

LEARNING SUCCESS THROUGH ASSESSMENT

Rencontre nationale à Québec
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WORKSHOP PLAN

- History and context of assessment for learning project
- Outline of the project
- Training process: Activities and impact on learners, teachers, EPC, centres
- Future implications and perspectives

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HISTORY AND CONTEXT OF ASSESSMENT FOR LEARNING PROJECT

HISTORY/ CONTEXT



EPC MEMBERS / June 2015

Year 2014-2015

- New focus + new organization for the pedagogical consultant group
- Focus on evaluation for learning
- Building an action plan 2015-2016

Year 2015-2016

- Project (1st year)
- Meetings / training on evaluation for learning
- Collaborative research
- 8 English school boards involved

Year 2016-2017

- Project (2nd year)
- Evaluation for learning
- Coaching teachers
- 7 English school boards involved

NEW STAKES IN ASSESSMENT

- INTERNATIONAL LEVEL
- SCHOOL ACCOUNTABILITY
- STUDENTS EMPOWERMENT
- SYSTEMIC ASSESSMENT

OCDE,
2013 et 2015, p. 106

GOAL OF OUR PROJECT

TO ESTABLISH A CULTURE OF EVALUATION FOR LEARNING

Objectives

- To deepen evaluation concepts (of/for/as)
- To define approaches for giving and receiving feedback
- To develop tools and techniques in support of learning
- Describe the **process** of building professional knowledge in assessment for learning: **How-Why**
- Identify the professional knowledge acquired in assessment for learning **(products): What**

To Deepen Evaluation Concepts

Initial observations (EPC, Admin)

- Misconceptions /misunderstandings or **lack of knowledge**
- No common language or vision
- Too much **focus on evaluation OF learning**
- Visible learning (none)
- Workshops on concepts doesn't work, no **follow-up**
- **Collaboration** is difficult

Moving towards...

- Having **meaningful conversations** / discussions using **common language**
- **Justifying actions based on theory** / research / data / results
- Making **learning visible**

To define approaches for giving and receiving feedback

Initial Observations (EPC, Admin)

- is not consistent, not specific
- **focused on product** and not process
- is quantitative, not much qualitative
- focuses on weaknesses

Students...

- are not required to reflect on their learning ---- lack of **ownership** on learning process

Moving towards...

- Ensure on-going feedback / communication between teachers and learners
- Establish tools to ensure feedback is evidence-based and learner-centered
- Increase awareness / ownership / commitment /
- Use various forms of feedback

To develop tools and techniques in support of learning

Initial Observations (EPC, Admin)

- Difficult to move beyond **quizzes and pre-tests**
- Some students, teachers and administration don't value anything but **final evaluation**
- Tools and techniques are created on a basis of trial and error and on intuition, **no foundation**

Moving towards...

- participate in workshops to develop tools and techniques
- use effective tools and techniques in the classroom
- Share practices / for supporting evaluation for learning

PROFESSIONAL DEVELOPMENT

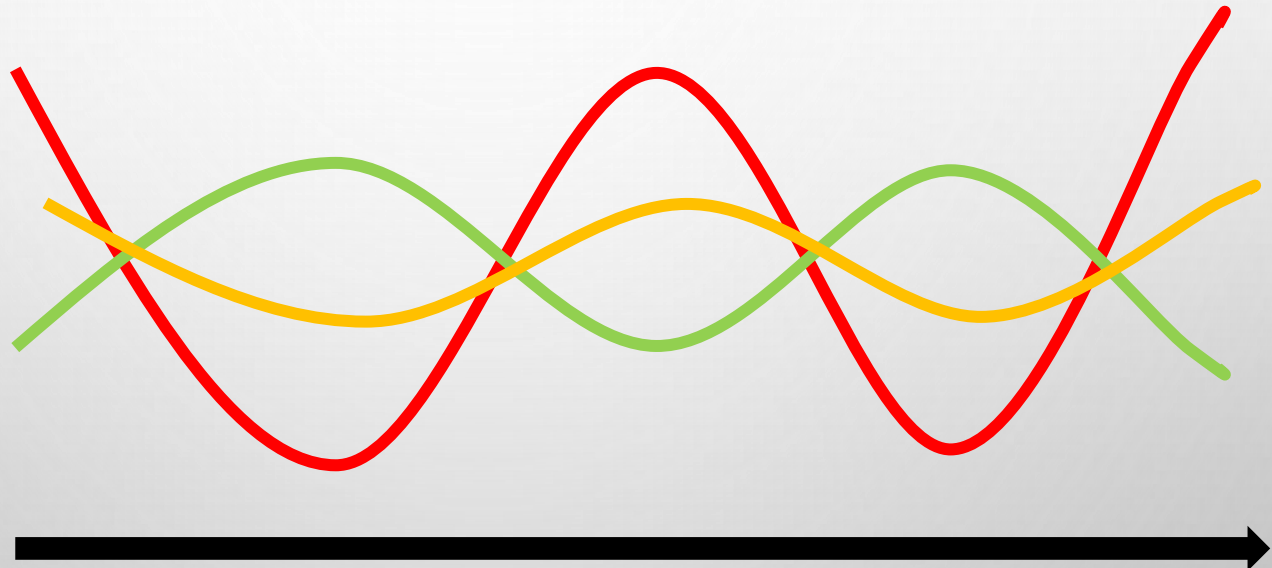
Les recherches indiquent que les changements profonds entraînant la transformation des pratiques des enseignants et le développement de leurs compétences sont amenés par un processus complexe et cyclique qui nécessite la réflexion sur les pratiques pédagogiques et qui s'échelonne dans le temps (BUTLER, 2005; LAFORTUNE, 2008). P. 4

Leclerc, M. et Labelle, J. (2012). *La communauté d'apprentissage professionnelle comme soutien au développement professionnel des enseignants en milieu scolaire inclusif*. Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Jul 2012, Paris, France. halshs-00780226

A CONTINUOUS PROCESS

3 LEVELS

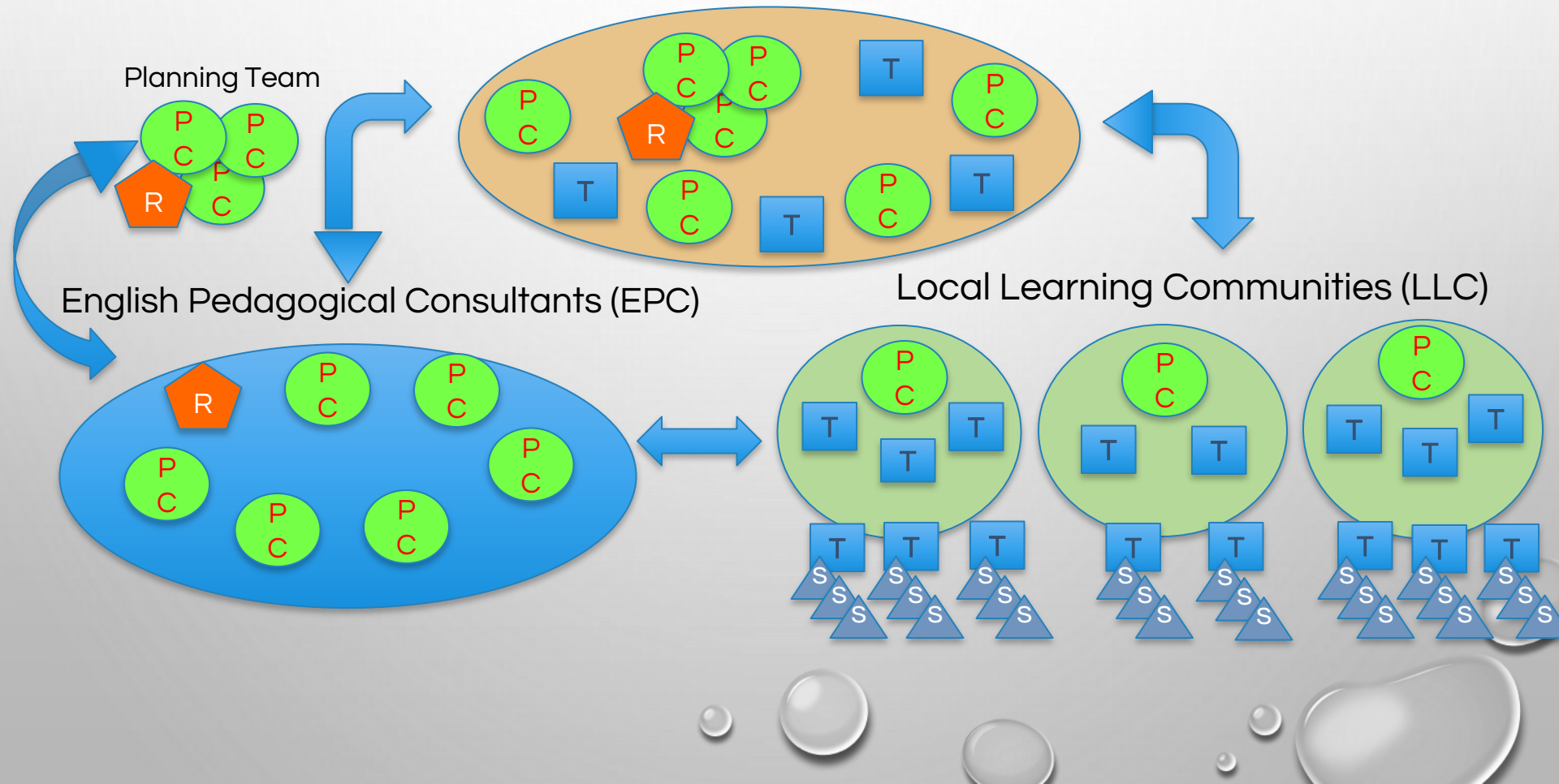
- TRAINING
- RESEARCH
- ACTION



Isabelle Nizet, 2016

MULTI LEVEL LEARNING COMMUNITIES

Provincial Learning Community (PLC)



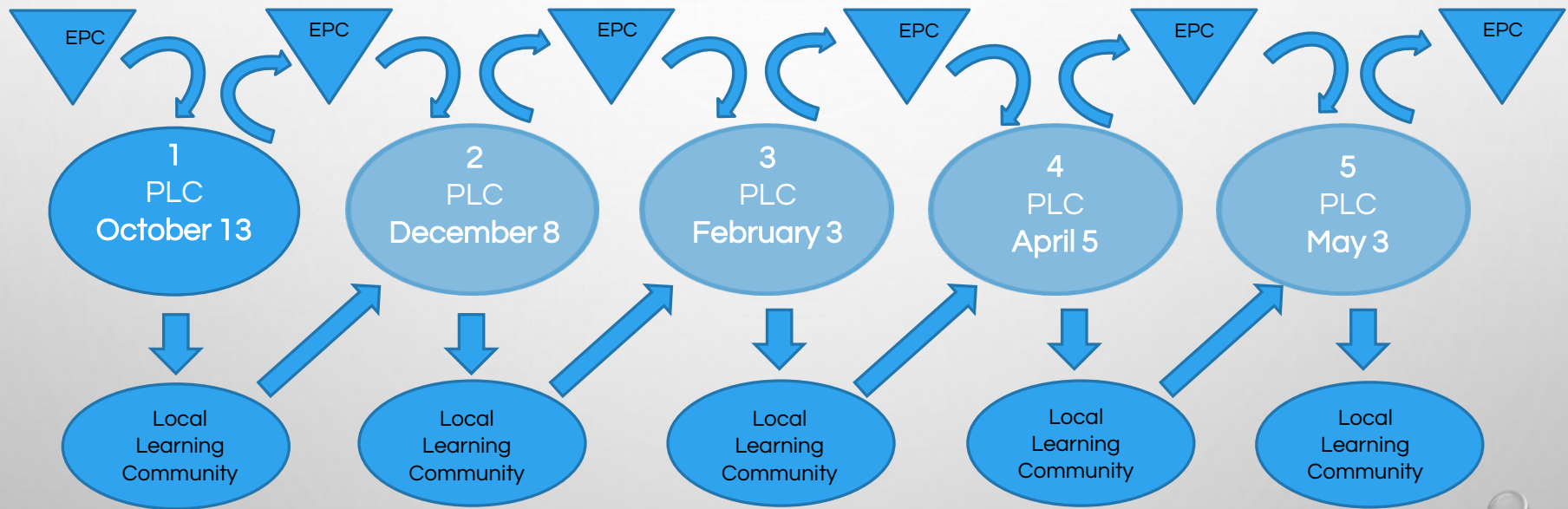
PROFESSIONAL LEARNING COMMUNITY

Communauté d'apprentissage professionnelle vise...

- **amélioration continue des résultats des apprenants par le développement professionnel des intervenants**
- Amélioration des connaissances et des compétences
- Collaboration et l'engagement de tous les intervenants
- Optimisation des retombées sur les apprentissages et la réussite des apprenants (pratiques - décisions basées sur des données précises)
- Développement professionnel et apprentissage collectif

LECLERC & LABELLE, 2013

MEETINGS IN 2015-2016



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The Training Process

Socio constructivist workshop design

Sharing info / practices

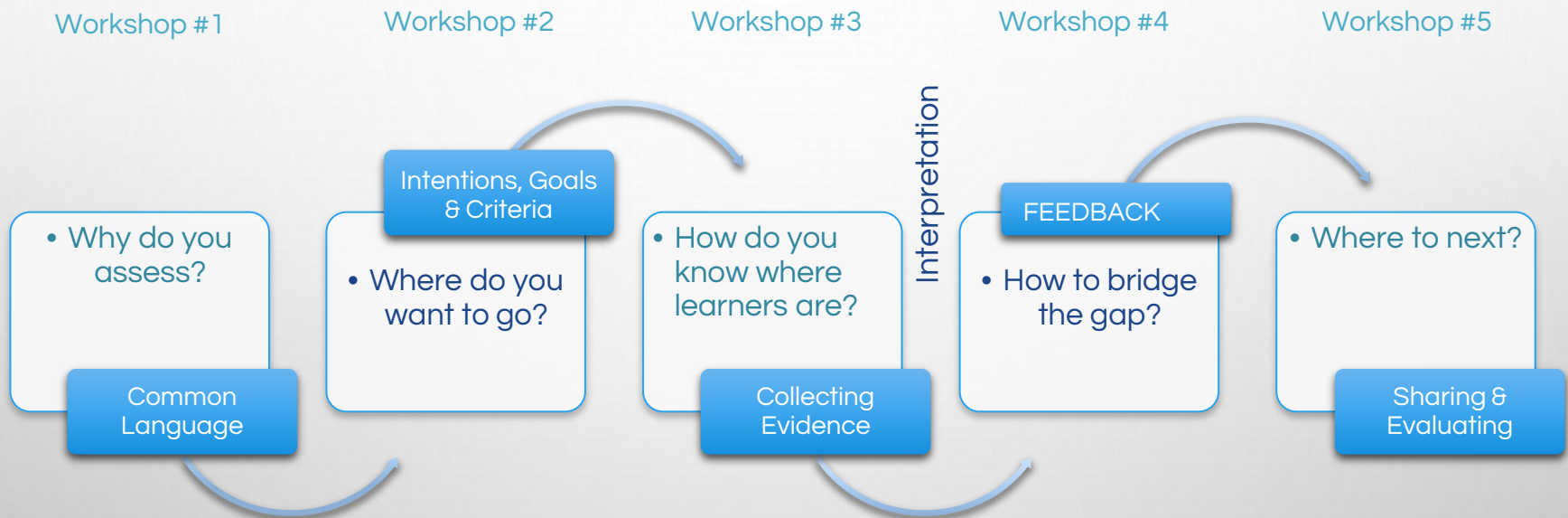
Presentation

Step of the evaluation
process + tool

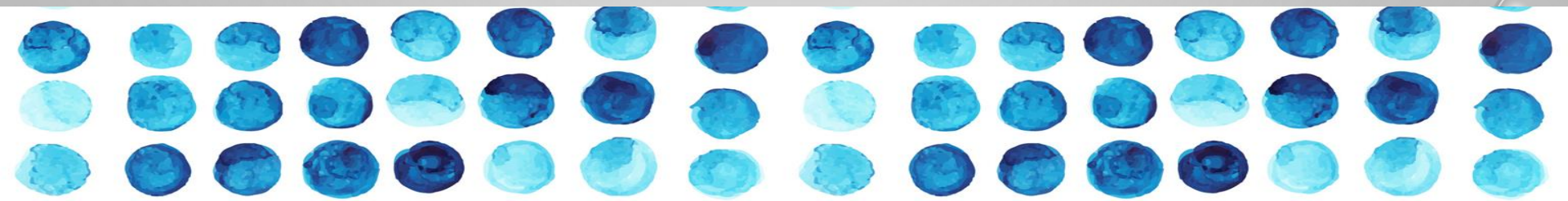
Plan to Walk the Talk

Debriefing the learning
and Reflection

EVALUATION FOR LEARNING WORKSHOPS



Evaluation for learning is a culture.
It is way of thinking and acting on learning.



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TRAINING PROCESS ACTIVITIES AND IMPACT

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WORKSHOP #1

TO BUILD A COMMON
LANGUAGE

Learning is all about connections,
and through our connections with
unique people we are able to gain
a true understanding of the world
around us. Peter Senge



PROVINCIAL LEARNING COMMUNITY EVALUATION IN SUPPORT OF LEARNING

Location: PACC Adult Education Centre
8300 George, Lasalle (Qc) H8P 1E5
Tel.: 514 798-5588

Room: 3rd floor—Library

Time: 9:30 a.m. to 3:30 p.m.

Tuesday, October 13, 2015

AGENDA

- 9:00 Meet and greet / Presentation of EPC members
- 9:30 Introduction
Welcome Activity + Sharing Expectations
Presentation of the project on Evaluation / Presentation of the research process
- 11:00 Working in teams to develop a common language
- 12:00 **Lunch** / Lunch is provided.
- 13:00 Work in teams (cont'd)
- 14:45 Plenary
- 15:15 Wrap up and evaluation of the day
- 15:30 End of the day

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FOR/AS/OF

Evaluation...

FOR Learning

- ❑ Verifying students's learning progress and carrying out diagnostic evaluation
- ❑ Regulation of the learning and teaching process

MEQ (2003), p. 26

AS Learning

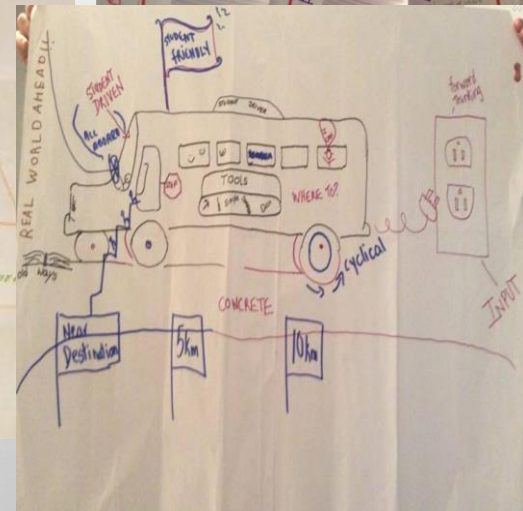
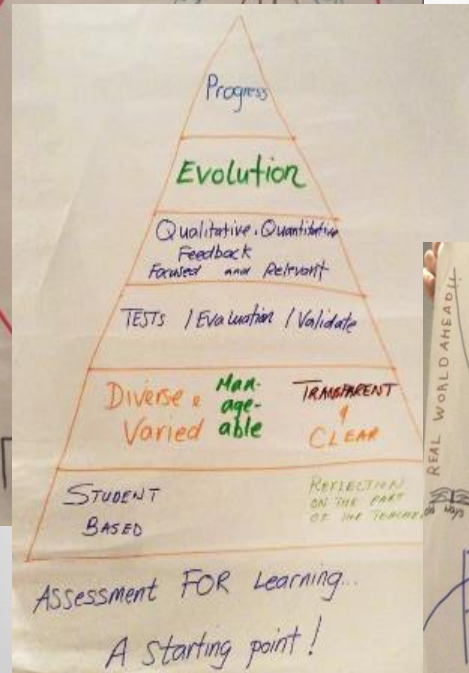
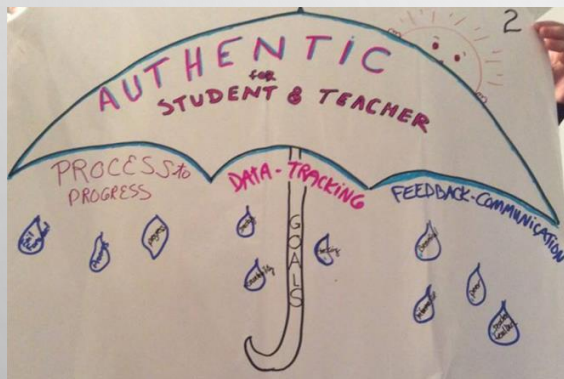
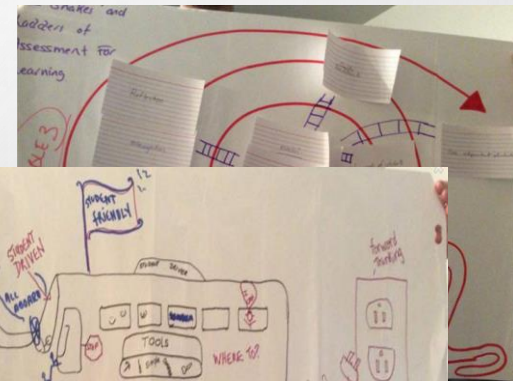
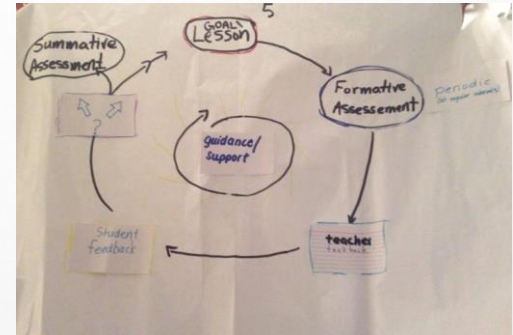
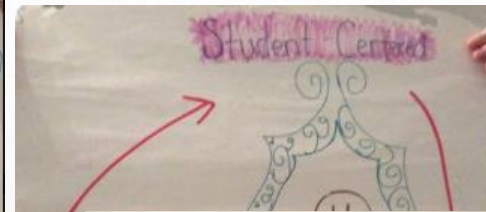
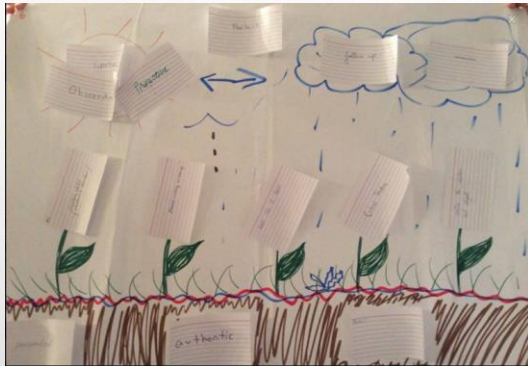
- ❑ Focusses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students

Manitoba (2006), p. 41

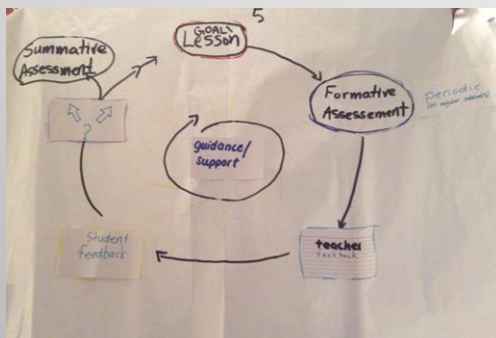
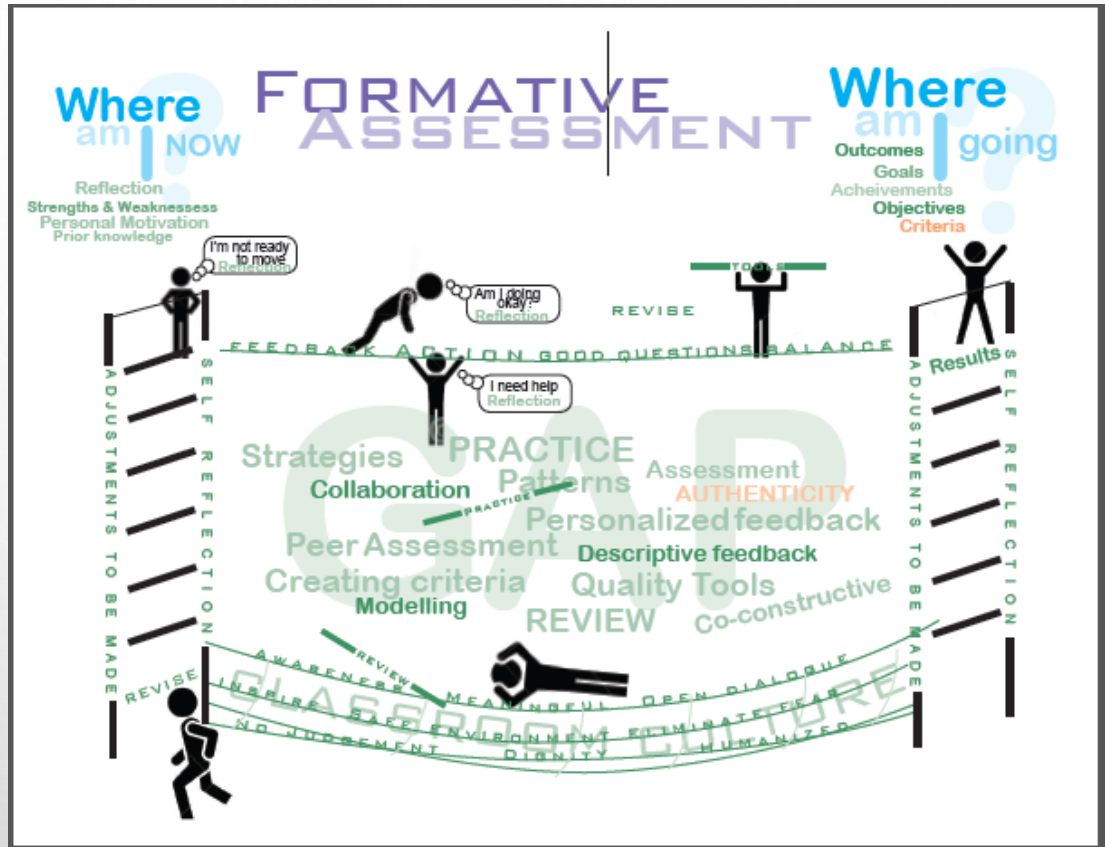
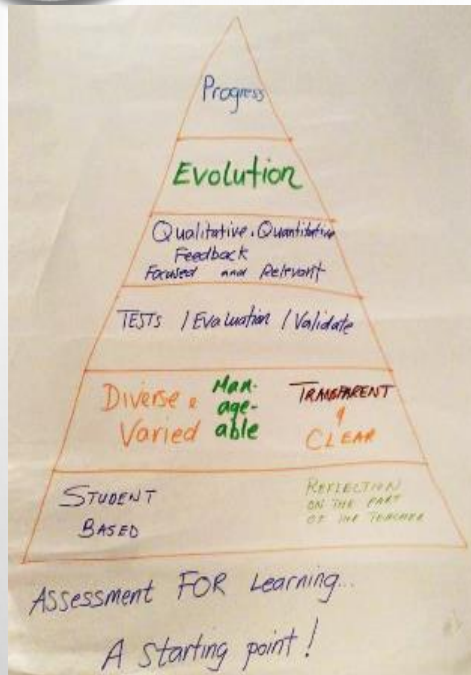
OF Learning

- ❑ Degree to which a student has satisfied the requirements prescribed in the program
- ❑ Recognizing competencies is to verify whether the expected level of competency development has been attained

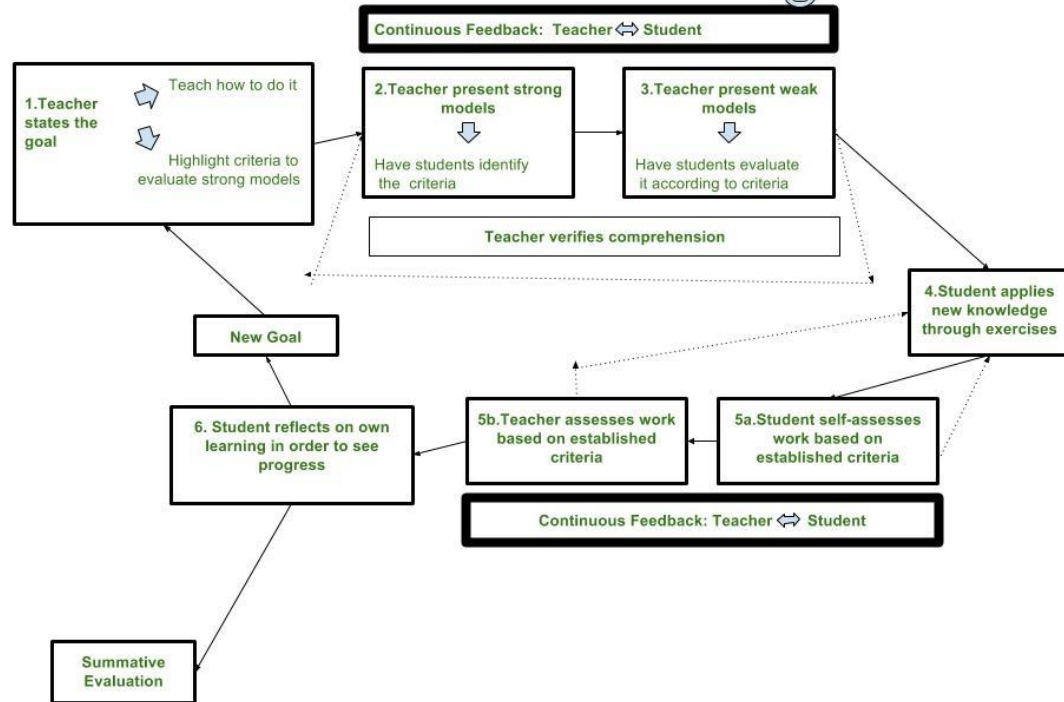
MEQ (2003), p. 25



Evidence of Learning



Assessment for Learning Process



PAC
C



WORKSHOP # 2

LEARNING INTENTIONS



PLC Day 2 - Where Am I Going?
December 8, 2015

Workshop Learning Target:

I will be able to create ways to help students understand where they are going by using learning targets, success criteria and student samples.

Workshop Timeline

Activity	Formative Assessment Tool	Expert Source
Welcome & Agenda	Thumbs up	
Recap of Local Team Work		
Teacher survey	Post-it party	
Introduction to "Where am I going?"	KWL Modified Punctuated Lecture Mini-whiteboards	Wiliam
Break		
Activity 1: What is a learning target?	Word journal	Moss/ Brookhart
Activity 2: Co-constructing criteria	1 sentence summary Large-whiteboards	Gregory/ Cameron/ Davies
Lunch		
Activity 3: Assessing strong and weak samples	4 corners 1 minute debate	Chappuis
Putting it all together	Last Word Response journal	Hattie
Summary & Homework	Post-it Party	
End	Exit Card	

What makes a good friend?

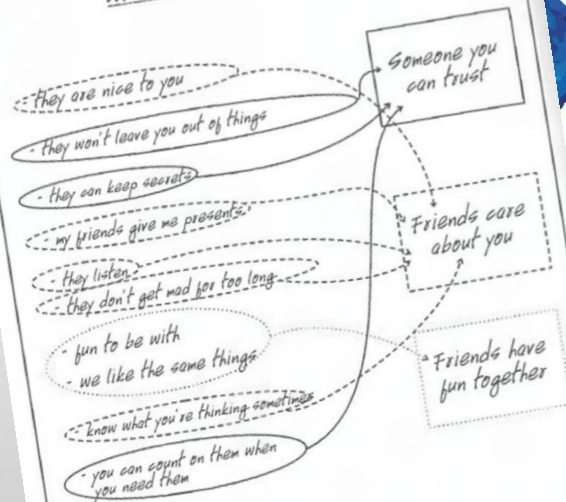


Figure 5: Grouped list

Criteria for problem solving

Details / specifics

- | | |
|--|---|
| - understand the problem | <ul style="list-style-type: none"> can tell all parts of the problem know what to do can tell if a part is missing |
| - choose a strategy to solve it | <ul style="list-style-type: none"> use diagrams to figure it out think of similar problems that you've worked on try different ways until it works |
| - tell about how you reached the solution | <ul style="list-style-type: none"> break down the process into steps check work |
| - give examples from outside the classroom | <ul style="list-style-type: none"> we use the same math when buying carpet for our house |

Figure 8b: T-chart

After training in PLC



John Hattie Learning Intentions and Success Criteria

Choose a formative assessment tool that you have never used before. Pick one tool from the Post-it Party or from Angelo and Cross' *Classroom Assessment Techniques*.

Assessment Tool:	
Used by:	
Description:	
What worked?	
What didn't work?	
What would you do differently?	

Template created by S. Fiocco, I. Renner & J. Venne

Testimonial

One of the examples that I took away from the workshops was the idea of co-constructing criteria. I decided to use [co-constructing criteria for oral presentation](#) (as part of English Language Arts) as a small group activity. I liked the idea that the group(s) could be mixed level because I don't really have a great deal of opportunity for that type of work and the learners benefited from the input that their fellow learners had. (...)

In the past I would share the criteria learners would be evaluated on but by allowing the learners to [co-construct the criteria they needed to deconstruct what was expected of them and that made things more explicit](#). It also allowed me to clarify what was expected, for example learners would frequently equate accurate spelling and grammar with a good piece of work but they would minimize the importance of the ideas that they wanted to communicate. (Teacher 9)



Workshop # 3

GATHERING EVIDENCE OF LEARNING

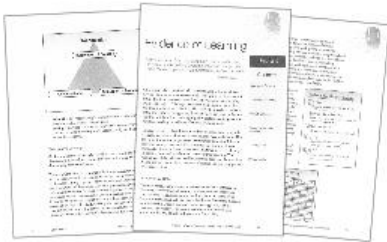


Agenda

EPC - February 3, 2016 (PACC)

1. **Intro**
2. **Post-Post-it-Party-Party**
3. **Backchannel**
4. **-- STRETCH BREAK --**
5. **Reading: Evidence of Learning**
6. **Isabelle Nizet**
7. **What are stations?**
8. **-- LUNCH --**
9. **Stations**
10. **-- STRETCH BREAK --**
11. **Hands-on: Bringing it all together!**
12. **Revisit Goal + Exit card**

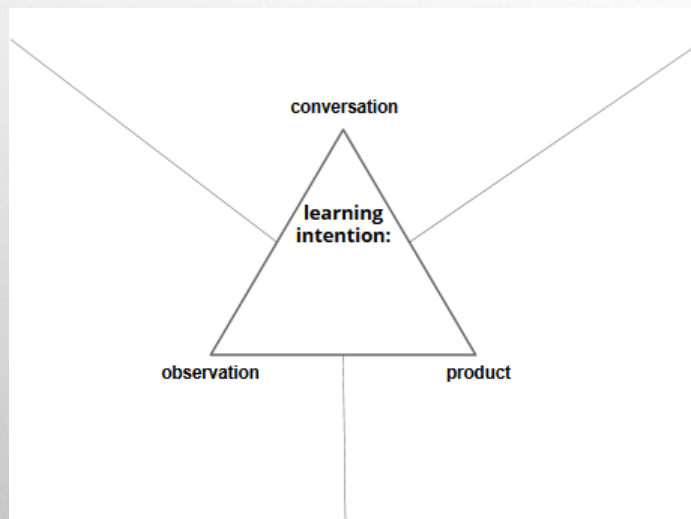
Reading



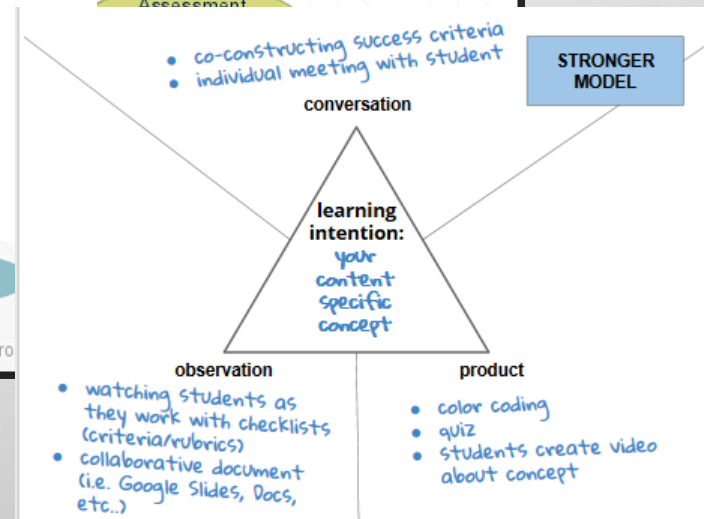
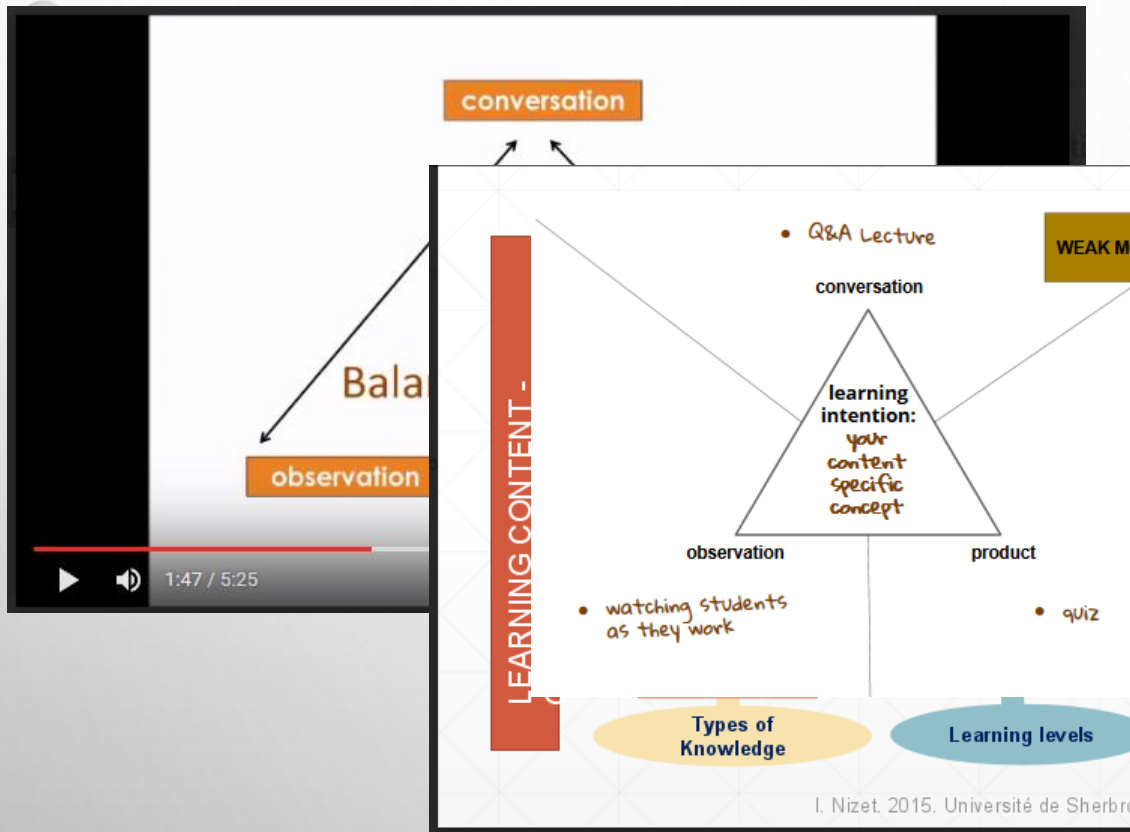
- Read the article about **Triangulation**
- Each group will **read, stop, discuss**
- **Traffic Light Assessment** ●●●

Resources

- Davies, A., Herbst, S., & Parrott Reynolds, B. (2012). Leading the Way to Assessment for Learning: A Practical Guide (pp. 49-54). Courtenay, B.C.: Connect2learning.
- Triangulation video: <http://bit.ly/feb3video>
- Create Small Learning Communities with the Station Rotation Model by Catlin Tucker, 2015: <http://bit.ly/TuckerStations>



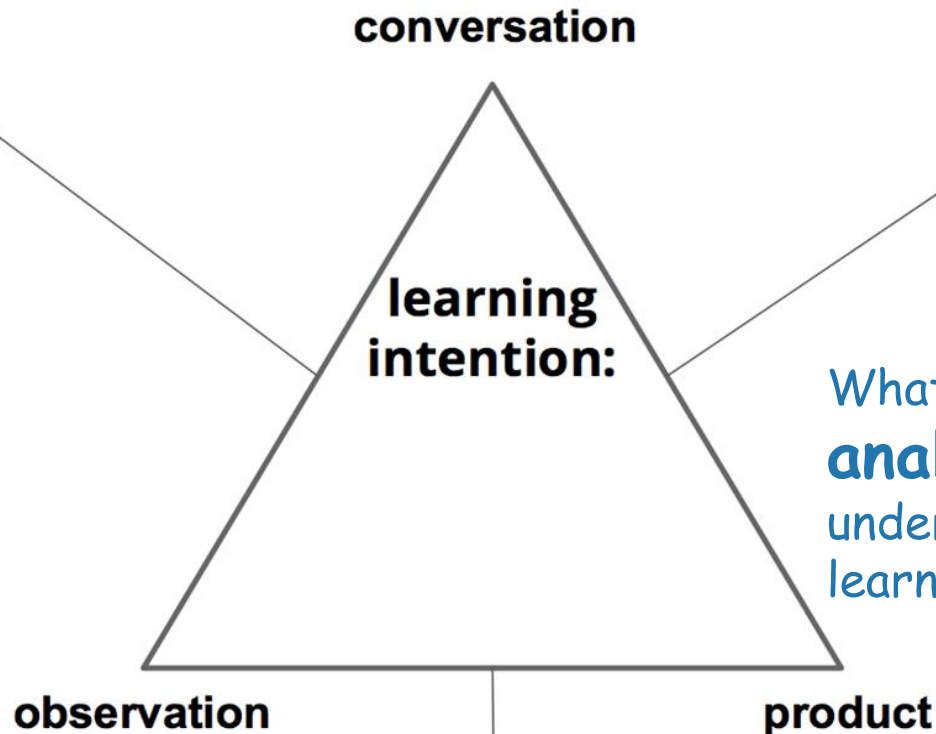
observation	Product	Conversation





Let's Triangulate!

How can I **speak** with students to assess their understanding of the learning objectives?



What products can I **analyze** to assess their understanding of the learning objectives?

How can I **watch** my students to assess their understanding of the learning objectives?



Workshop # 4

FEEDBACK



Today's Agenda

Where are we now?

Introduction to **Feedback**

Channels of **Feedback**

Break

Examining Our Tools

Lunch

Assessment À la Carte

Planning Your **Next Steps**

BUILDING MY TEACHER TOOLBOX

FEEDBACK

Feedback comes in a variety of ways.
It doesn't have to be drawn out or complicated. Sometimes just a short comment is all the student needs to dig back into the learning process.
Jackson (2009)



Conferencing

- ☐ Timely
- ☐ Motivational, evaluative, descriptive, effective descriptive
- ☐ Teacher to student, student to self, student to student, student to teacher
- ☐ Task, process, self-regulation, & self as a person
- ☐ Student response to feedback: change behavior, change goal, abandon or reject
- ☐ Feedback is tied to learning targets and criteria.
- ☐ More tools

Examining Our Tools: Guiding Questions



Instructions: Pick one formative assessment tool that is available on the table or one that you chose to bring, and analyze it by using and filling out questions below. Does this tool allow for feedback or is a form of feedback?

1. Which of the four types of feedback does this tool fall under?
2. What channel of feedback does this tool manifest? (Could be multiple)
3. Does this tool connect or make reference to criteria and learning targets?
4. Does this tool provide students with next steps or give them space to reflect on what their next steps will or should be?

I was very big on just giving marks to students. (...) I realised that I needed to get the students something more **concrete** for them to actually improve on what they're actually struggling with.

(Teacher 5)

Originally my feedback would be more descriptive [...] but I have now started to use more effective feedback by **asking the learners what they could do better to improve their work...**

(Teacher 9)

Students were much more comfortable receiving and giving feedback to each other since the **criteria was obvious** and did not depend on some secret and mysterious measuring tool accessible only to the teacher. They also seemed more open to motivate and encourage each other to try, to seek help from each other, and exchange ideas and practices. (Teacher 8)

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WORKSHOP #5

Sharing & Evaluating

Today's Agenda

- Greetings!
- The Feedback Experience
(poster, presentation, global feedback)

Break

- Then and Now: Where we were and where we are
- Data collection + follow-up

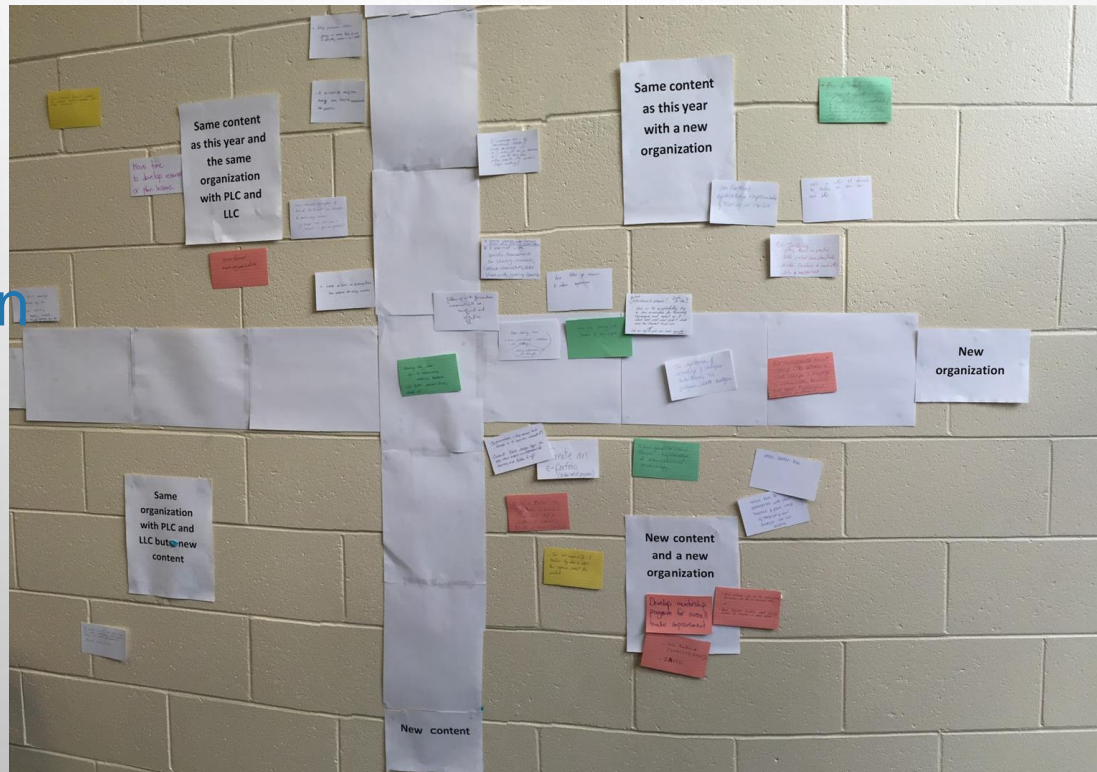
Lunch

- Testimonials
- Visualizing the Future
- Wrap Up and Send Off

Testimonial from Emily

Planning for the Future

Same Content



Same
Organization

New
Organization

New Content

Communautés d'apprentissage professionnel

Les recherches effectuées depuis plus de 30 ans sont unanimes: la culture de collaboration où les enseignants s'efforcent d'améliorer leur travail, apprennent les uns des autres et sont guidés et soutenus par les directions d'école (centre), donnent lieu à de meilleurs apprentissages pour les élèves.

(CTREQ)

5 LEVELS OF EVALUATION FOR PROFESSIONAL DEVELOPMENT

(Guskey, 2002)

1. PARTICIPANTS' REACTIONS

Teacher's satisfaction

2. PARTICIPANTS' LEARNING

Measurement of teachers knowledge and skills gained

3. ORGANIZATION SUPPORT AND CHANGE

Organization's advocacy, support, accommodations, facilitation and recognition

4. PARTICIPANTS' USE OF KNOWLEDGE AND SKILLS

Degree and quality of information

5. STUDENT LEARNING OUTCOMES

Student learning outcomes: cognitive (performance and achievement), affective (attitudes and dispositions), psychomotor (skills and behavior)



FUTURE IMPLICATIONS

EPC PERSPECTIVES

- Training vs Coaching?
- Reflection on the ways to coach teachers' professional development
- Knowledge acquisition of AFL
- Ongoing professional development
- Conditions to be put in place for sustainable professional development
- Collaborative methods for gathering evidence of change
- Creating a dynamic system to move forward with change

LLC PERSPECTIVES

- Change takes time, but experimentation offers opportunities for sustainable changes
- Develop a way of thinking in action and on action
- Ongoing Investment
- Importance of collaboration and sharing practices
- Mutual recognition
- Openness to other centres, networking

PERSPECTIVES PLC/CENTRES/DIRECTORS

- Valuable training/ PD is not a « one day » event
- Support organizational changes : conditions for professional development
- What model of professional development would we like to promote?
- Importance of collaboration, support and networking
- Visionary leadership to inspire a cultural shift