

MEASURED
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Developing and Implementing
The Formative Assessment Process
in Michigan

Administrative Webinar #2



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Learning Teams and Coaches

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Project Leaders



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Formative Assessment Coaches

	Year 1	Year 2	Year 3	Regional
Coach Training	3-Days	5-Days	5-Days	5-Days
Training Focus	Facilitation	Cognitive Coaching	Cognitive Coaching	Cognitive Coaching+
Launch	1-Day with team	1-Day if new team	1-Day if new team	Bridge Facilitator



Formative Assessment Teams

	Year 1	Year 2	Year 3	Year 4
Launch	1-Day	Online Modules	Online Modules	Online Modules
Training Focus	TFAP	TFAP	TFAP	TFAP
Team Meetings	Strategies & Tools	Strategies & Tools	Strategies & Tools	Strategies & Tools

TFAP: Acronym for *The Formative Assessment Process*



Formative Assessment Coaches' Learning Targets

- Team-building skills
- Organization skills
- Appropriate use of protocols
- Effective use of questioning strategies
- Effective use of feedback
- Appropriate use of resources



Team-Building Skills

These skills are important to identify individual strengths and blend into a functioning team.



Organization Skills

These skills are important keys to help coaches

- facilitate content learning;
- define roles and responsibilities; and
- organize meetings, stick to time allocations, and focus.



Team Preparation and Team Meetings

- Work with team based on their needs, goals, and level of understanding.
- Focus on team members, not on yourself
- Model appropriate questioning and feedback strategies.
- Use resources and protocols for structure.
- Provide time for learning, sharing, and reflecting.
- Shift responsibilities to team members.



Appropriate Use of Protocols Purpose and Use

Protocols help educators

- exercise their descriptive powers,
- intensify their listening,
- enhance their qualities of judgment, and
- facilitate their communication with one another.

—Joseph McDonald, Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald, *The Power of Protocols*, p. 8



Appropriate Use of Protocols

- Protocols are used to provide structure to a team meeting or a specific activity. They begin with a purpose and the necessary steps to allow the process to meet those intended goals. Use resources and protocols for structure.
- Skillful protocol use involves knowing when to use a protocol and selecting the appropriate protocol for the required learning. Shift responsibilities to team members.
- Protocols are a way to implement best practice and, in this case, formative assessment strategies in the classroom.

For examples of protocols, a great website is
<http://www.nsrffharmony.org/>



Effective Use of Questioning Strategies

Questioning strategies are used in team meetings to gather responses, and, more importantly, to encourage thinking. They can be used to help **clarify** information being provided, **probe** deeper into the thinking, and used to **analyze** to determine the next steps.



Clarifying

Clarifying questions are simple questions of fact. They are usually brief and do not provide “new” information. Coaches and team members ask clarifying questions to enhance their own understanding.



Probing

Probing questions are intended to help the presenter think more deeply about the issue at hand. They are usually open-ended and move the thinking from reaction to reflection.

Sometimes it is difficult to distinguish between a clarifying question and a probing question. For example, “How was the student work assessed?”



Analytical

Analytical questions are used to help us think and process information to move forward in our learning. In learning teams, they help challenge our thinking. They are also used in team meetings when examining student work, grasping their thinking, and planning next steps.



The Center for Cognitive CoachingSM Foundational Seminars[®] Days 1-4 (of 8)



Carolee Hayes Jane Ellison

www.cognitivecoaching.com

Cognitive Coaching SeminarsSM
Foundation Seminar – Sample Outcomes and Agenda

DAY 1	DAY 2	DAY 3	DAY 4
<u>Outcomes</u>	<u>Outcomes</u>	<u>Outcomes</u>	<u>Outcomes</u>
Understanding of the essence of Cognitive Coaching SM	Internalized planning conversation map	Understanding of the Reflecting Conversation Map	Internalized Reflecting Conversation Map
Increased consciousness and craftsmanship in applying interpersonal communication skills to develop trust and rapport	Expanded and refined skills and repertoire of response behaviors (pausing and paraphrasing)	Increased automaticity with the essential coaching pattern of pausing, paraphrasing, and posing questions	Understanding of Cognitive Coaching SM as one of four support functions
Understanding of the power of a structured professional conversation	Understanding of four capabilities for refining coaching skills	Increased consciousness and skills in asking mediational questions	Understanding of the role of data in mediating thinking

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Learning Teams



Learning Teams

- Six to eight learning team members
- Some administrators are part of teams
- Make-up of teams is diverse around the state:
 - Same grade-levels
 - Cross grade-levels
 - Within Schools
 - Across Districts
- Measured Progress recommends 4 hours of meeting time a month
- Teams are cross-grade, cross-content, like content, like grade



Thank You for Attending!



Michigan Department of Education

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Measured Progress
Professional Development
Products and Services



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Webinar #3: January 26, 2011

**Formative Assessment
Strategies
and Formative Tools**

9:00am, 12:30, 4:00

http://www.measuredprogress.org/mi_administrators/

