

INTRODUCTION TO AMBITIOUS TEACHING

New Hampshire

Learning Initiative

With a special kick-off by
DR. MARGARET HERITAGE



- Four virtual sessions on Tuesdays, April - June
- 3:30 – 6:30 p.m.
- Independent Online Course Work
- Follow-up Zoom Calls with FA Practitioners
- \$299 per participant

We have all learned a great deal during this challenging year in education. In the coming months, NHLI will offer support focused on those best practices that can help us move forward in supporting students. Many teachers use formative assessment practices, but Introduction to Ambitious Teaching provides the opportunity for a deeper understanding of how formative assessment can address learning gaps and is beneficial to classroom instruction K-12.

Dr. Margaret Heritage will introduce this work during Session 1, and then three instructors/coaches, (comprised of NH classroom teachers) will provide four virtual synchronous Zoom sessions to support four online learning modules done independently. In addition, there will be interim Zoom calls to provide support.

The outcomes of the program include:

- (1) Understanding the process of formative assessment as a feedback loop
- (2) Understanding the classroom conditions that support formative assessment
- (3) Developing skills to implement subject-matter formative assessment effectively

Session 1 - Tuesday, April 13

Understand Subject-Specific Formative Assessment

- Develop learning goals and success criteria within specific subject areas
- Explore the nature of a collaborative classroom culture for formative assessment
- Review and analyze subject-specific lesson plans with formative assessment
- Create lesson plans that includes formative assessment opportunities

Homework For Session 2: Implement lesson plan that includes formative assessment opportunities

Sessions 2 & 3 – Tuesdays, May 11 & May 25

Responding to Evidence

- Explore role of disciplinary knowledge
- Investigate ambitious teaching and its role in formative assessment
- Examine how students' funds of knowledge support formative assessment
- Develop effective feedback to students based on evidence

Homework For Session 4: Document response to at least four students' current learning status

Session 4 - Tuesday, June 8

Student Agency in the Formative Assessment Process

- Review the importance of self-regulated learning processes
- Explore and develop opportunities for students to self-assess
- Explore and develop opportunities for students to provide peer feedback

Homework Going Forward: Create a plan for increasing student agency

Online, Self-Paced Course Work

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

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

Interim Coaching Calls

Coaching/check-in call will be scheduled in between virtual sessions to discuss classroom implementation and address questions.

PRESENTERS, INSTRUCTORS AND COACHES



Dr. Margaret Heritage is an internationally recognized expert in formative assessment. Currently, she is an independent consultant in education and a senior advisor to WestEd. She spent 22 years at UCLA, first as principal of the laboratory school of UCLA's Graduate School of Education and Information Studies, and then as an Assistant Director at the National Center for Research on Evaluation, Standards and Student Testing. Her most recent books are *Using Assessment to Enhance Learning, Achievement, and Academic Self-Regulation* (Routledge) with Heidi Andrade and *Self-Regulation in Learning: The Role of Language and Formative Assessment* (Harvard Education Press) with Alison Bailey.



Jenny Deenik is an experienced high school science teacher. She is an NHLI Formative Assessment Lead and a nationally certified SRI facilitator and coach. Jenny is dedicated to helping students and colleagues in the transition to deeper learning through her work in ambitious teaching and building collaborative learning cultures. Jenny is the recipient of the 2013 Presidential Award for Excellence in Mathematics and Science Teaching.



Irene Stinson is an experienced elementary classroom teacher. She is an NHLI Formative Assessment Lead, a Content Lead for the NH Mathematics PACE team, and a member of Laconia School District Work Study Practice team. Irene also has been trained in Project Based Learning, Instructional Rounds, and is part of the BEST Project through NHLI. She is dedicated to helping students develop agency through competency based learning and collaborative learning communities.



Jessica Tremblay is an experienced high school social studies teacher. She is an NHLI Formative Assessment Lead, a Content Lead for the BEST Project, and a trained SRI facilitator and coach. Jessica serves on Souhegan High School's Work Study Practice and formative assessment teams. She is dedicated to helping students and colleagues in the transition to deeper learning through her work in ambitious teaching and learning, and building collaborative learning cultures.



Jonathan Vander Els is Director of Innovative Projects for NHLI, and he works directly in schools to support teachers and administrators as they integrate personalized approaches to learning in a competency-based system. Formerly, Jonathan was principal of Memorial Elementary School in Sanborn Regional School District. Under his leadership, Memorial became a nationally recognized model professional learning community (PLC) and competency-based learning elementary school. Jonathan is a Solution Tree PLC Associate and Co-Author of *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs*.



Kathy White is Director of Innovative Projects for NHLI where she is the project lead on the Deeper Learning and Diffusion of Innovation and Scaled Impact in New Hampshire as a vital member of the JFF/NHLI RPP team. Prior to joining NHLI, she spent her professional career in public education, most recently as Dean of Faculty at Souhegan High School (SHS) in Amherst, NH. At SHS, Kathy was responsible for promoting an engaging teaching and learning environment, managing the transition to competency-based learning for faculty, staff, and students.



Graduate Credit: NHLI and SNHU have partnered to enable participants to earn 3 graduate credits for their full participation in this series. The fee for this graduate credit option is \$190 per credit payable by April 15, 2021.

For more information email [NHLI](mailto:info@nhli.org)

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