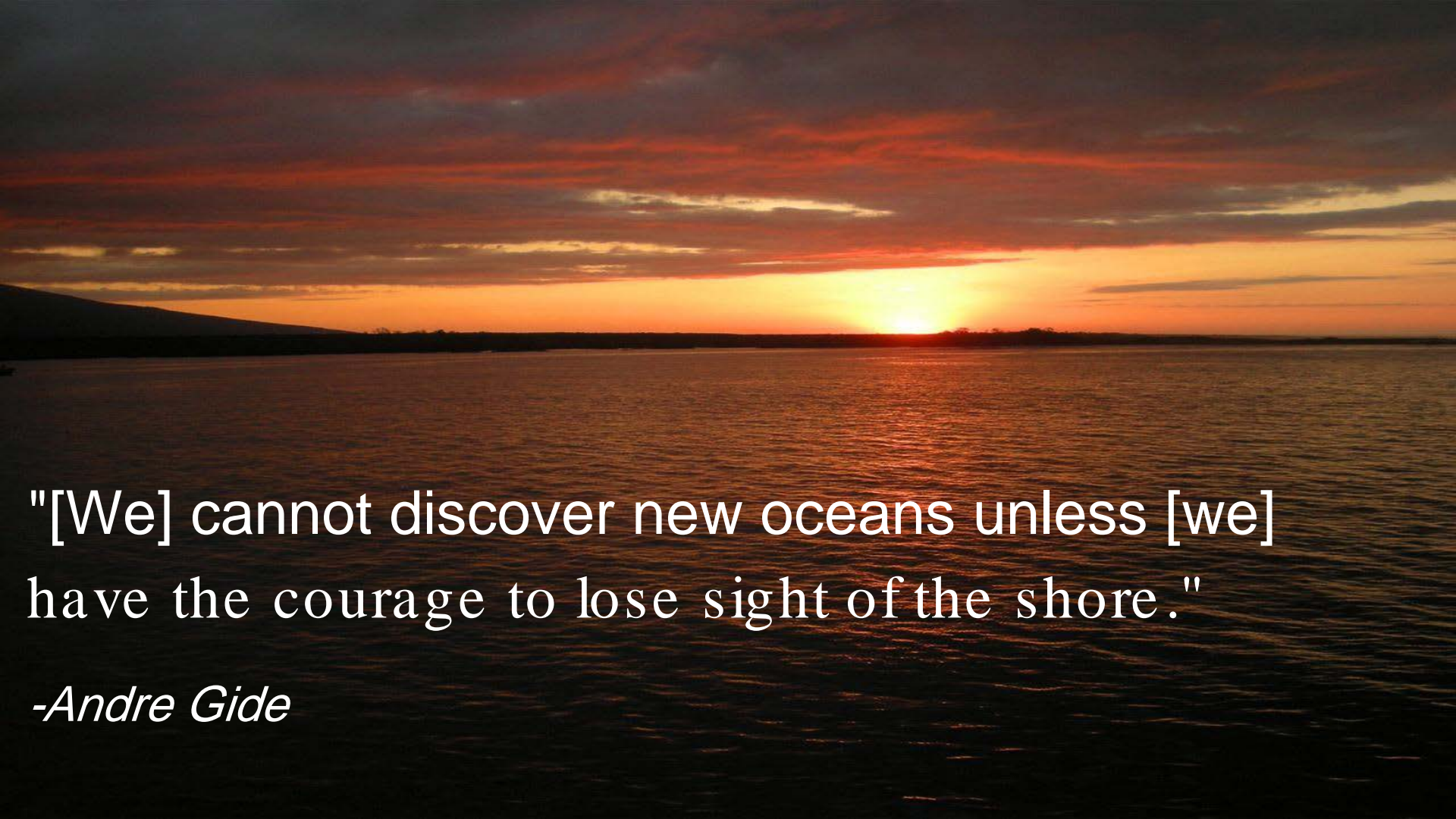


Professional Learning Design that Supports Formative Assessment & Teacher Agency

Formative Assessment Summit
Arizona - June, 2019
Bob Montgomery & Nancy Gerzon, WestEd

Welcome - Session Overview

- Intro
 - Framing of Next Gen Professional Learning
 - The Feedback Loop for Professional Learning
 - Example Activities from SAIL
 - Learning Dispositions
 - Design Activity
 - Pair Share
 - Wrap-Up



"[We] cannot discover new oceans unless [we] have the courage to lose sight of the shore."

-Andre Gide

“Personally, every time I've taken a leap, it has made me such a better teacher, and in the end, I was so glad I took the risk rather than staying in the safe zone. I also like to challenge myself to learn/do new things so that I can remember what it is like to be a student.”

2 themes:

1. “...so that I can remember what it is like to be a student.”
2. “..the courage to lose sight of the shore ..”

“Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students.”

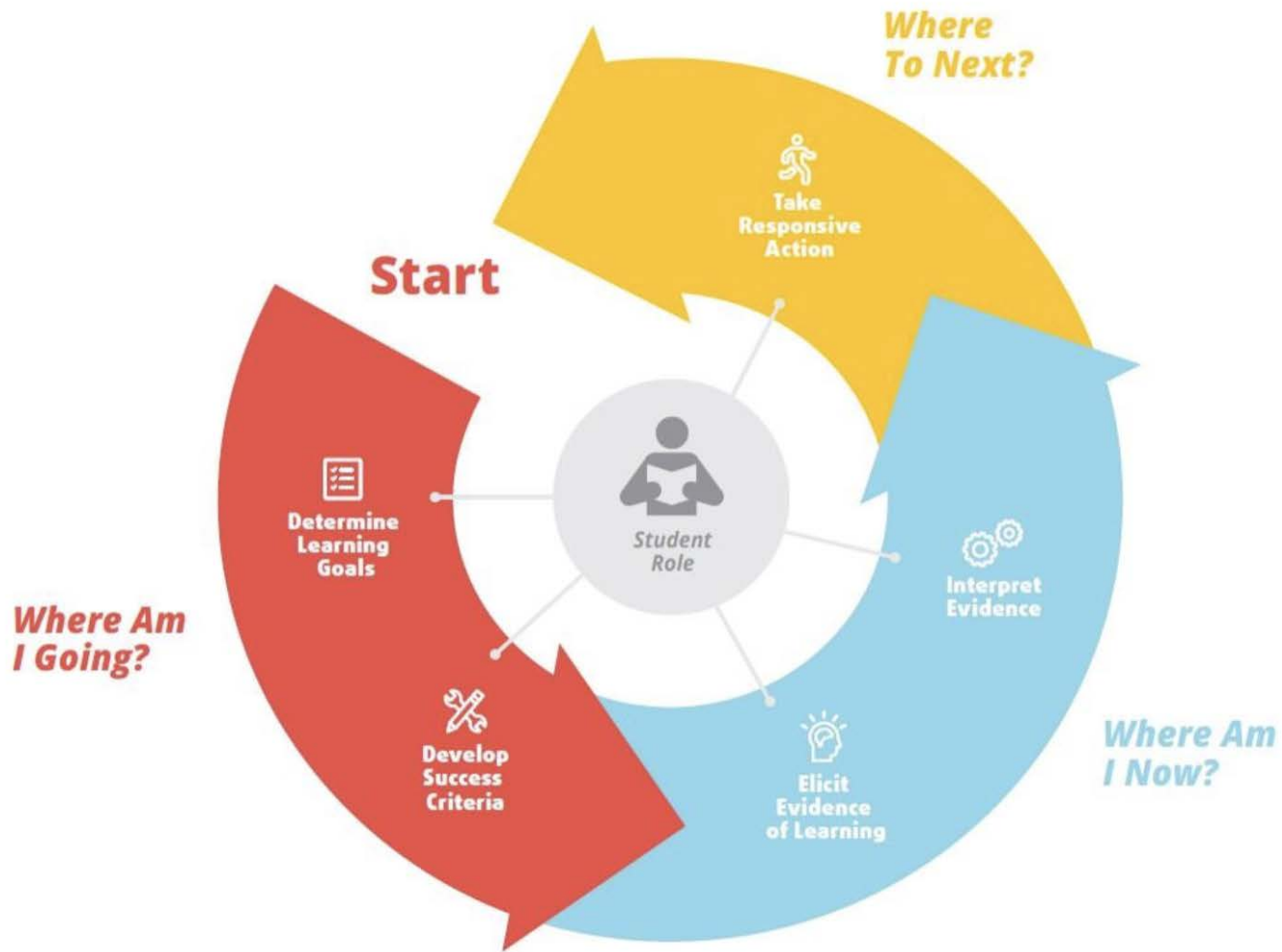
-Linda Darling-Hammond

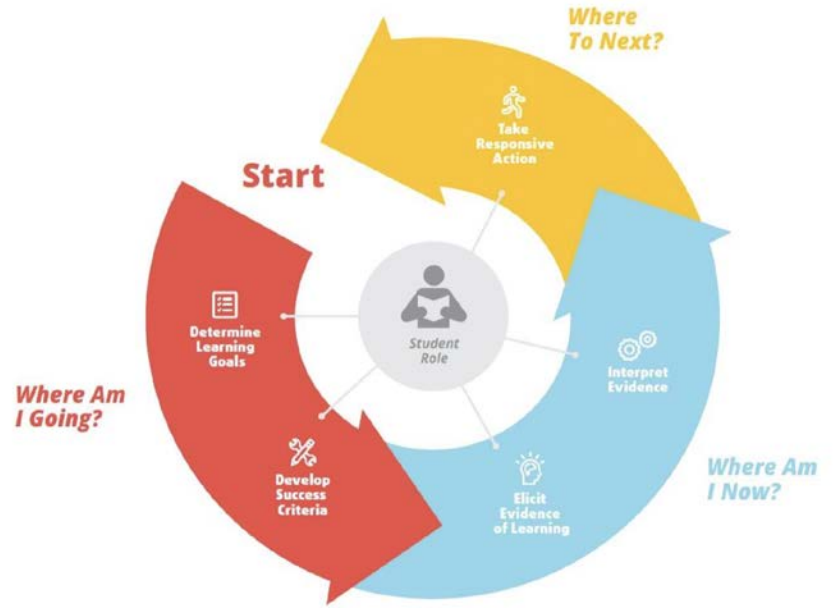
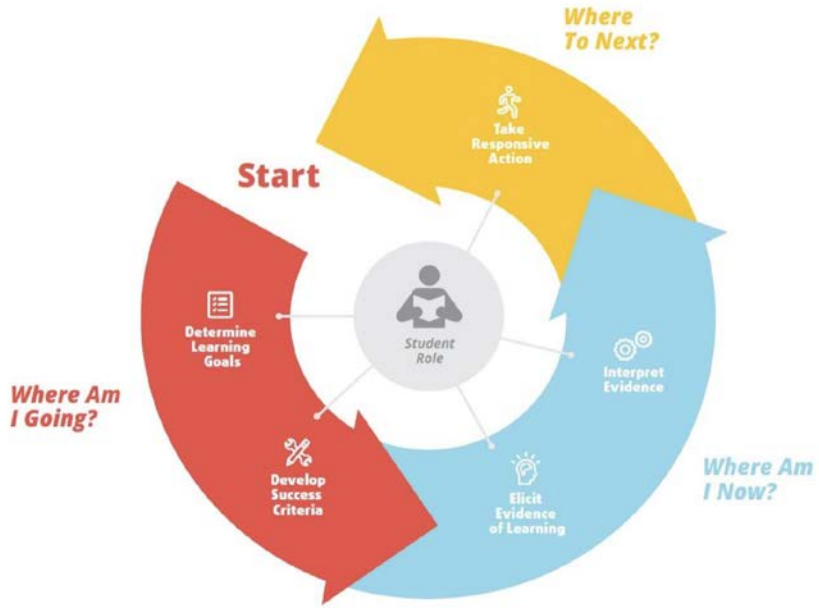
Table Talk

At your school/site, in what ways are the learning experiences for students and teachers **similar**, or **different** ?

Consider whether issues of **learner identity and learning culture** are relevant for both students and adults.

Noticings?





Types of Learning Activities from SAIL Course

1.eReader

2.NowComment

3.Video Gallery

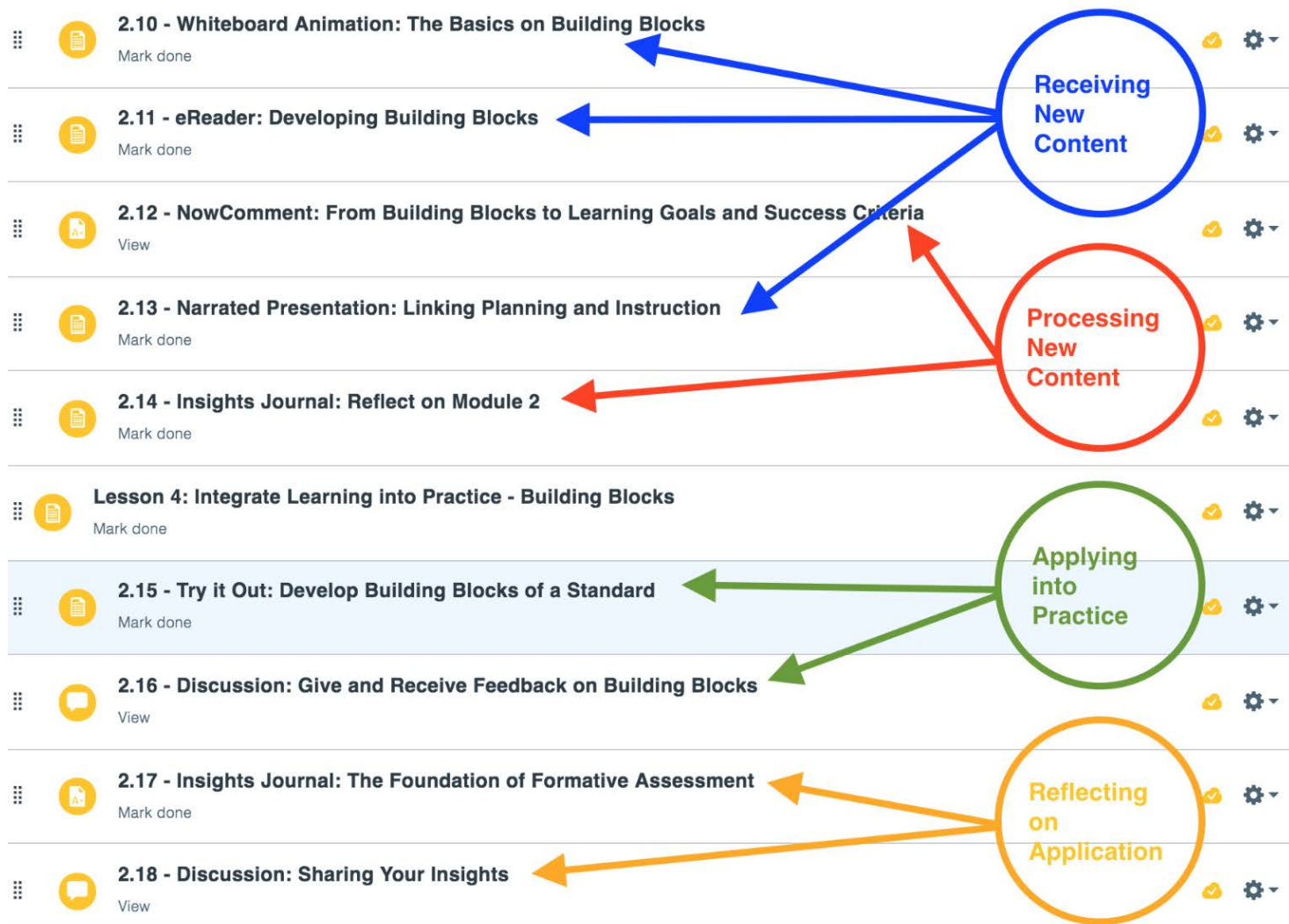
4.Insights Journal

5.Self-Assessment Visualization

6.Blueprint & Challenge Week

7.Community of Practice

8.Video Study Groups



“Educate students for their future, not our past”

- Andreas Schleicher, Director for Education and Skills, Special Advisor on Education Policy to the Secretary General at OECD

Our students' future is a VUCA world.

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V = Volatile

U = Uncertain

C = Complex

A = Ambiguous

Our students' future is a VUCA World

V = Volatile

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“...the courage to lose sight of the shore...”

Learning Dispositions - Getting Better at Learning

1. **Agency** - Taking responsibility for my own learning over time by defining my purposes and following through on what works best for me.
2. **Sensemaking** - Making connections between what I already know and new experiences.
3. **Creativity** - Using my intuition and imagination to generate new ideas and taking risks to find new solutions.
4. **Curiosity** - Wanting to get beneath the surface and find out more.
5. **Collaboration** - Being able to give and receive feedback to help my learning and that of my peers.
6. **Belonging** - Being part of a learning community and knowing I have social resources to draw on when I need them.
7. **Hope & Optimism** - Having a growth mindset and believing I can learn what I need to learn over time.

Pair Share

Think of a powerful adult learning experience you've had in your life. Which of the learning dispositions were being cultivated?

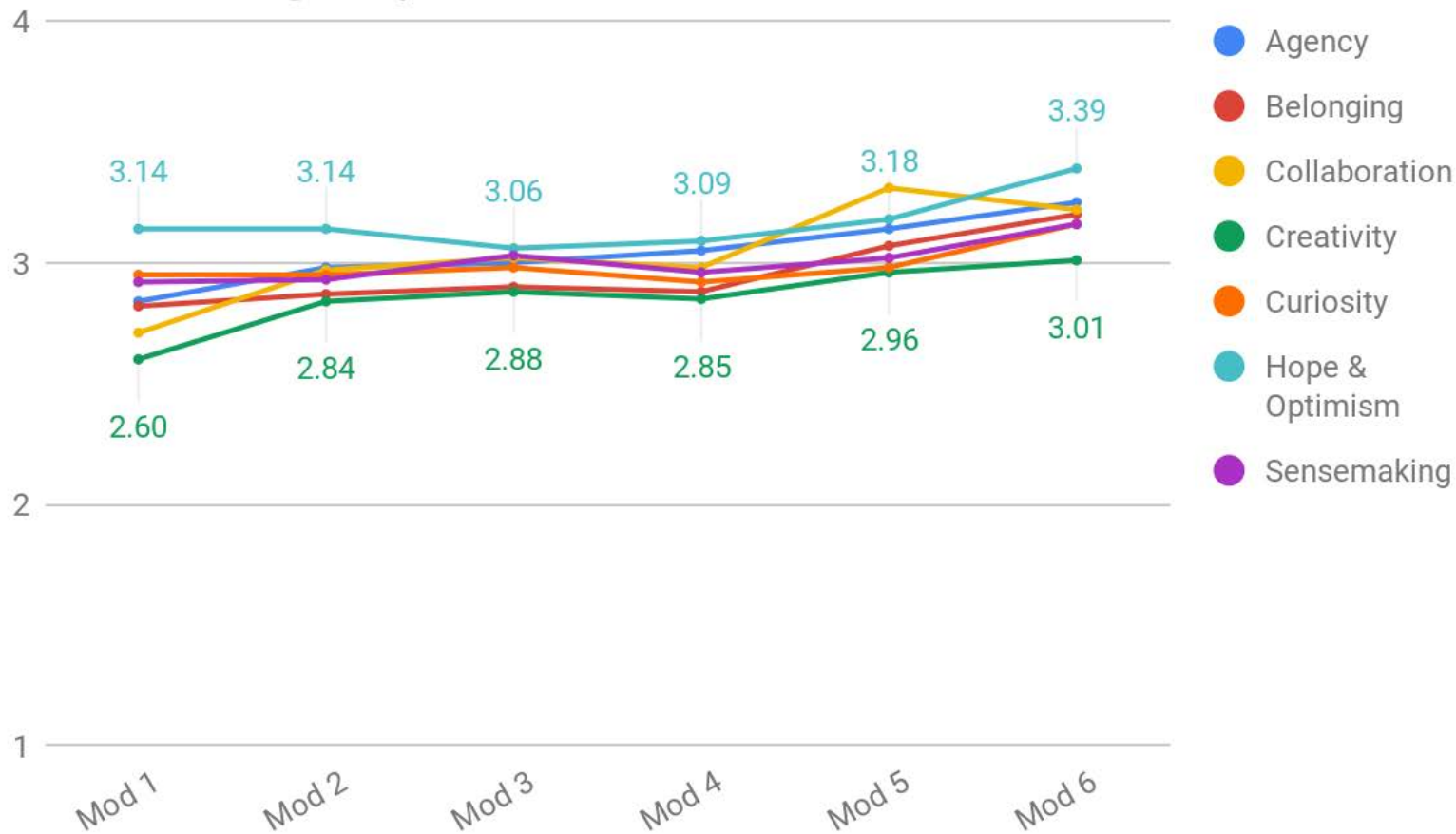
Cultivating Learning Dispositions

SAIL is a learning journey . As part of your journey, we hope that you experience a growing sense of agency in your own learning and become more aware of yourselves as learners overall. In this spirit, at the end of every module, we invite you to reflect on key learning dispositions. **We believe we can all get better at learning.** As we grow our learning power, we can become better able to create classrooms and schools in which students can do the same.

In addition to helping you learn how to implement formative assessment practices, to what extent did this module support your growth in the following learning dispositions?

	Not at all	Somewhat	Quite a bit	A ton
Agency -- Taking responsibility for my own learning over time through defining my purposes and following through on what works best for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensemaking -- Making connections between what I already know and new experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity -- Using my intuition and imagination to generate new ideas and taking risks to find new solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curiosity -- Wanting to get beneath the surface and find out more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration -- Being able to give and receive feedback to help my learning and that of my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belonging -- Being part of a learning community and knowing I have social resources to draw on when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hope & Optimism -- Having a growth mindset and believing I can learn what I need to learn over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAIL Learning Dispositions Across 6 Modules



Design Activity

Sketch your ideas for an adult learning journey that you would like to do (or lead) next year. In your sketch, consider ways to highlight how adult learning mirrors student learning and clarify where learning dispositions are cultivated. You may want to draw a timeline, a curving path, or other shapes to represent your ideas. Be creative and bold, and try to ignore constraints as you imagine the possibilities.

Parameters: A year-long (50 hours or more) professional learning experience

You can work with a partner or on your own.

Next Gen Professional Learning Design Sketch

Learning Experience Duration: @50 hours over one school year

Draft Learning Goals:

What is the learning intended by the end of this experience?

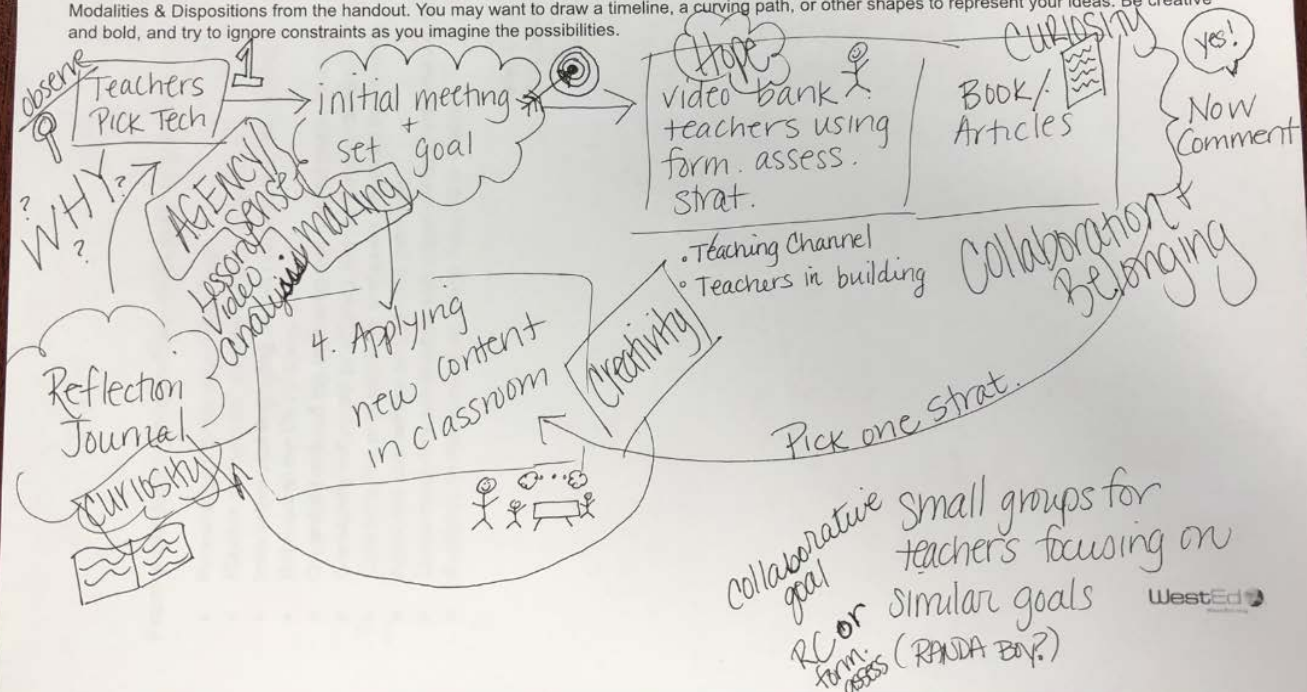
Teachers will implement ~~1~~ form. assess techniques during a lesson and create a next step for students.

Draft Success Criteria:

What will it look like when teachers meet the Learning Goal(s)?

- Teacher can communicate tech. used and why
- "3 levels of instruction (below, on, above)"

Use the space below to sketch your ideas for a learning journey that you would like to lead next year. Try to incorporate any relevant Learning Modalities & Dispositions from the handout. You may want to draw a timeline, a curving path, or other shapes to represent your ideas. Be creative and bold, and try to ignore constraints as you imagine the possibilities.



Pair Share

1. Take turns sharing your sketch
2. Discuss
 - What is one design idea that you feel particularly excited or curious about?
 - Compare which kinds of experiences and/or learning dispositions appear in your sketches.
 - What new ideas for your sketch arise from your conversation?

Next Gen Learning puts
learners at the center.

Thank you.

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