Professional Learning to Promote Teacher and Student Agency: A teacher-led, video-based model
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A teacher-led, video-based model

Learning Forward
St. Louis, Missouri
December 8, 2019

Presenters:
Pam Betten, Sunnyside School District
Nancy Gerzon, WestEd
Barbara Jones, WestEd
Marie Mancuso, WestEd
Mary Montano, Summit View Elementary School
Welcome
Mary Montano is the principal at Summit View Elementary School, where she is focusing on Video Study Groups to foster teacher agency and strengthen pedagogy to help teachers reach every child’s academic and social needs in her school.

Pam Betten is the CAO for Sunnyside School District in Tucson, AZ where she is scaling a district effort of developing equity and agency by leveraging formative assessment by engaging leaders, teachers and students as equal partners in learning.

Nancy Gerzon works with WestEd providing national leadership in formative assessment, helping educators reconsider how they support students to learn.

Marie Mancuso leads the West Comprehensive Center, where she is inspired by the creativity, passion and commitment that teachers have brought to learning formative assessment and student agency.

Barbara Jones leads WestEd’s formative assessment resource development and is passionate about learning from teachers and leaders who are doing the work.
On a post-it, write one word or phrase from the poster that resonates with you.
Write your rationale next to your word.
▪ Learn a range of strategies to integrate video to deepen collaborative inquiry and improve instructional practice

▪ Explore approaches to engage in adult learning while maintaining a “student lens”

▪ Develop ideas and gather feedback on how to apply video-based, teacher-led learning

▪ Consider professional learning designs that mirror the learning strategies we want teachers to use with students
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Learning Task</th>
</tr>
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<tbody>
<tr>
<td>9:00 -10:30</td>
<td>Formative Assessment and Learner Agency</td>
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</table>
Defining Formative Assessment

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

- CCSSO FAST SCASS, June 2017
Before we talk about the what, let’s explore our why.
Find your King of Hearts Partner

Bring something to take notes with and find a place to sit where you can hear one another during a paired discussion.
Think...

• Individually write down what you notice about student agency

Share...

• What did you see Jules and Arthur doing that are examples of student agency?

• What do you imagine their teacher must do to support these students to be agents in their learning?
Jules and Arthur
Think...

• Individually write down what you notice about student agency

Share...

• What did you see Jules and Arthur doing that are examples of student agency?

• What do you imagine their teacher must do to support these students to be agents in their learning?
What did you notice about agency?
Learner agency is the set of skills, mindsets, and opportunities that enable learners to set purposeful goals for themselves, to take action in their learning to move toward those goals, and to reflect and adjust learning behaviors as they monitor their progress toward their goals.

- Assessment for Learning Project, 2018
Self-Regulated Learners

- Set academic and personal goals
- Make plans to accomplish those goals
- Monitor their learning processes
- Self-direct their actions to achieve those goals

(Hadwin, Järvelä, & Miller, 2011; Zimmerman & Schunk, 2011)
Student Agency Learning Progression

This continuum of student agency through formative assessment is based on input from SAIL teachers.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>ADVANCED</th>
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<tbody>
<tr>
<td><strong>At this stage, students:</strong></td>
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<td><strong>At this stage, students:</strong></td>
</tr>
<tr>
<td>• Are unaware that they can assess themselves when they complete work or are stuck</td>
<td>• Self-assess and create next steps in learning with prompting</td>
<td>• Have the ability to utilize resources to move learning forward, such as relying on peers</td>
</tr>
<tr>
<td>• Are unaware of their own learning abilities</td>
<td>• Set personal goals at the beginning and/or close of learning</td>
<td>• Ask for feedback and then use that feedback to consider next steps in their learning and set new goals</td>
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<tr>
<td>• Do not set goals</td>
<td>• At times, overly rely on the teacher or resist engagement</td>
<td>• Have ownership over their own learning</td>
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<tr>
<td>• Do not ask peers for help</td>
<td>• Form collaborative groups to engage in tasks</td>
<td>• Demonstrate a drive to learn and explore new ideas</td>
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<td>• Only use the teacher as a source of feedback</td>
<td>• Learn about how they learn, what strengths they have, and which areas they need support</td>
<td>• Are the lead in their own learning and only seek the teacher when support is needed</td>
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**Depending on students’ identities, they may:**

- Check to see if work is “ok” before turning it in
- Complete work for a grade
- Make an effort to learn challenging concepts/skills after others model their own thinking and problem-solving processes
- Take on roles that they feel

**Depending on students’ identities, they may:**

- Demonstrate control and responsibility in their learning
- Have a toolbox of strategies to self-assess and give peer feedback
Review with your partner and consider which concepts you observed in the video.

Student Agency Learning Progression

This continuum of student agency through formative assessment is based on input from SAIL teachers.

BEGINNING
At this stage, students:
- Are unaware that they can assess themselves when they complete work or are stuck.
- Are unaware of their own learning abilities.
- Do not set goals.
- Do not ask peers for help.
- Only use the teacher as a source of feedback.

Depending on students’ identities, they may:
- Check to see if work is “ok” before turning it in.
- Complete work for a grade.

DEVELOPING
At this stage, students:
- Self-assess and create next steps in learning with prompting.
- Set personal goals at the beginning and/or close of learning.
- At times, overly rely on the teacher or resist engagement.
- Form collaborative groups to engage in tasks.
- Learn about how they learn, what strengths they have, and which areas they need support.
- Make an effort to learn challenging concepts/skills after others model their own thinking and problem-solving processes.
- Take on roles that they feel.

ADVANCED
At this stage, students:
- Have the ability to utilize resources to move learning forward, such as relying on peers.
- Ask for feedback and then use that feedback to consider next steps in their learning and set new goals.
- Have ownership over their own learning.
- Demonstrate a drive to learn and explore new ideas.
- Are the lead in their own learning and only seek the teacher when support is needed.
- Have a toolbox of strategies to self-assess and give peer feedback.
- Demonstrate control and responsibility.
Thank your partner and return to your table....
Prediction

Teachers learn and apply formative assessment practices.

Teachers model formative assessment practices to support their learning.

Teachers and students engage as partners to move students’ learning forward.
Result

Changes in teachers’ mindsets about what students can learn, leading to new alliances between teachers and students and new roles for students.

Changes in teacher skills focused on developing student independent learning.

Changes in the ways teachers how each student learns, and value individual student identity and culture.
Student Agency
*Helping students learn how to learn*

Formative Assessment
*Helping students learn better*
• Autonomy
• Metacognition
• Self-Efficacy
• Self-Regulation
• Motivation
• Perseverance
All of this can be taught!
Break
What do teachers need to know and do to support the kind of learner agency we saw in Jules’ and Arthur’s interaction?

How can we structure a teacher learning experience rooted in learner agency?

How do we support teachers to observe and make meaning of how students are learning, in ways that promote inquiry and improvement?
Formative Assessment
Learning about and acting on what students know in the moment

Classroom Culture
The interactions, values, and feel of a classroom

Student Agency

Student Identity
What students think and believe about themselves
8-Week Video Study Group Module
## Before, During and After Video Study Groups

<table>
<thead>
<tr>
<th>Before VSG</th>
<th>During VSG</th>
<th>After VSG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers take classroom video to show evidence of peer feedback, self-assessment and extended thinking</td>
<td>Face-to-face VSG meetings take place monthly, with review cycle of 2 teacher videos per meeting</td>
<td>Subsequent lessons include new instructional approaches to deepen the student role in learning</td>
</tr>
<tr>
<td>Teacher Teams analyze videos and provide feedback rooted in Continua</td>
<td>Teacher teams use dialogue and feedback protocols to reflect and offer feedback</td>
<td>Videos show development over time to include formative assessment, culture and identity</td>
</tr>
<tr>
<td>In-line feedback can be posted in an online portal prior to the in-person VSG meetings</td>
<td>All teachers set learning goals based on group reflections and feedback from peers</td>
<td>Informal supports continue to deepen teacher knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated into ongoing PDSA cycles</td>
</tr>
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</table>

- Integrated into ongoing PDSA cycles
Anchors for Learning in the VSG

**Peer Feedback Continuum**

| Structured | Occurrence | Limited structured opportunities for students engaging in peer feedback.
| Developing | Adequate structured opportunities for students providing feedback on works in progress.
| Progressing | Adequate structured opportunities for students receiving feedback on works in progress.
| Extending | Powerful structured opportunities for students providing feedback on works in progress.

**Attention to Learning Goals and Criteria**

- Student feedback is related to the Learning Goals and Success Criteria.
- Feedback is given on works in progress.
- Feedback is given on works in progress.

**Engaging Thinking**

- Feedback is given on works in progress.
- Feedback is given on works in progress.
- Feedback is given on works in progress.

**Applying Feedback**

- Student feedback is related to the Learning Goals and Success Criteria.
- Feedback is given on works in progress.
- Feedback is given on works in progress.

**Self-Assessment Continuum**

| Structured | Occurrence | Limited opportunities or lack of structured opportunities for self-assessment. The focus is on superficial completion of formal tasks rather than on students’ thinking.
| Developing | Adequate structured opportunities for self-assessment. Students provide feedback on works in progress.
| Progressing | Adequate structured opportunities for self-assessment. Students provide feedback on works in progress.
| Extending | Adequate structured opportunities for self-assessment. Students provide feedback on works in progress.

**Attention to Learning Goals and Criteria**

- Students engage in self-assessment at a superficial level.
- Students are given opportunities to reflect on their progress in relation to the Learning Goals and Success Criteria.
- Students are given opportunities to reflect on their progress in relation to the Learning Goals and Success Criteria.

**Student Affluence**

- Students are given opportunities to reflect on their progress in relation to the Learning Goals and Success Criteria.
- Students are given opportunities to reflect on their progress in relation to the Learning Goals and Success Criteria.
- Students are given opportunities to reflect on their progress in relation to the Learning Goals and Success Criteria.

**Information for Teacher**

- The teacher has little or no information from the student self-assessment to inform self-instructional steps.
- The teacher has some information from the student self-assessment to inform self-instructional steps.
- The teacher has sufficient information from the student self-assessment to inform self-instructional steps.
Video Evidence: Gathering Observable Data

- *say + do*
- *words + speech*
- *specific actions*
In Video Study, Learning Takes Shape....

- From students
- From evidence of current practice
- Alongside students
- Through analysis of evidence
- Within a learning culture
- From and with peers
- Through inquiry
- As a call to action
- Continuously
Evidence of Student Agency

Where are these students on the continuum?

What is your evidence?
Supporting students to become active agents in their own learning and assessment through observation and reflection

✓ Are students setting personal Learning Goals

✓ In what ways are students actively monitoring learning and generating personal feedback that they act on (self-feedback loops)

✓ Do students have knowledge and skills to communicate feedback to peers

✓ Are students using feedback from their teacher and peers to make decisions about their own learning
Keeping our Why in Mind
Learning Goal

Understand how your prior learning can help you to quickly engage students in formative assessment and establish a collaborative classroom culture

Understand the progression of student agency and what you can do to support it

Understand where you and your students are in your learning as related to the guiding principles

Success Criteria

Determine how you will quickly engage students in formative assessment

Gather baseline information on where you and your students are right now in your learning relative to the guiding principles

Set goals for you and your students’ learning relative to the guiding principles for the upcoming year

Decide on formative assessment focus for you and your students
**VSG Protocol**

**Here’s What, So What, Now What?**

This protocol focuses viewers on paying attention to specific things that happened in the video (without commentary or questions). Once viewers outline what they have noticed, the discussion moves to consider implications (So What?) and next steps (Now What?)

<table>
<thead>
<tr>
<th>Here’s What? (noticing)</th>
<th>● What do you notice in the video?</th>
</tr>
</thead>
</table>
| So What? (sense making) | ● What are the implications in this video about the relationship between formative assessment, student agency, and equity?  
● What inferences or assumptions may arise from this video clip? |
| Now What? (Next steps to move students in the continuum) | ● What are the implications for next steps based on this video clip?  
● Specifically, to move forward on his or her Learning Goal, what might this teacher consider?  
● Personal Reflection- post it note |
Paired Reading

!! This is exciting
?? I have a question about this
~~ This is like something I do
### Exploring the Self-Assessment Continuum

**Self-Assessment Continuum**

**Beginning**
- Limited opportunity or lack of structure to support self-assessment. The focus is on superficial formal tests and/or correctness or accuracy. Theory is linked to or for metacognitive thinking.

**Developing**
- Adequate structure to support self-assessment, providing students with some support for metacognitive thinking (e.g., de luxe scaffolding). Students require knowledge/understanding of the skills to undertake the learning, which are new, which do I need to do next to move forward?

**Progressing**
- Adequate structure to support such an assessment, providing students with support for metacognitive thinking (e.g., do I have the knowledge/understanding of the skills to undertake the learning, which are new, which do I need to do next to move forward?)

**Extending**
- Pervasive opportunities for self-assessment that deeply engage students in metacognitive thinking (e.g., de luxe scaffolding). Students require knowledge/understanding of the skills to undertake the learning, which are new, which do I need to do next to move forward?

**Attention to Learning Outcomes and Success Criteria**
- Students engage in self-assessment at an superficial level (e.g., verbal reference to prerequisites for learning or current learning goal and Success Criteria) and see evaluations in their assessment (e.g., grade, or evaluative comment).

- With support, students engage in regular self-assessment and the current Learning Goal and Success Criteria. Chosen in their self-assessment process and are able to think about next steps.

- Students independently relate to the Learning Goal and Success Criteria in self-assessment and are able to set goals for improvement based on their self-assessment rather than their teacher or peer support.

**Investment Attitude**
- Students do not understand the purpose of self-assessment, and they do not take the process seriously; they have difficulty making a commitment of their learning/work.

- Students have some understanding of the purpose of self-assessment and attempt to feedback their learning/work.

- Students understand the purpose of self-assessment, they take the opportunity for self-assessment seriously and are able to judge the next area of their learning/work.

- Students take the opportunity for self-assessment seriously. They fully engage in, and deeply value, the process, which to them is as important to their own learning.

**Information for Teacher**
- The teacher has little or no information from this student. Self-assessment is to inform next instructional steps.

- The teacher has some information from the student self-assessment to inform next instructional steps.

- The teacher has sufficient information from the student self-assessment to meaningfully inform next instructional steps.

- The teacher has sufficient information from the student self-assessment to encourage the student in taking the next step in their learning.
## Self-Assessment Continuum

<table>
<thead>
<tr>
<th>Indicators of Practice</th>
<th>What we see at a high level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Occasions</td>
<td>(Teacher action) Provides opportunities, resources, and pacing so that students can fully engage in the self-assessment process to support metacognition</td>
</tr>
<tr>
<td>References the Learning Goal and Success Criteria</td>
<td>(Student action) Students monitor their own learning, are able to use the Learning Goal and Success Criteria to plan and justify their own learning, without teacher prompting</td>
</tr>
<tr>
<td>Student Attitude</td>
<td>(Student action) Students understand and value the self-assessment process, and show evidence through the quality of the self-assessment information</td>
</tr>
<tr>
<td>Information for the Teacher</td>
<td>(Teacher action) The teacher is able to use self-assessment information to provide support for students to take next steps</td>
</tr>
</tbody>
</table>
Self-Assessment - Clip
### Exploring the Self-Assessment Continuum

**Self-Assessment Continuum**

<table>
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<tr>
<th>Stage</th>
<th>Description</th>
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<tr>
<td><strong>Beginning</strong></td>
<td>Limited opportunity or lack of structures to support self-assessment. The focus is on superficial level tasks and/or connections to accuracy. Theory is held to no rethinking.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>Adequate structure to support self-assessment; providing students with some support for metacognitive thinking (i.e., help students see how their knowledge understanding helps to understand the learning, what they know, what they need to do next to move forward).</td>
</tr>
<tr>
<td><strong>Progresing</strong></td>
<td>Adequate structure to support such an assessment; providing students with support for metacognitive thinking (i.e., do I know the knowledge understanding helps to understand this learning, what I know, what do I need to do next to move forward?).</td>
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<td><strong>Extending</strong></td>
<td>Frequent opportunities provided for self-assessment that deeply engage students in metacognitive thinking (i.e., design the process of knowledge understanding helps to understand this learning, what do I know, what do I need to do next to move forward?).</td>
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<table>
<thead>
<tr>
<th>Attention to Learning Goals and Success Criteria</th>
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<tr>
<td>Students engage in self-assessment at a superficial level (i.e., perform routine task or complete learning goal and Success Criteria) and see evaluations in their assessment feedback (i.e., a grade or an evaluative comment).</td>
<td>With support, students begin to engage in self-assessment, reflect on their learning and self-assessment process and they are able to think about next steps.</td>
</tr>
<tr>
<td>Students independently reflect on Learning Goals and Success Criteria in their self-assessment process and are able to think about next steps.</td>
<td>Students can reflect on their self-assessment and start independently to self-evaluate their work, develop goals related to success criteria and reflect on their learning.</td>
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<tr>
<th>Interest Attitude</th>
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<tr>
<td>Students do not understand the purpose of self-assessment, and they do not take the process seriously; they have difficulty making an honest account of their learning.</td>
<td>Students have some understanding of the purpose of self-assessment and attempt to make a factual honest account of their learning work.</td>
</tr>
<tr>
<td>Students understand the purpose of self-assessment, they take the opportunities for self-assessment seriously and are able to make an honest account of their learning work.</td>
<td>Students take the opportunity for self-assessment constructively. They fully engage in and deeply value the process, which they regard as important to their own learning.</td>
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<td>The teacher has little or no information from the student self-assessment to inform next instructional steps.</td>
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<td>The teacher has some information from the student self-assessment to inform next instructional steps.</td>
<td>The teacher has sufficient information from the student self-assessment to encourage the student to taking the next step in their learning.</td>
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The shaded cells focus on teacher actions and the non-shaded cells focus on the students.
### Sam’s Reflection

<table>
<thead>
<tr>
<th>Structured Occasions</th>
<th>Evidence</th>
</tr>
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<tbody>
<tr>
<td>✓ Beginning</td>
<td>Exemplars were used to support student self-assessment/peer feedback</td>
</tr>
<tr>
<td>✓ Developing</td>
<td>Students provided encourage academic talk</td>
</tr>
<tr>
<td>✓ Progressing</td>
<td>Partnerships used (strategic grouping)</td>
</tr>
<tr>
<td>✓ Extending</td>
<td></td>
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<tr>
<th>Attention to Learning Goals and Success Criteria</th>
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<tbody>
<tr>
<td>✓ Beginning</td>
<td>Students are able to refer back to the success criteria when giving feedback/peer self-assessment</td>
</tr>
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<td>✓ Developing</td>
<td></td>
</tr>
<tr>
<td>✓ Progressing</td>
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<td>✓ Extending</td>
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<tr>
<th>Engaging Thinking</th>
<th>Evidence</th>
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<tr>
<td>✓ Beginning</td>
<td>Student feedback scaffolds next step for a peer - does most of the thinking for their peer though</td>
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<td>✓ Developing</td>
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<td>✓ Progressing</td>
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<td>✓ Extending</td>
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<th>Applying Feedback</th>
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<td>✓ Beginning</td>
<td>Students used the feedback they received right then in the moment</td>
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<td>✓ Developing</td>
<td></td>
</tr>
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<td>✓ Progressing</td>
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<tr>
<td>✓ Extending</td>
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**Reflection:**

Students were on their way to reaching the target and worked well together - I would give more feedback next time to help students engage in more reciprocal dialogue (not doing all the thinking for their peer). Where am I on the continuum now? I am between developing and progressing on the continuum.
Video Study Reflections
What did you see that supports teachers’ learning...

From students

From and with peers

Informed by evidence of current practice

Alongside students

Within a learning culture

Continuously

Informed by evidence of current practice

Through analysis of evidence

Through inquiry

As a call to action

Continuously
Leading for Teacher & Student Agency - Systemic Approach

• Develop Agency
• Reduce variability within and across sites
• Constant and consistent messaging around the definition and the expectation - no mixed messages
• Real-time feedback and coaching with leaders and teachers around Formative Assessment as we see it in the classroom
What is at the top of your mind?

What is circling around?

What squares with your thinking?
Lunch
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Find your Queen of Clubs Partner.

As you listen to these students whose teachers engaged in Video Study, what do you hear reflected in their words about agency?
As educators in the Assessment for Learning Project (ALP) community have worked to fundamentally rethink assessment, many have bumped up against some deeply ingrained beliefs and assumptions about what learning really is.
What are we learning from teachers who learn formative assessment through video study?

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- Are unaware that they can assess themselves when they complete work or are stuck
- Are unaware of their own learning abilities
- Do not set goals
- Do not ask peers for help
- Only use the teacher as a source of feedback

**Depending on students’ identities, they may:**

- Check to see if work is “ok” before turning it in
- Complete work for a grade

- Self-assess and create next steps in learning with prompting
- Set personal goals at the beginning and/or close of learning
- At times, overly rely on the teacher or resist engagement
- Form collaborative groups to engage in tasks
- Learn about how they learn, what strengths they have, and which areas they need support

**At this stage, students:**

- Have the ability to utilize resources to move learning forward, such as relying on peers
- Ask for feedback and then use that feedback to consider next steps in their learning and set new goals
- Have ownership over their own learning
- Demonstrate a drive to learn and explore new ideas
- Are the lead in their own learning and only seek the teacher when support is needed
- Have a toolbox of strategies to self-assess and give peer feedback
- Demonstrate control and responsibility

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The pre-eminence of learning culture...
Defining a Culture of Learning

(Birenbaum, 2015)
The way students learn and the way adults learn are very similar, and in highly effective adult learning communities, we see the same elements that we see in formative assessment classrooms, including:

- A focus on learning
- Shared school vision
- Reflective dialogue
- Collaboration
- Shared responsibility coupled with high expectations for the learning of all students in the school
- Individual and collective efficacy
- Supportive social climate
- “Deprivatizing” of practice (collaborating, sharing practice, and planning with others)
- Learning from errors
- Common language
Find your Ace of Diamonds partner, then find another partner to make a group of four

First, read the *Culture of Learning* on pages 27-28

Then, select one of the questions (in blue) to discuss.
In listening to student conversation, I catch glimpses of what I've modeled: active listening, students offering different opinions respectfully, asking engaging questions, and offering suggestions or other ideas.

Video Study Group participant
In your role, what more can you do to support a learning culture?
Creating Conditions for Video Study
(Select 2 Discussion Groups)

Mary
Schedules, structures, lessons learned, filming

Pam
Setting up conditions, supporting leaders, policy alignment

Barbara
Creating student-focused rubrics and continua, using learning progressions

Marie
Planning for scale and sustainability, creating systems conditions for change

Nancy
Creating effective professional learning, using inquiry cycles, use of protocols, adult feedback
Changes in Teacher Formative Assessment Practices

<table>
<thead>
<tr>
<th></th>
<th>Pre-SAAL</th>
<th>Post-SAAL</th>
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<tr>
<td>Helping students internalize the lesson’s Learning Goals</td>
<td>46</td>
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<tr>
<td>Sharing Success Criteria with students</td>
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<td>Co-constructing Success Criteria with students</td>
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<td>Allowing students time to respond to peer feedback</td>
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<tr>
<td>Allowing students time to set individual goals and make plans to advance their learning</td>
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<td>47</td>
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Changes in Student Formative Assessment Practice

- Seek out peer feedback to move their learning forward.
  - Pre-SAAL: 8, Post-SAAL: 64
- Seek out self-assessment to move their learning forward.
  - Pre-SAAL: 7, Post-SAAL: 59
- Are able to recognize discrepancies between a sample of work and the Success Criteria.
  - Pre-SAAL: 17, Post-SAAL: 84
- Are able to plan next steps to move current learning towards the Learning Goal.
  - Pre-SAAL: 9, Post-SAAL: 55
- Routinely give peer feedback that points to an appropriate next step.
  - Pre-SAAL: 13, Post-SAAL: 57
SAIL Activity Preferences

- Collaborative Video Inquiry: 6.10
- Teaching Your Lesson: 6.00
- Videos: 5.82
- Community of Practice: 5.80
- Feedback from a Peer: 5.57
- Blueprint Activities: 5.52
- eReaders: 5.30
- Noticing & Sensemaking: 5.25
- Module Journal: 5.14
- Team Discussions: 4.95
- NowComment: 4.44
- Padlet Course Wall: 4.41
IGNITE
“I didn’t know, until the last two weeks of the course, that formative assessment was supposed to involve students.”
Our Goal
Teacher Learning Experiences in SAIL Video Study

Responsive
Scalable
Flexible
Individualized
Evidence-based
Contextualized
Aligned
Learner Agency  Self-Efficacy  Self-Regulation

Autonomy  Metacognition
• Autonomy
• Metacognition
• Self-Efficacy
• Self-Regulation
• Motivation
• Perseverance
All of this can be taught!
I have tried to engage the students more and am trying to allow them to find the answers among themselves instead of "giving them" the answers. I also let them collaborate more, and to share more among themselves. In other words, I've taken a back step and am trying to give them the lead.

- Video Study Group participant
Formative Assessment
Learning about and acting on what students know in the moment

Classroom Culture
The interactions, values, and feel of a classroom

Student Identity
What students think and believe about themselves

Student Agency

Equity
Understanding the "why"

Learning the mechanics of formative assessment

Cultivating the student role in learning
In study after study, teachers who developed their own practices had more success implementing formative assessment, more cultural change and greater student self-regulation. Thus, the leadership role of classroom teachers is not just one of doing, it is one of thinking and being.

- Sue Swaffield, 2011
Defining a Culture of Learning

(Birenbaum, 2015)
Teachers learn and apply formative assessment practices.

Teachers model formative assessment practices to support their learning.

Teachers and students engage as partners to move students' learning forward.
Result

Changes in teacher skills focused on developing student independent learning

Changes in teachers’ mindsets about what students can learn, leading to new alliances between teachers and students and new roles for students

Changes in the ways teachers how each student learns, and value individual student identity and culture
Student Agency
Helping students *learn how to learn*

Formative Assessment
Helping students *learn better*
In Video Study, Learning Takes Shape....

- From students
- From evidence of current practice
- From and with peers
- Within a learning culture
- As a call to action
- Continuously

Alongside students

Through analysis of evidence

Through inquiry
Accelerate Learning
We are eager to learn from you about your experience with this presentation, including the content, ideas, and learning strategies. We consider your feedback a gift, as it is the single best way for us to improve our practice.
WORD

COMMITMENT

LINGERING IDEA

HOPE

CALL TO ACTION

OBSERVATION

PHRASE

FEELING

QUESTION