Penn Manor School District

PLN 16 Course Syllabus

Summer/Fall 2014

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**PLN 16 Embedded Formative Assessment**

This seminar provides an opportunity for educators to take an in-depth look at a research-based, professional text that focuses on best practices in reading/writing literacy or numeracy across the curriculum. We will be exploring formative assessment best practices in our course. We will be using Dylan Wiliam’s Embedded Formative Assessment as the text for our book study.  
  
In addition to in-depth exploration connected to the content of the selected text, participants learn a variety of ways to approach book talks that encourage rich, meaningful discussions. Participants engage in a range of group reading talks and strategies for accessing text content and are encouraged to try these techniques with their students. The text will be provided by the school district. Participants will be evaluated on the reading discussions each session as well as reflective essays that examine what formative assessment techniques were implemented in the classroom as well as the final project. The final project consists of peer visits followed by lesson debriefings of the strategies implemented during the classroom visit.

**Course Requirements and Evaluation**

* punctual attendance at all class sessions – tardiness and absence from class will affect final grade
* active participation in discussions and activities
* completion of all readings
* completion of required journals
* completion of a classroom visit and reflective essay

SESSION 1: THE CASE FOR FORMATIVE ASSESSMENT—June 25, 2014

Chapter 1

Overview

Why Educational Achievement Matters

Why is raising student achievement so hard?

Three generations of school effectiveness research

The impact of teacher quality

Chapter 2

The Case for Formative Assessment

3-2-1 Literature Circle Discussion

What, exactly, is formative assessment?

Strategies of formative assessment

Assessment: The bridge between teaching and learning

Next Class: Read Chapter 3

Written reflection: Discuss 5 examples of formative assessments used in the classroom and the purpose for using them. Why would you select the formative assessments to implement in the classroom?

SESSION 2: LEARNING INTENTIONS—June 26, 2014

RSCQ2 Literature Circle Discussion of Chapter 3

Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria

Why learning intentions are important?

When are learning intentions useful?

Practical techniques

Next Class: Read Chapter 4 for next class session

By next class, participants must write down and record their learning objectives as well as their context. Could the students tell and outsider what they’re learning and why it is important?

SESSION 3: ELICITING EVIDENCE OF LEARNERS’ ACHIEVEMENT—June 27, 2014

Group reading talk: Evidence of learners’ achievement—literature circles template—Chapter 4

Finding out what students know

Where do students’ ideas come from?

Practical techniques

Before the next class, participants will visit a peer’s classroom and reflect upon the formative assessment techniques seen. What techniques worked? What techniques seemed less effective?

Participants will write a written reflection of the classroom visit.

Next class: Participants will read Chapter 5 of the text.

SESSION 4: PROVIDING FEEDBACK THAT MOVES LEARNING FORWARD—October 8, 2014

Sharing reflections from classroom visitations to note evidence of effective formative assessment techniques.

Praise and Push—share out the process of lesson collaboration and classroom visitations

Group discussion of Chapter 5

The quality of feedback

Grading

Practical techniques

Final Assignment: Have participants select one of the types of feedback referenced in Chapter 5. Try this out in the classroom and write a final written reflection. Teachers will select a strategy that they currently don’t use and will try it out and reflect upon the strategy used.

SESSION 5: WINTER SYMPOSIUM—November 10, 2014

University of Pennsylvania