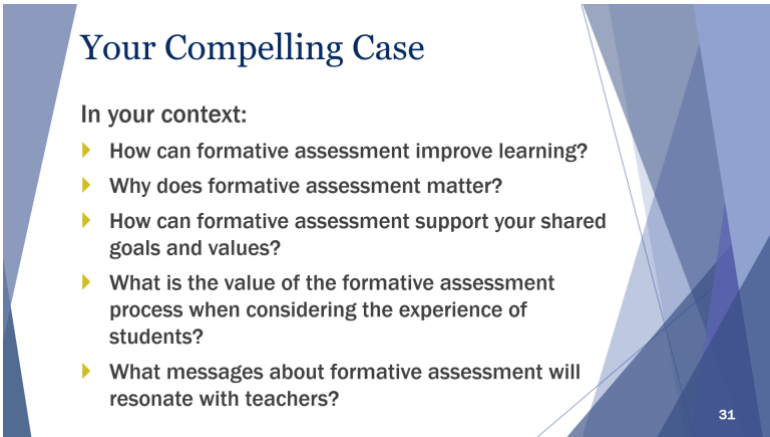
Slides: 28–41

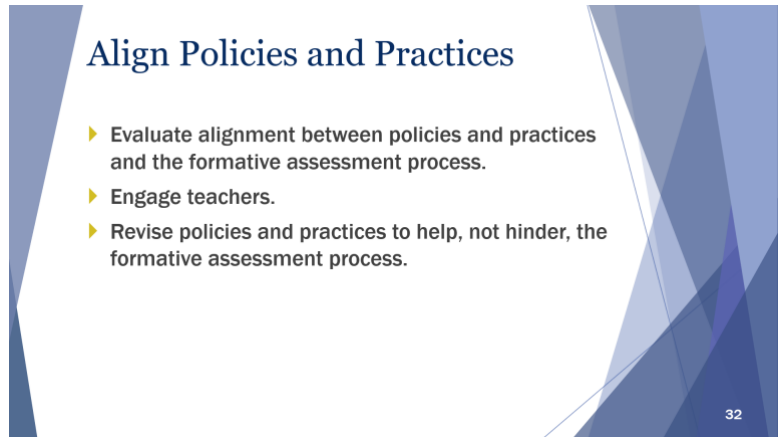
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| 28 | <p>Introduce the content on the slide by providing the following information.</p> <p>In this next section, we will build on our understanding of the formative assessment process and focus our attention on the role school and district leaders have in fostering the formative assessment process at scale.</p> <p>Many of the ideas in this section of the presentation are discussed in much greater detail in the article, <i>Lessons Learned About Leading the Implementation of Formative Assessment: A Framework for School Leaders and Leadership Teams</i> (Gerzon, N. & Jones, B., 2020): https://csaa.wested.org/resource/lessons-learned-about-leading-the-implementation-of-formative-assessment-a-framework-for-school-leaders-and-leadership-teams/</p> |  |

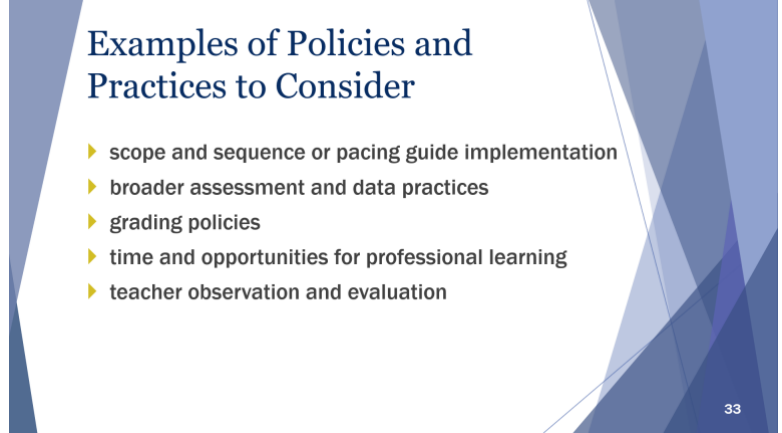
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| 29 | <p>Introduce the content on the slide by providing the following information.</p> <p>School and district leaders play an essential role in creating the conditions that allow effective formative assessment practice to take hold.</p> <p>While formative assessment happens in the classroom and in the interaction between teachers and students, leaders play a key role in inspiring and supporting educators to reflect on and improve their formative assessment practice in ways that impact student learning and empower students to become self-directed learners. Leaders are essential for implementing and scaling formative assessment across schools and districts.</p> <p>We spent the first part of this module focusing on building a common understanding of the formative assessment process because a solid knowledge of formative assessment is foundational for leaders to be able to engage in the actions listed on this slide.</p> <p>Leading for effective formative assessment involves</p> <ul style="list-style-type: none"> • establishing a compelling case for formative assessment, • reviewing and aligning policies and practices to ensure they are supportive of the vision for formative assessment, |  <p>The slide is titled "Formative Assessment Leadership" in a blue serif font. Below the title are four icons in a row: a gavel, a clipboard, a lightbulb, and a group of four people. Each icon is followed by a text box containing an action item. The background of the slide features abstract blue and white geometric shapes. The number "29" is visible in the bottom right corner of the slide image.</p> <p>Formative Assessment Leadership</p> <ul style="list-style-type: none"> establish a compelling case for formative assessment align policies and practices invest in professional learning build a culture of learning |

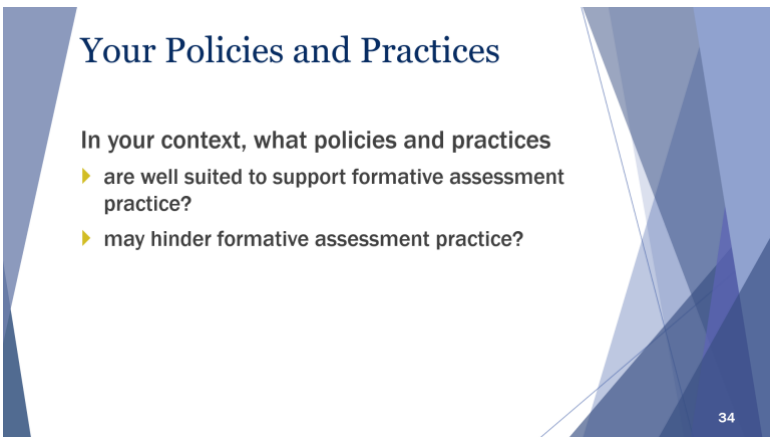
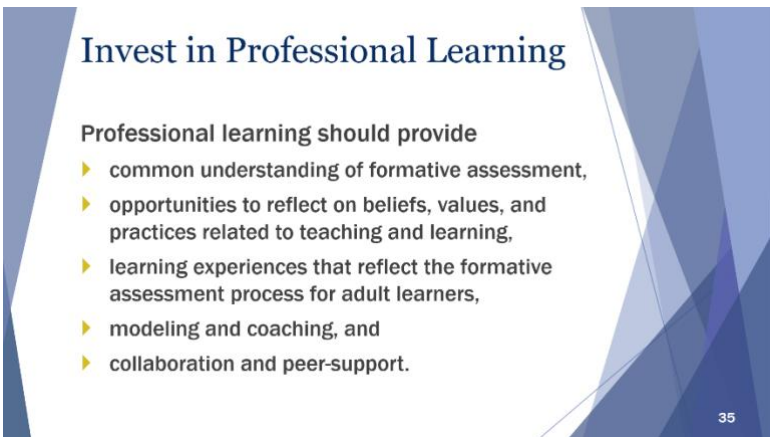
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| | <ul style="list-style-type: none"> ensuring that educators have a common understanding of the key elements of formative assessment, and building a culture of learning that supports educators to take risks, reflect on their learning and share their experiences with colleagues. | |
| 30 | <p>Introduce the content on the slide by providing the following information.</p> <p>In Module 1 of this professional learning series for leaders, we considered the role of leaders in articulating and supporting a vision for assessment that is aligned to and supportive of shared goals for teaching and learning. Establishing a compelling case for the role of formative assessment should be part of that process.</p> <p>For formative assessment to be successful, the entire community, particularly teachers, needs to understand what formative assessment is and why it matters. A compelling vision for formative assessment should motivate educators about both the why and the how of formative assessment.</p> <p>Leaders should craft and consistently communicate a vision that persuades educators to make the significant effort to improve their formative assessment practice. A compelling case should tell educators the following:</p> <ul style="list-style-type: none"> How formative assessment will improve learning: In other words, why formative |  <p>Establish a Compelling Case for Formative Assessment</p> <ul style="list-style-type: none"> how formative assessment will improve learning how formative assessment aligns to shared goals for teaching and learning a clear picture of what will look different when formative assessment is established the priority of formative assessment among educator expectations |

| Slide # | Guidance | Slide Image |
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| | <p>assessment matters in language that reflects what is most important for teachers.</p> <ul style="list-style-type: none"> • How formative assessment aligns to shared goals for teaching and learning: This includes both those articulated in local mission and vision documents and those implicit in school values and culture. • A clear picture of what will look different when formative assessment is established: This includes articulating not only what learning will look like in a classroom that is engaged in effective formative assessment but explicit information about the shifts in teacher and student roles in the classroom. • The priority of formative assessment among educator expectations: Teachers need to know that among the wide variety of initiatives and expectations they are bringing to their work in the classroom, formative assessment is a priority. This means consistently signaling the importance of formative assessment, articulating the alignment between formative assessment and other expectations and eliminating expectations that might run counter to effective formative assessment practice. <p>For schools and districts that have not established the shared vision for teaching and learning that should guide all decision making, including the compelling vision for</p> | |

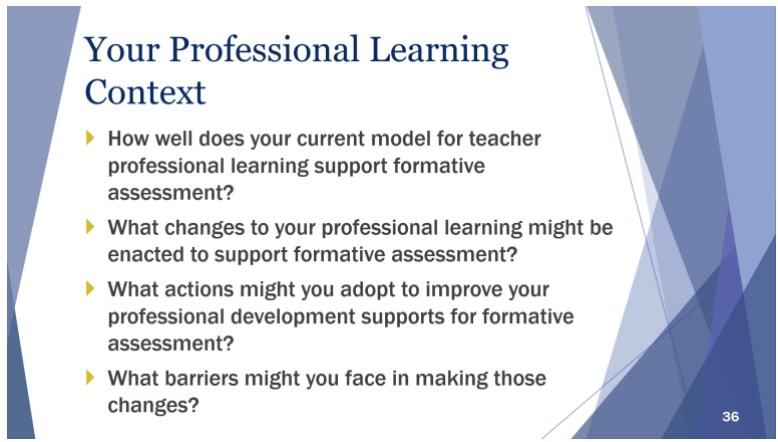
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| | <p>formative assessment, the <i>Kentucky Model Curriculum Framework</i> document provides guidance on establishing a philosophy of teaching and learning, p. 14: https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Model_Curriculum_Framework.pdf</p> | |
| 31 | <p>Facilitate a discussion in which participants reflect on what might constitute as a compelling case in their own context.</p> <p>Use the prompts on the slide or bring in different questions that support participants to connect their thinking about a compelling case for assessment with their own school or district context.</p> <p>If participants need support, consider prompting them to think about how formative assessment may support existing goals around the following:</p> <ul style="list-style-type: none"> • student self-efficacy and college- and career-readiness • disciplinary knowledge and practices • culturally relevant and sustaining education • equity <p>Note to facilitators: The goal of this discussion is not to establish a fully articulated case but to identify some ideas that resonate for participants and their communities. This is thinking they can use to build upon the tools provided in Module 3 of this series.</p> |  <p>The slide features a title 'Your Compelling Case' in a blue serif font. Below the title, the text 'In your context:' is followed by a bulleted list of five prompts, each preceded by a yellow arrowhead. The prompts are: 'How can formative assessment improve learning?', 'Why does formative assessment matter?', 'How can formative assessment support your shared goals and values?', 'What is the value of the formative assessment process when considering the experience of students?', and 'What messages about formative assessment will resonate with teachers?'. The slide has a decorative background of overlapping blue and purple geometric shapes. A small number '31' is visible in the bottom right corner of the slide image.</p> |

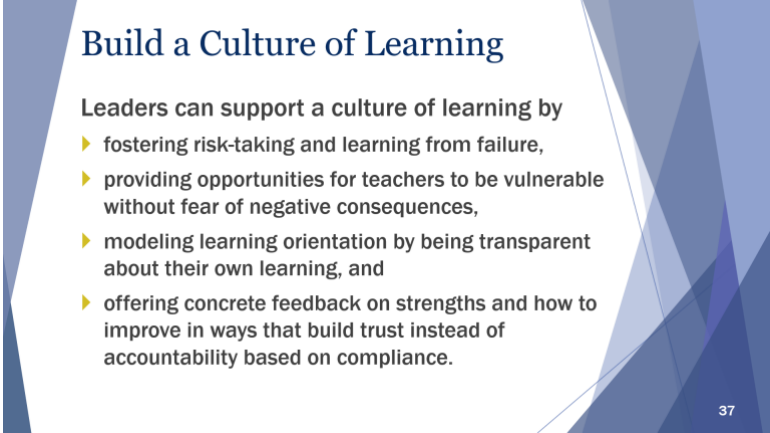
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| | <p>The following resources are recommended to help you build and support your compelling case:</p> <ul style="list-style-type: none"> • Chappuis, S., & Stiggins, R. (2017). <i>Balanced assessment systems: Leadership, quality, and the role of classroom assessment</i>. Corwin. • Popham, J. W. (2010). <i>Everything school leaders need to know about assessment</i>. Corwin. • Wiliam, D. (2018). <i>Embedded formative assessment</i>. Solution Tree Press. | |
| 32 | <p>Introduce the content on the slide by providing the following information.</p> <p>A compelling case for formative assessment means nothing if the conditions in which teachers work do not support formative assessment. Misalignment between stated goals for formative assessment and the actual policies and practices not only send a clear signal about the irrelevance of the case but also serves as a roadblock to the actual work of engaging in and improving formative assessment practices.</p> <p>Leaders must review their policy and practice landscape to identify and revise policies and practices that conflict with effective formative assessment practices. An essential element of this process is engaging teachers to ensure that the leader’s evaluation is consistent with the lived experience of teachers so that policies and practices support, not hinder, educators in developing their formative assessment practice.</p> |  <p>Align Policies and Practices</p> <ul style="list-style-type: none"> ▶ Evaluate alignment between policies and practices and the formative assessment process. ▶ Engage teachers. ▶ Revise policies and practices to help, not hinder, the formative assessment process. <p>32</p> |

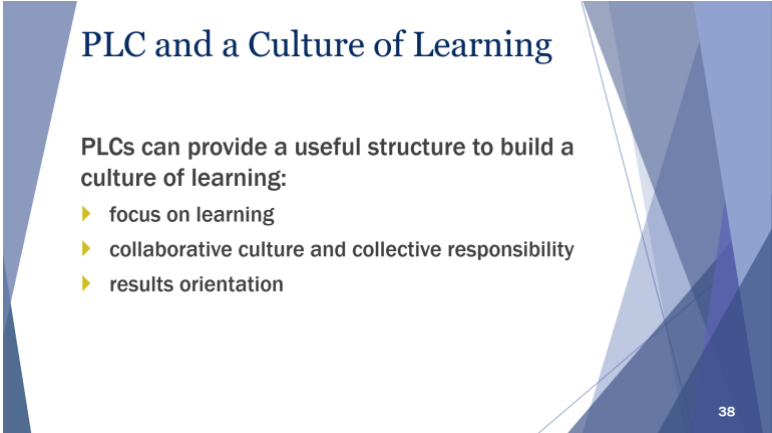
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| 33 | <p>Introduce the content on the slide by providing the following information.</p> <p>There are many areas that intersect with formative assessment; a few are identified on this slide. However, this is not a comprehensive list.</p> <p>Walk participants through the examples on the slide, elaborating as necessary.</p> <ul style="list-style-type: none"> • Do your teachers have the autonomy to make adjustments to pacing expectations based on the evidence of student learning elicited through the formative assessment process? • Do your policies and practices signal that data produced by formal assessment tools, like interim/benchmark assessments, are a higher value for teaching and learning than evidence of student learning elicited through formative assessment? This could come in the form of over-testing, administering assessments that do not align to authentic student Learning Goals articulated in the standards or using teacher time to analyze assessment data to the exclusion of improving formative assessment practice. • Do your policies and practices around assigning grades value “getting it right” over learning? • Do professional learning investments provide teachers sufficient time to learn about and get better at formative assessment practice? |  <p>Examples of Policies and Practices to Consider</p> <ul style="list-style-type: none"> ▶ scope and sequence or pacing guide implementation ▶ broader assessment and data practices ▶ grading policies ▶ time and opportunities for professional learning ▶ teacher observation and evaluation <p>33</p> |

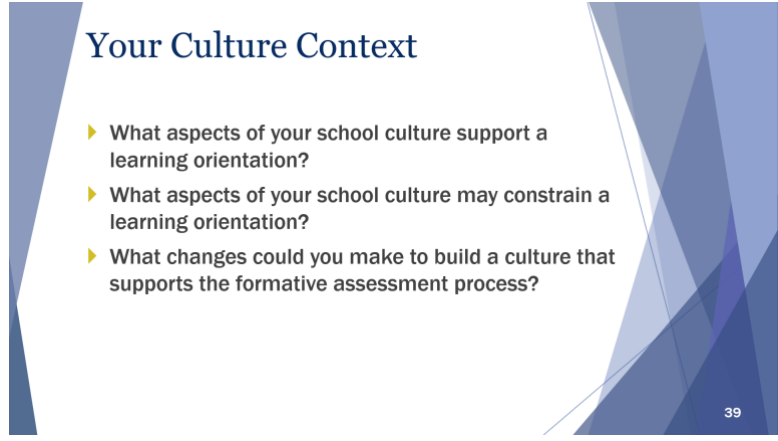

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| | <ul style="list-style-type: none"> How are teachers evaluated? What do you look for and what kind of feedback are teachers offered? | |
| 34 | <p>Facilitate a discussion in which participants reflect on their existing policy and practice landscape in the context of formative assessment.</p> <p>Use the prompts on this slide or bring in different questions that support participants to connect their thinking about what policies and practices are in place in their school or district that might affect implementation of formative assessment.</p> |  |
| 35 | <p>Introduce the content on the slide by providing the following information.</p> <p>While formative assessment does require specific technical expertise, successful implementation of formative assessment requires a lot more than just technical know-how. It is, at its heart, an adaptive change that requires a significant shift in teaching and learning.</p> <p>This means that teachers need a shared understanding of the technical aspects of formative assessment—what it is, what it isn't, as well as opportunities to internalize and practice the shifts needed for authentic formative assessment practice.</p> |  |

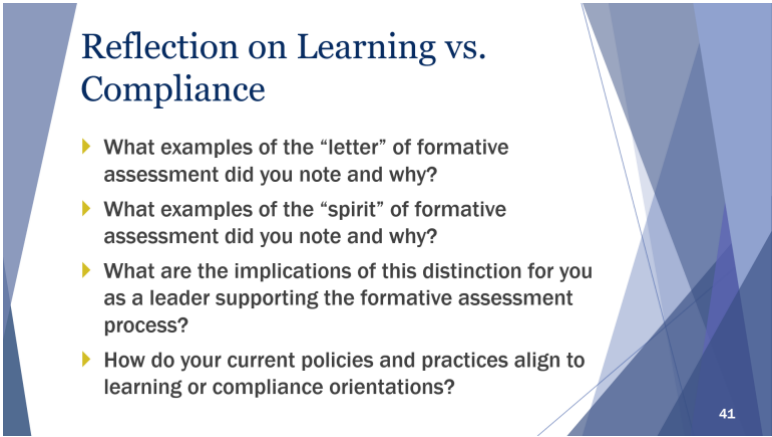
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| | <p>Professional learning that can support teacher communities to implement formative assessment, should do the following:</p> <ul style="list-style-type: none"> • Build a common understanding of the key aspects of formative assessment, including things like the key elements of the formative assessment cycle, the role of the student and teacher and how classroom culture can foster the formative assessment process. • Reflection opportunities: As teachers build their understanding of formative assessment, they need safe opportunities to reflect the change that authentic implementation of formative assessment entails. They need supportive environments that encourage them to examine their currently held beliefs and values, as well as their strategies and approaches in the classroom in the context of formative assessment. • Reflect formative assessment: Professional learning about formative assessment can be particularly powerful when it models for adult learners the experiences of learner agency, self-assessment and attention to each learner's progression of learning that are at the core of the formative assessment process. • Modeling and coaching: Teachers need opportunities to see what formative assessment looks like and feedback on their emergent formative assessment practice that helps them | |

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| | <p>identify specific ways to improve their formative assessment and better support student learning.</p> <ul style="list-style-type: none"> • Collaboration and peer-support: Finally, as teachers engage in the formative assessment process, they need opportunities, like professional learning communities (PLCs), where they can collaborate, share their learning and provide feedback. <p>More information on high-quality professional learning can be found by accessing this link: https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Characteristics_of_HQPL.pdf</p> | |
| 36 | <p>Facilitate a discussion in which participants reflect on how their current approach to professional learning may align with efforts to implement and scale formative assessment.</p> <p>Use the prompts on the slide or bring in different questions that support participants to reflect on how well suited their current approach to professional development is to support the formative assessment process.</p> |  <p>Your Professional Learning Context</p> <ul style="list-style-type: none"> ▶ How well does your current model for teacher professional learning support formative assessment? ▶ What changes to your professional learning might be enacted to support formative assessment? ▶ What actions might you adopt to improve your professional development supports for formative assessment? ▶ What barriers might you face in making those changes? <p>36</p> |

| Slide # | Guidance | Slide Image |
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| 37 | <p>Introduce the content on the slide by providing the following information.</p> <p>In the classroom, teachers need to create a culture in which students can safely start making the shifts that allow them to begin managing their own learning. In the same way, teachers, for whom authentic implementation of formative assessment practice represents a significant shift from their traditional roles and responsibilities in the classroom, need a school culture that supports their own learning.</p> <p>A culture of learning is one that embraces a growth mindset, creates opportunities to try new things and provides opportunities to learn when they don't go as planned.</p> <p>Leaders need to build a culture that centers teacher and student learning. This list is not exhaustive but reflects some key qualities of a professional culture of learning.</p> <p>Leaders should</p> <ul style="list-style-type: none"> • foster risk-taking and learning from failure, • provide space for teachers to be vulnerable without fear of negative consequences, and • offer concrete feedback on strengths and how to improve, instead of accountability based on compliance (such as through instructional coaching or modeling). |  <p>Build a Culture of Learning</p> <p>Leaders can support a culture of learning by</p> <ul style="list-style-type: none"> ▶ fostering risk-taking and learning from failure, ▶ providing opportunities for teachers to be vulnerable without fear of negative consequences, ▶ modeling learning orientation by being transparent about their own learning, and ▶ offering concrete feedback on strengths and how to improve in ways that build trust instead of accountability based on compliance. |

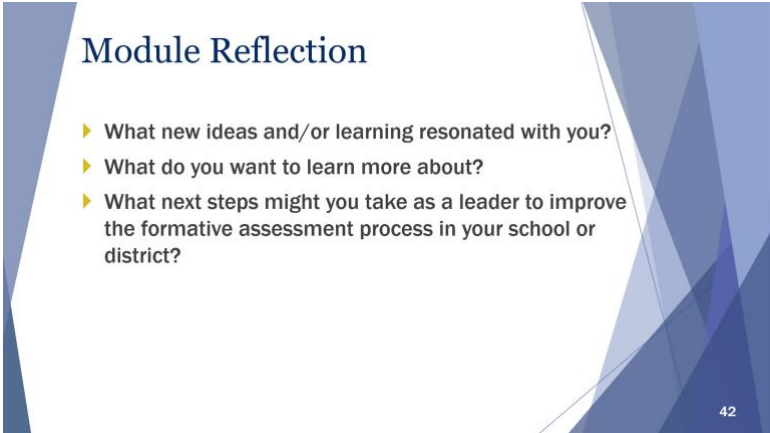

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| 38 | <p>Introduce the content on the slide by providing the following information.</p> <p>PLCs provide a useful structure to support the formative assessment process.</p> <p>Effective PLCs provide</p> <ul style="list-style-type: none"> • a focus on learning, • a collaborative culture and collective responsibility, and • a results orientation. <p>All of which are well situated to support teachers in building their capacity for effective formative assessment. However, participants in PLCs need support to deliberately integrate their expanding formative assessment practice to their work in the PLC.</p> <p>For more information about implementation, please consult the <i>Kentucky Model Curriculum Framework</i>, p. 22: https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Model_Curriculum_Framework.pdf</p> |  <p>The slide image features a title 'PLC and a Culture of Learning' in a blue serif font. Below the title, it states 'PLCs can provide a useful structure to build a culture of learning:' followed by a bulleted list with blue arrowheads: 'focus on learning', 'collaborative culture and collective responsibility', and 'results orientation'. The slide has a decorative background of overlapping blue and grey geometric shapes. The number '38' is visible in the bottom right corner of the slide image.</p> |

| Slide # | Guidance | Slide Image |
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| 39 | <p>Facilitate a discussion in which participants reflect on how their current school culture supports a learning orientation that is foundational for establishing formative assessment at scale.</p> <p>Use the prompts on this slide or bring in different questions that support participants to reflect their current school or district culture in the context of the discussion of a culture of learning and the formative assessment process.</p> |  |
| 40 | <p>Important note for facilitators: This activity is an opportunity for the group to go a bit deeper in exploring what constitutes authentic formative assessment.</p> <p>Introduce participants to the article, <i>Case Reviews: Implementing the Spirit of Formative Assessment</i> (Formative Insights Assessment for Learning, 2019), and orient participants to the annotation instructions provided in the document. Ask participants to read the document individually, using the annotation icons to record their reactions.</p> <p>The article can be found here: https://csaa.wested.org/resource/case-reviews-implementing-the-spirit-of-formative-assessment/</p> |  |

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| 41 | <p>After participants have had an opportunity to read and annotate the article, facilitate a discussion that allows participants to share their thinking about the spirit of formative assessment and the implications for leaders.</p> <p>Consider using some of the following prompts to support the discussion. Edit the questions on the slide to reflect the specific questions you would like to focus on.</p> <ul style="list-style-type: none"> • What examples of the “letter” of formative assessment did you note, and why do you think they do not represent the formative assessment process? • What examples of the “spirit” of formative assessment did you note, and how do you think this approach embodies the formative assessment process? • What are the implications of this distinction for you as a leader supporting the formative assessment process? • How do your current professional learning, coaching, observation and evaluation and other practices align to learning or compliance orientations? |  <p>Reflection on Learning vs. Compliance</p> <ul style="list-style-type: none"> ▶ What examples of the “letter” of formative assessment did you note and why? ▶ What examples of the “spirit” of formative assessment did you note and why? ▶ What are the implications of this distinction for you as a leader supporting the formative assessment process? ▶ How do your current policies and practices align to learning or compliance orientations? <p>41</p> |

Section 5: Module Reflection

Slides: 42–43

| Slide # | Guidance | Slide Image |
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| 42 | <p>Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.</p> <p>Ask participants to reflect and share ideas in response to the questions on the slide.</p> <p>Facilitators may wish to pose different reflection questions; for example, facilitators may wish to prompt participants to reflect on how their learning may impact CSIP/CDIP goals and professional learning plan.</p> |  The slide features a blue geometric background on the left and right sides. The title "Module Reflection" is centered at the top. Below the title, there are three bullet points, each preceded by a yellow arrowhead. The slide number "42" is in the bottom right corner. <p>Module Reflection</p> <ul style="list-style-type: none">▶ What new ideas and/or learning resonated with you?▶ What do you want to learn more about?▶ What next steps might you take as a leader to improve the formative assessment process in your school or district? |
| 43 | <p>End slide</p> <p>Please have participants fill out this survey to provide feedback on the module. This survey must be completed in order to receive EILA credit.</p> <p>https://forms.gle/AVJ4ZKU15xzqTopM7</p> |  The slide features a blue geometric background on the left and right sides. In the center is the Kentucky Department of Education logo, which is a blue circle containing a yellow silhouette of the state of Kentucky. Inside the silhouette are silhouettes of a teacher and two children. The text "Kentucky Department of" is at the top, "Our Children," is inside the top of the circle, "Our Commonwealth" is inside the bottom of the circle, and "Education" is at the bottom. <p>Kentucky Department of <i>Our Children,</i> <i>Our Commonwealth</i> Education</p> |

Video Observation Guide

Watch this video of a teacher and a group of students working together. As you observe, focus on looking for evidence of the formative assessment process.

Video: <https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsourc=cl>

| Look for evidence of the formative assessment process: | List your examples here: |
|--|--------------------------|
| Teacher Actions | Notes: |
| Student Actions | Notes: |
| Classroom Culture | Notes: |