

Formative Assessment

The NH Learning Initiative is pleased to offer an opportunity for educators to engage in professional learning about formative assessment with Dr. Margaret Heritage; an expert in formative assessment.

Dr. Heritage will be providing a blended learning experience including three workshops in NH, five online learning modules, and three check-in support calls.

This professional learning opportunity will take place from January – June 2019.

Who should participate?

- K-12 teachers
- Instructional Coaches
- Administrators
- Grade Level Teams
- Project Teams

Goals for participants:

1. Understand the process of formative assessment as a feedback loop;
2. Understand the classroom conditions that support formative assessment;
3. Develop skills to implement subject-matter formative assessment effectively.

\$225.00 per participant

Register by December 14, 2018

Email: ehumehoward@nhlearninginitiative.org

Margaret Heritage has worked in the area of formative assessment for many years as both a researcher and practitioner. She has made presentations on the topic all over the United States, in Chile, Australia and Europe, and she has published books, book chapters and articles on formative assessment.



MARGARET HERITAGE

... a transformative professional learning experience that can impact a teacher's capacity to implement formative assessment in support of deeper learning for all students.

DATES

Workshops in New Hampshire

One Liberty Lane, Hampton NH

- ◆ **January 16, 2019**
- ◆ **March 27, 2019**
- ◆ **May 7, 2019**

Online Course Work completed within the week of

- ◆ **January 7-11 2019**
- ◆ **March 18-22 2019**
- ◆ **April 29-May 3 2019**

Check-in ZOOM Meetings

4:00 pm EST

- ◆ **February 15, 2019**
- ◆ **April 10, 2019**
- ◆ **June 4, 2019**

Graduate Credit available

WORKSHOP DETAILS

Three on-site workshops on formative assessment

Workshop 1(1/16/19):

Understand subject-specific formative assessment:

- Develop learning goals and success criteria within specific subject areas
- Review and analyze subject-specific lesson plans with formative assessment
- Create lesson plan that includes formative assessment opportunities
- Classroom practice (participants will implement lesson plan)

Workshop 2:3/27/19

Responding to evidence:

- The role of subject-matter knowledge (learning progressions)
- Ambitious teaching
- Build on students' current learning status
- Provide effective feedback to students based on evidence
- Classroom practice (participants document how they responded to at least four students' current learning status)

Workshop 3: May 7, 2019

Involving students in the formative assessment process

- The importance of self-regulated learning processes
- Support students to self-assess
- Support students to provide peer feedback
- Classroom practice (participants use protocols to review current classroom practice and decide how to improve either self-assessment or peer feedback)

After each workshop, participants will be expected to meet in teams (preferably school-based) once each month to engage in reflection and follow-up activities provided by Margaret Heritage and to determine questions/topics for zoom calls (see below)

Online Professional Learning - OFAST

Prior to each on-site session, participants will complete at least one online module from Oregon's Formative Assessment Online Course.

Prior to Workshop 1(week of 1/7/19), online module content:

- The process of formative assessment as a feedback loop guided by the questions: Where am I going? Where am I now? Where to next?
- Classroom conditions that support the formative assessment process
- Learning goals and success criteria

Prior to Workshop 2(week of 3/12/19 or 3/19/19), online module content:

- Intentionally eliciting and interpreting evidence of student learning
- Pedagogical responses to evidence

Prior to Workshop 3, (week of 4/29/19- 5/3/19) online module content:

- Student self-assessment
- Peer feedback

After each online experience, participants will be provided with a self-reflection opportunity to help them think about their current practice and next steps.

Zoom calls with participants

One-hour zoom calls to follow-up on classroom implementation and address questions arising"
 Call 1 –2-15-19
 Call 2- 4/10/19
 Call 3- 6/4/19