

FORMATIVE ASSESSMENT for RESULTS (FAR): A Team Approach

AUDIENCE

COACHES, TEACHER LEADERS, and FACILITATORS of TEACHER TEAMS*

ADMINISTRATORS who supervise teacher teams and coaches

INDIVIDUAL TEACHERS who are members of teacher teams



Formative assessment – teachers and students using evidence of learning to adapt teaching and learning as part of daily instruction – is one of the most powerful levers for increasing student achievement available (William, 2011). And yet, despite the “decade of data,” formative assessment, as a practice and not a test, remains misunderstood and underutilized. Closing the knowledge gap requires that teachers are aware of what students do and do not know in order to ensure they learn the content before moving on to the next topic.

This program is designed for teacher teams to learn how to use formative assessment to gauge student progress. Utilizing a four-step cycle, participants will learn how to actively engage students with learning targets and success criteria, infuse formative assessment into daily instruction, analyze results, and take collective, informed, and inspired action in response to formative assessment data based on student needs. Learn how skillful teams improve teaching and learning – one meeting at a time!

37.5 Hour Program

Participants completing all program requirements can receive optionally three graduate credits through Fitchburg State University.

**Teams = Teachers who teach the same content e.g. grade-level, subject area, or common course teams or Professional Learning Communities*

OUTCOMES

- Increase the productivity of teacher teams by focusing on the highest leverage actions teams take to improve teaching and learning
- Implement rigorous common core curriculum through common planning, assessments, and supportive accountability
- Maximize the power of formative assessment by learning about and creating quality assessments and analyzing results on a team
- Achieve student-learning goals by regularly monitoring student progress and improving results with each unit of instruction
- Facilitate teacher teams in learning about and doing the following:
 - Establishing a foundation of shared purpose, values, norms, protocols, and accountability
 - Committing to essential learnings for common units of study
 - Developing or agreeing to common pre-, post-, and daily formative assessments
 - Analyzing formative assessment results through item-, error-, and criteria analysis
 - Planning for and implementing formative-assessment driven instruction
 - Taking F-I-R-M-E action in response to formative assessments (Feedback to students, Investigation into student thinking, Reteaching/Reengaging/Regrouping, Moving On, Extension)
 - Improving practice through study, sharing, feedback, and collaborative inquiry



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FORMAT

- Materials for facilitating team meetings, including facilitator guides, agendas, handouts, videos, and PowerPoint slides
- Customized program based on district and participant needs
- Experiential professional development design: experience activities as learners, facilitate as team-leaders or coaches
- Face-to-face professional development sessions combined with webinars and/or on-site coaching to support implementation

The Formative Assessment for Results (FAR) Cycle

