



## Module 3 Handouts, Posters, and Activities

### Module 3 Handouts

Handout 1: Arizona Professional Learning Series Module Overview

Handout 2: Arizona English Language Arts Anchor Standards

Handout 3: Our Learning Focus

Handout 4: My Learning Focus

Handout 5: Formative Assessment KWL Chart

Handout 6: Defining Formative Assessment

Handout 7: Five Attributes of Effective Formative Assessment

Handout 8: Collaborative Learning Culture

Handout 9: Connect, Extend, Challenge: Learning Goals

Handout 10: Connect, Extend, Challenge: Criteria for Success

Handout 11: Key Points for Writing Learning Goals and Criteria for Success

Handout 12: Collaboration Skills

Handout 13: Module 3 Action Plan

### Module 3 Anchor Posters

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

Anchor Poster 5: Dimensions of Formative Assessment

### Module 3 Posters 6-7: Print one each for every Collaborative Team.

Poster 6: Formative Assessment KWL Chart

Poster 7: Collaborative Learning Culture

### Module 3 Posters 8-9: Print one each for every Collaborative Team.

*Posters are specific to each grade.*

Poster 8: Connecting Learning Goals and Criteria for Success

Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Poster 9: Peer Praise and Possibilities

Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

## Module 3 Activities

### Activity 1 - Slide 2: Professional Learning Norms

Anchor Poster 4: Professional Learning Norms should be displayed. From this module on, each session will begin with reviewing the Professional Learning Norms. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

### Activity 2 - Slide 4: Team Roles

Team members add their birthday month and day. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder. Team members add the numbers in their birth year. The highest number is the Reporter, and the lowest number is the Timekeeper. The remaining team members are Engaged Participants. Ask participants to place their Team Role cards in front of them.

### Activity 3 - Slide 4: Team Norms

Teams review their team norms and come to consensus on their learning culture for today. If needed, teams add any norms that have consensus.

### Activity 4 - Slide 4: Common Meeting Day/Time for Collaborative Teams

Teams assess progress towards creating a recurring common time for all team members to meet. Recorders add their teams' meeting days and times to the Common Meeting Day/Time for Collaborative Teams sheet. If there is not an established time, Recorders add the challenges their team has for creating one.

### Activity 5 - Slide 10: Formative Assessment KWL Chart

Participants note what they know and what they want to know on Handout 5: Formative Assessment KWL Chart. Team members discuss their answers. Recorders fill in Poster 6: Formative Assessment KWL Chart with team responses. Reporters share with the large group. Note similarities and differences. *The last question noting what was learned will be answered with Activity 19 - Slide 27.*

### Activity 6 - Slide 13: Thumbs Up, Thumbs Sideways, Thumbs Down Strategy

Ask participants to listen to instructions before answering. Explain and model the formative assessment strategy of Thumbs Up, Thumbs Sideways, Thumbs Down. Then ask participants to raise their thumbs to show their level of understanding for formative assessment.

### Activity 7 - Slide 14: Reflect and Discuss

Team members reflect and discuss how they collect evidence to inform immediate teaching and learning and the tasks and activities they use as an ongoing part of teaching to elicit evidence of student learning.

### Activity 8 - Slide 15: Formative Assessment Rubrics, Reflection, and Observation Tools for Teachers

As an introduction, participants read the Table of Contents, and skim through the guide.

### Activity 9 - Slide 17: Defining Formative Assessment

Part 1: Participants use a color-coding strategy with the first page of Handout 6: Defining Formative Assessment to define formative assessment. Participants discuss the information.

Part 2: Participants continue with the second page of Handout 6: Defining Formative Assessment without the scaffolding of color-coding. Partners choose four key words to add to the table with comments as to how those items relate to their teaching or questions they may have for more understanding. The partners share and discuss their information with their team.

Activity 10 - Slide 19: Student Role in Each Dimension

Participants read pages 6-7 in the guide highlighting key ideas. Teams discuss each dimension and the possible implications for practice.

Activity 11 - Slide 20: Collaborative Learning Culture

Participants read the Collaborative Culture of Learning Dimension on page 16 of the guide. Then, participants count off 1-5 to establish new small groups. Taking the guide and Handout 8: Collaborative Learning Culture, participants move to the Poster 7: Collaborative Learning Culture for their group number. Each small group chooses a Group Facilitator to guide discussion, a Group Recorder to add information to the poster, and a Group Reporter to share information. All group members add the information to their Handout 8: Collaborative Learning Culture.

Activity 12 - Slide 20: Action Planning

Collaborative Learning Culture Group Reporters share one excitement and concern for supporting a collaborative learning culture. Using the half sheets of paper and markers, Recorders add the concerns under the Action Planning Wall Heading: Collaborative Learning Culture.

Activity 13 - Slide 21: Connect, Extend, and Challenge: Learning Goals and Criteria for Success

Participants read the explanation and the rubric on page 8 of the guide highlighting the main ideas and key details and adding notes about implications for practice. Using Handout 9: Connect, Extend, Challenge: Learning Goals, participants apply the three questions to reflect on their current practice with Learning Goals.

This process is repeated for page 9 of the guide and Handout 10: Connect, Extend, Challenge: Criteria for Success to reflect on their current practice with Criteria for Success.

Teams discuss implications for practice for the Learning Goals and Criteria for Success Dimensions. Team members share examples of practices they are using in their classrooms that reflect the practices defined in the rubrics. Reporters share key ideas of these discussions.

Activity 14 - Slide 23: Key Points for Writing Learning Goals and Criteria for Success

Team Facilitators, give one Connecting Card (A-D) to each team member. *If teams have more or less than four team members, they should double up.* Each card holder reads their card and takes turns as the Activity Facilitator to share the information, starting with Connecting Card A and proceeding through Connecting Card D. Handout 11: Key Points for Writing Learning Goals and Criteria for Success provides an area to record notes and summarize the information.

Activity 15 - Slide 24: Connecting Learning to Practice

There is a specific Poster 8: Connecting Learning Goals and Criteria for Success for Grade K; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; and Grade 8. Use two posters of the same grade level for larger teams. Each poster provides a basic example. Team members read the example and work together to create their own examples for Literacy, Mathematics, Science, and Social Studies.

#### Activity 16 - Slide 25: Gallery Walk

There is a specific Poster 9: Peer Praise and Possibilities for Grade K; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; and Grade 8. Teams do a peer feedback gallery walk of praise and possibilities. Teams review each other's work and offer one specific praise and possibility of something to consider. When teams return to their own poster, they review and discuss the peer feedback. Reporters share one insight.

#### Activity 17 - Slide 26: Reflect and Discuss

Teams discuss their understanding of Learning Goals and Criteria for Success. They identify the outcome of a schoolwide effort to implement Learning Goals and Criteria for Success and the support needed for implementation.

#### Activity 18 - Slide 26: Action Planning

Using the half sheets of paper and markers, Recorders add their teams' suggestions for a schoolwide effort under the Action Planning Wall Heading: Learning Goals and Criteria for Success.

#### Activity 19 - Slide 27: Formative Assessment KWL Chart

Going back to Handout 5: Formative Assessment KWL Chart, participants review the first two questions and fill in the column for what they learned. Teams discuss their insights. Recorders fill in Poster 6: Formative Assessment KWL Chart with collective responses for the third question. Reporters share what their teams learned.

#### Activity 20 - Slide 28: Collaboration Skills

Participants reflect on their personal collaboration skills during this professional learning. Using Handout 12: Collaboration Skills, participants use the checklist to self-rate their individual levels of collaboration. Teams discuss how each team member's participation supported each other.