The *Tools for Teachers* as an Instructional Resource

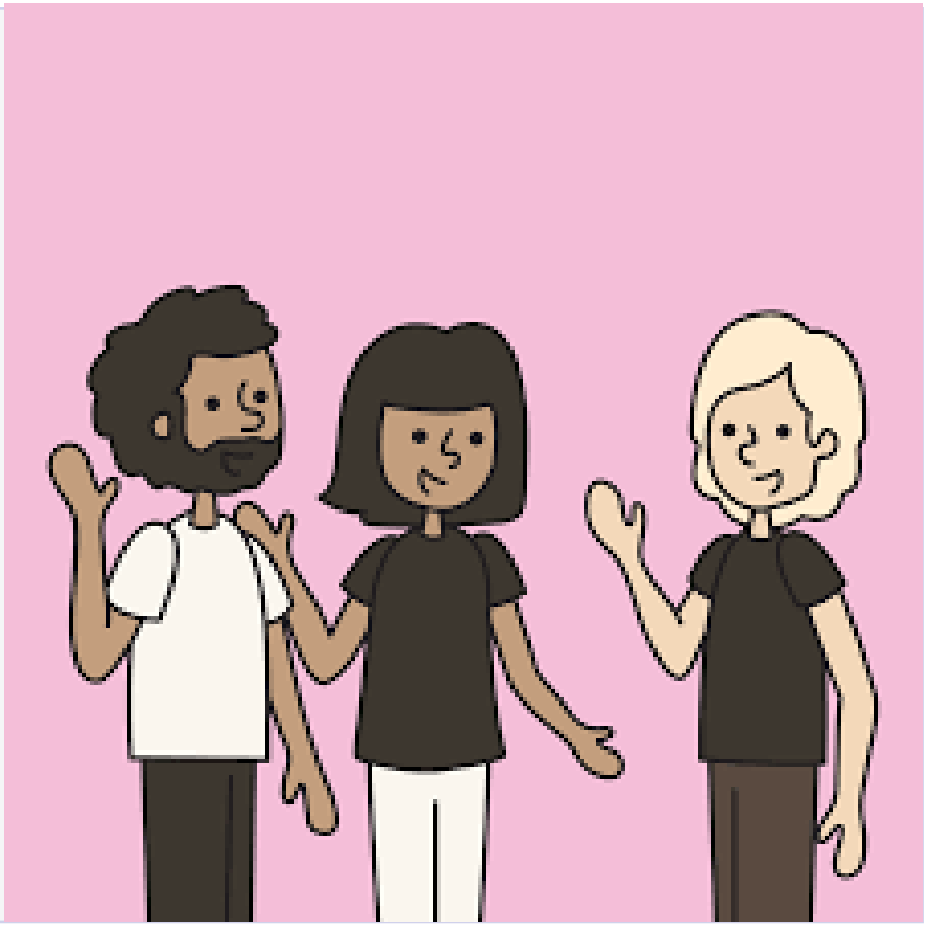
Monday, October 19, 2020

1:00 – 4:00 PM ET

A project commissioned by Michigan Department of Education and coordinated by Michigan Assessment Consortium

Welcome and Introductions

- In the chat box, please indicate:
  - Who you are,
  - What you do,
  - Where you work, and
  - Where you are joining us from



Virtual Working Agreements

- Be present and engaged
- Mute audio if there is background noise
- Keep your camera on (if bandwidth allows)
- Use chat box to comment and ask questions

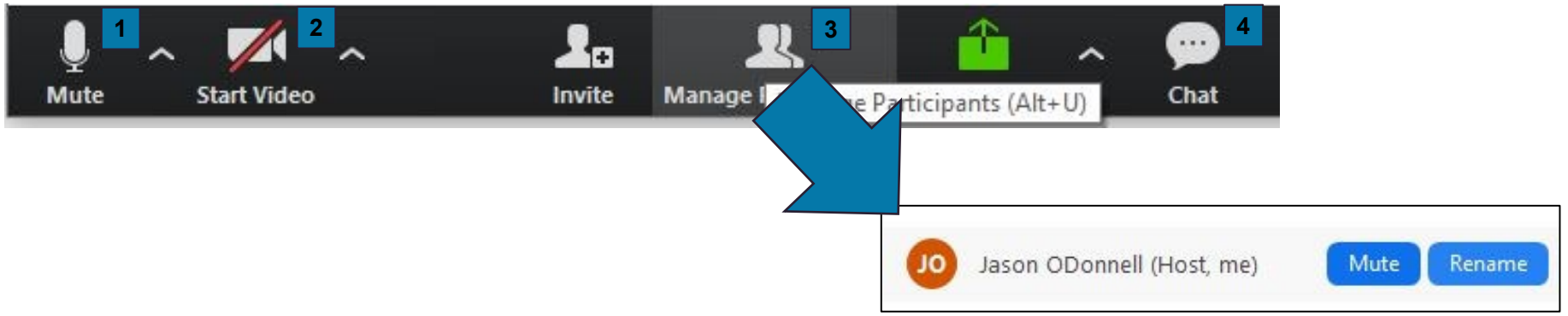
Zoom Logistics

This is the Zoom Toolbar.

- If your bar goes to sleep/disappears, simply move your mouse to the bottom of the screen, and shake.
- It can be used to
  1) mute and unmute your sound,
  2) turn on and off your camera
  3) view a participant roster, or
  4) access the group chat.

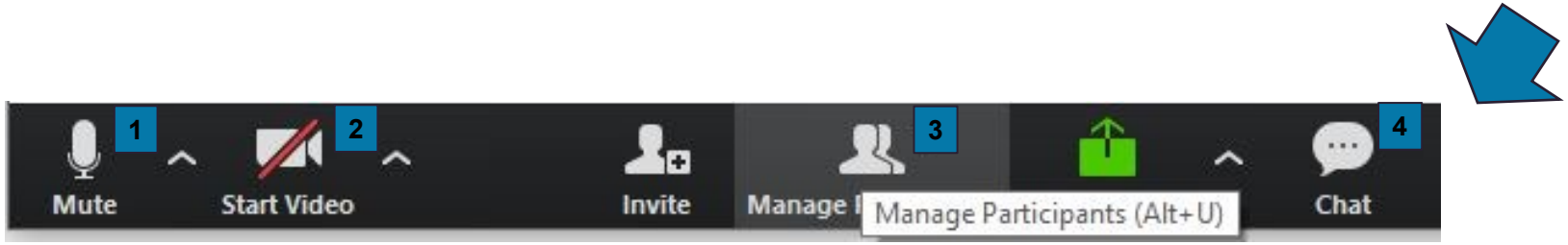
Zoom Logistics

- Please make sure that your username is updated to display your First and Last name.
- Click on in the Toolbar. Find yourself in the roster.
- Click rename enter your First and Last name.



Zoom Logistics

- When asked to enter comments into the Chat, please click on select your audience (Everyone, or a specific individual)
- Type your comment and hit enter to add to the Chat Log (Session Hosts can see all Chats, public and private.)



Inclusion

What do you hope to walk away with after today's session?

Please type your response in the chat box…

Session Outcomes

1. What is Tools for Teachers?
2. How does the Tools for Teachers fit into a balanced assessment system?
3. How does the Tools for Teachers fit with MI's definition of the formative assessment process?
4. What are some applications of TfT?

   In what ways might educators need support?

Agenda

- Overview of the components of a balanced assessment system
- What is Tools for Teachers and how does fit into a balanced assessment system
- Exploring the site and a break
- Impressions Debrief

- Connections between the Tools for Teachers and Michigan's definition of formative assessment (FAME)
- Educator application of Tools for Teachers and professional learning needs.

Balanced Assessment Systems

What are the components of a balanced assessment system (BAS)?

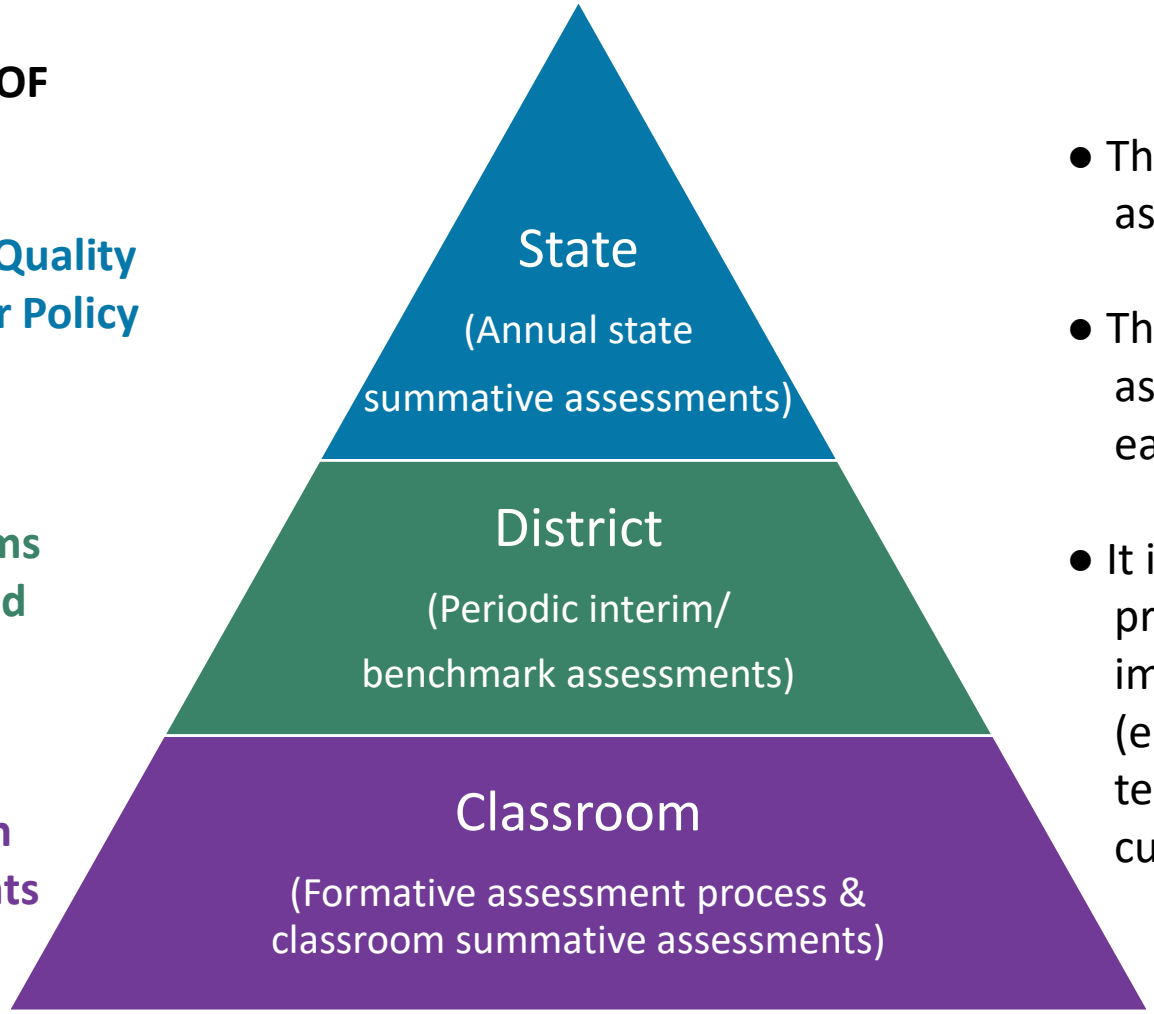
What is a Balanced Assessment System?

MAIN PURPOSES AND USES OF ASSESSMENT INFORMATION

- **Evaluate Learning, School Quality (Accountability), and Other Policy Uses**

- **Predict Performance**
- **Evaluate Curricula/Programs**
- **Inform student services and placement decisions**

- **Monitor/Adjust Instruction**
- **Inform students and parents about learning progress**



- There are multiple layers of an assessment system.

- The purposes and uses of assessment information differ at each layer.

- It is important to guard against practices that have a negative impact on classroom instruction (e.g., teaching to the test, over-testing, narrowing of the curriculum, etc.).

What is a Balanced Assessment System?

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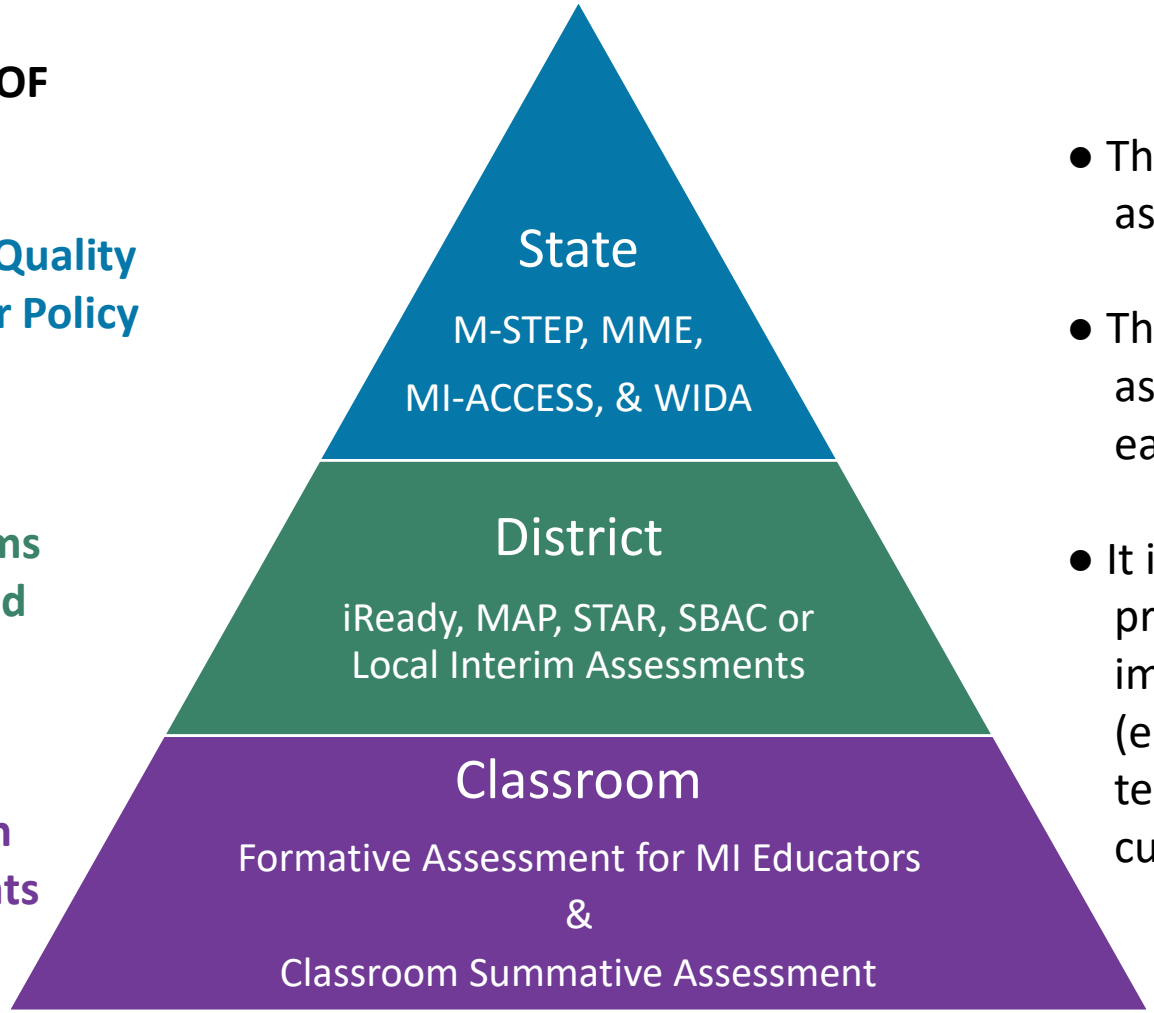

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Breakout 1

Groups of 2-3

- In what ways might your assessment system be in balance?

- In what ways might your assessment system not be in balance?

Tools for Teachers

What is TfT and how does it fit into a balanced assessment system?

Tools for Teachers

- Tools for Teachers is a new website developed by the Smarter Balanced Assessment Consortium that serves as a repository for instructional resources
- It can support professional development for educators in Michigan and several other states.

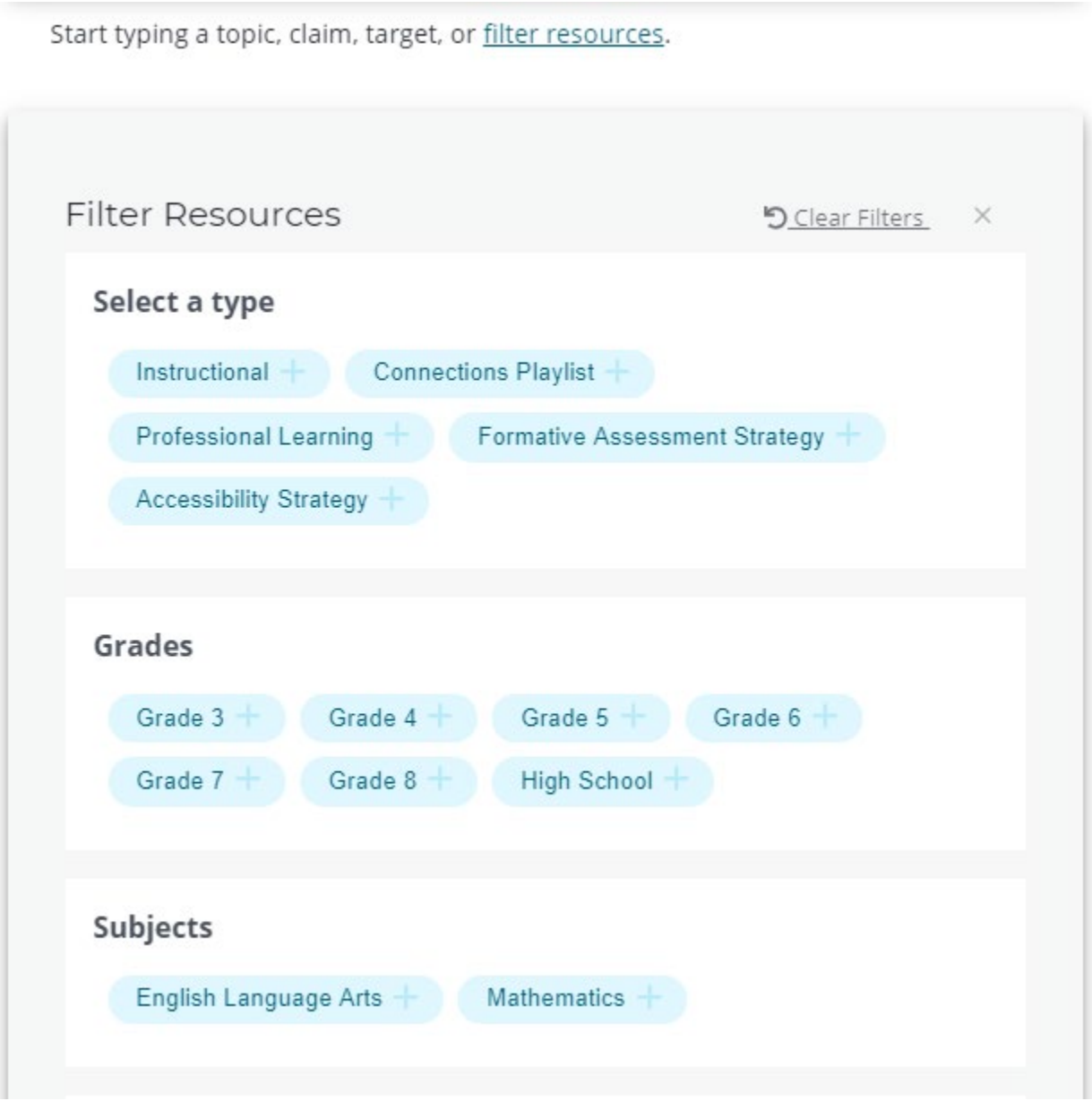
Tools for Teachers

SBAC worked with hundreds of educators across the United States to build this toolkit that will help teachers do what they do best…teach.

- Bureau of Indian Education
- California
- Connecticut
- Delaware
- Hawaii
- Idaho
- Indiana
- Montana
- Nevada
- Oregon
- South Dakota
- U.S. Virgin Islands
- Vermont
- Washington

Tools for Teachers

- Has a detailed search engine that allows teachers to search by claim, target, topic, content area and grade level, **just to name a few.**
  - **Fractions—61 Resources**
  - **Grade 6 – 460 Resources**
  - **Grade 6/ELA – 145 Resources**

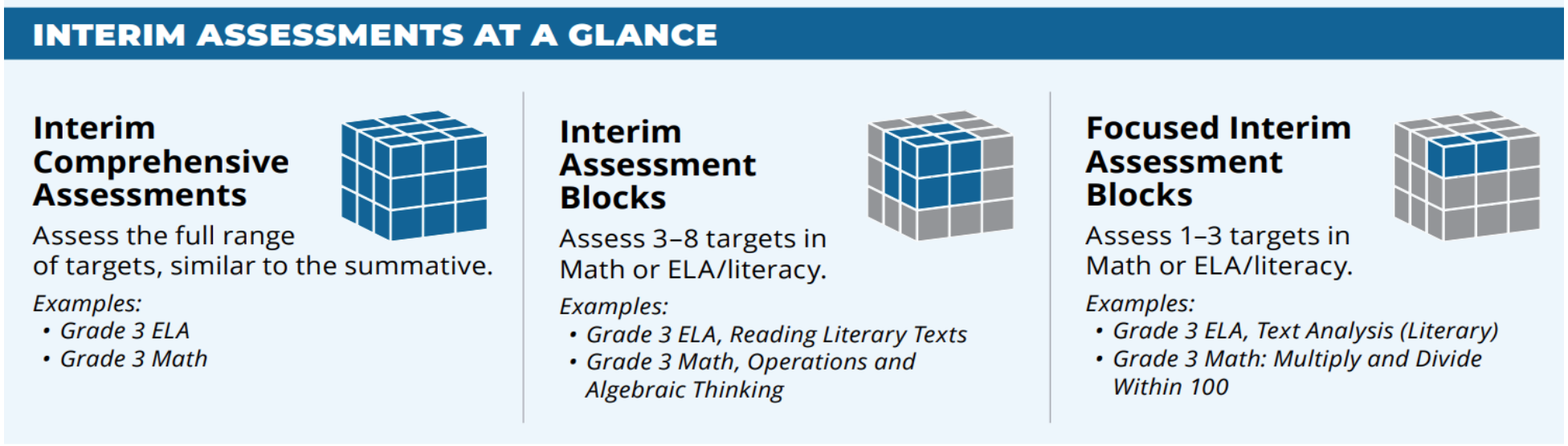


Playlists


Connections Playlists
Interim Assessment Blocks
Tools for Teachers

Types of Smarter Interim Assessments

- There are different types of interim assessments based on the scope of content being assessed.
  - Interim Comprehensive Assessments (ICAs)
  - Interim Assessment Blocks (IABs)
  - Focused Interim Assessment Blocks (Focused IABs)



What is a Connections Playlist?

- Each IAB and Focused IAB assessment is associated with a Connections Playlist
- Connections Playlists bring together Smarter interim assessment results with associated instructional resources in Tools for Teachers.
  - Built by educators for educators
  - Describe student performance within achievement categories
  - Connect to instructional ideas and resources
- Educators can use the Connections Playlists in multiple ways, whether or not the Smarter interim assessments are used.

Sample Connections Playlist (Grade 6 Ratio and Proportional Relationships)

Playlist Resources

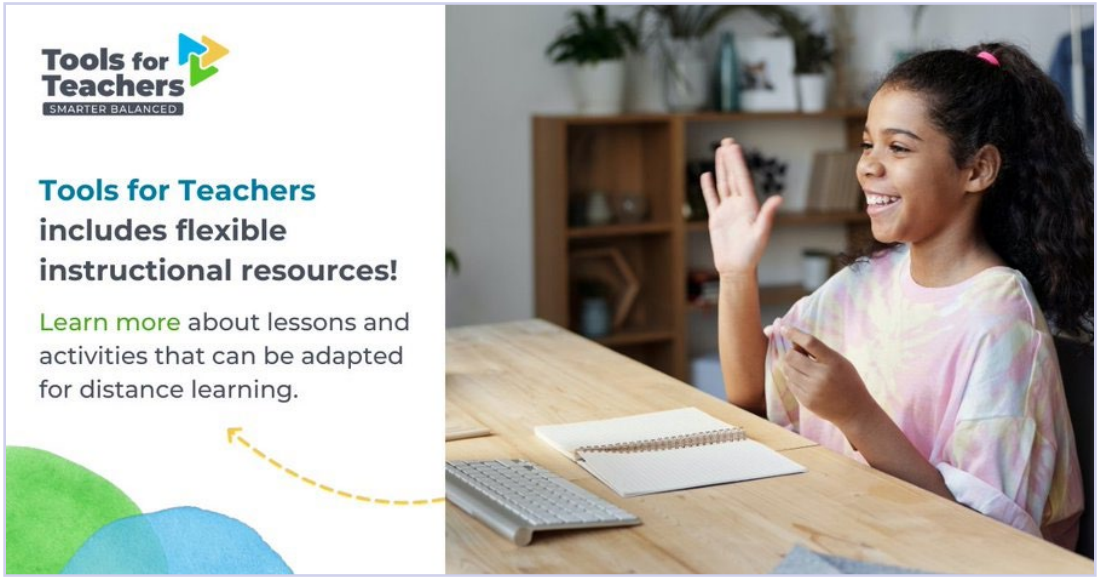
Quick links to the referenced materials.

- Shades of Meaning: From Vague to Precise
- Word Hunt!
- Back Words Vocabulary
- Convey It Right: Be Precise

Topic / Resource	Below	Near	Above
Coordinate Plane Plot Your Course! BattleGraph →	Plot ordered pairs that lie on the grid lines of a given coordinate plane to understand what "constant" means.	Understanding the scale of a coordinate plane, plot ordered pairs, including points that don't lie on the grid lines of the coordinate plane to understand what "constant" means.	Given a set of values that are not plotted on a coordinate plane explain why a given ratio would or would not be equivalent to the ratios plotted.
Reasoning Future resource	Solve and know equivalent fractions and decimals and understand how to convert units.	Select relevant information, use ratio reasoning and set up a proportion to solve it.	Identify relationships between models or representations.
Percent Taping with Percents →	Know fraction, decimal, and percent relationship.	Multiply and divide to solve percent problems by finding the whole, given a part and the percent.	Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent and be able to convert a ratio to a percent.
Missing Value Come to the Table →	Find the missing value in a sequential equivalent ratio table (denominators less than or equal to 5).	Find the missing values in a non sequential equivalent ratio table (denominators less than or equal to 12).	Explain how to find the missing values in an equivalent ratio table with a real-world context.
Ratio Can You Convert Using Ratio Reasoning? →	Know how to use ratio reasoning to convert measurement, determine the meaning of a ratio and solve one- step problems.	Describe and understand a ratio relationship between any two number quantities, including converting measurement units (denominators less than or equal to 12) in a real world context.	Explain and apply ratio relationships in a real-world context.

Tools for Teachers

- The majority of the resources were developed for grades 3-8 in the content areas of ELA and Math
- However, innovative educators from other grade levels/content areas can modify and enhance already developed lesson plans and take what is provided to make it into something usable in their context.



A quick search of the site, reveals 102 resources that have been developed for HS ELA and Math

Organization of Resources

Right hand side of the screen…

Subject Area

Grade Level

Claim

Target

Example

- Math: Measurement and Data
- Grade 4
- 1: Concepts of Procedures
- K: Geometric measurement: understand concepts of angle and measure angles.

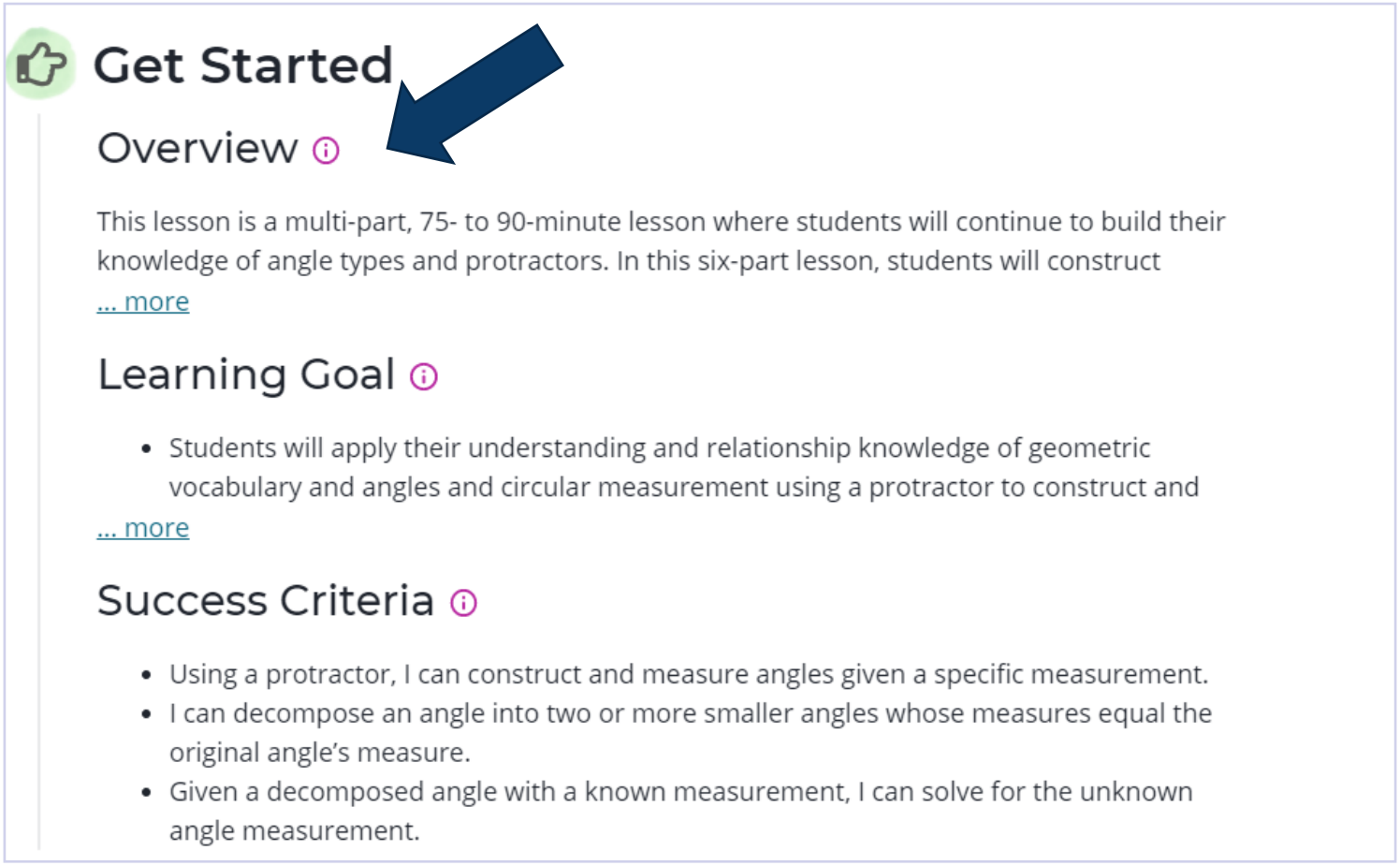
Organization of Resources

- Content Standards

- MD-5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement
- MD-5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles
- MD-5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- MD-6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- MD-7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Organization of Resources

Organization of Resources



Organization of Resources

Step-by-Step

1. Lesson Preparation
2. Warm-Up Activity
3. Constructing Angles Review
4. Decomposing Angles
5. Finding Unknown Angles
6. Exit Ticket
7. Follow Up Instruction - Review and ...

1. Lesson Preparation

Gather the materials for the lesson: chart paper (24x32), thin-tipped markers (each student will need two different colors, not yellow), protractor (one per student), pencil, Exit Ticket, whiteboard/projector screen, and vocabulary words for a Jigsaw activity.

2. Warm-Up Activity

Before beginning the lesson, the teacher will read the success criteria for the lesson to the class. The teacher will pair students up heterogeneously to complete the Jigsaw vocabulary review activity. This strategy divides classwork where students are responsible for only one section of the work. The students teach their peers about their part so that all students have an understanding of the whole assignment. Afterwards, one student will pick a card from the small bin. The bin contains a review of geometry vocabulary words, one word written on each piece of paper. The academic vocabulary words to be included are degree, ray, acute angle, obtuse angle, right angle, angle, circle, decompose, protractor, straight angle, and vertex. Once each pair has a vocabulary word, they will have 2–3 minutes to define the word in kid-friendly terms, illustrate/act/show with arms, and give a real-world example. As students are working together, the teacher will make sure that students understand the word and the definition. Each pair will then have a minute to share out the word, give a definition, illustrate/act/show with arms, and give a real-world example. If there needs to be clarification of any vocabulary word, the teacher will do so during the share outs.

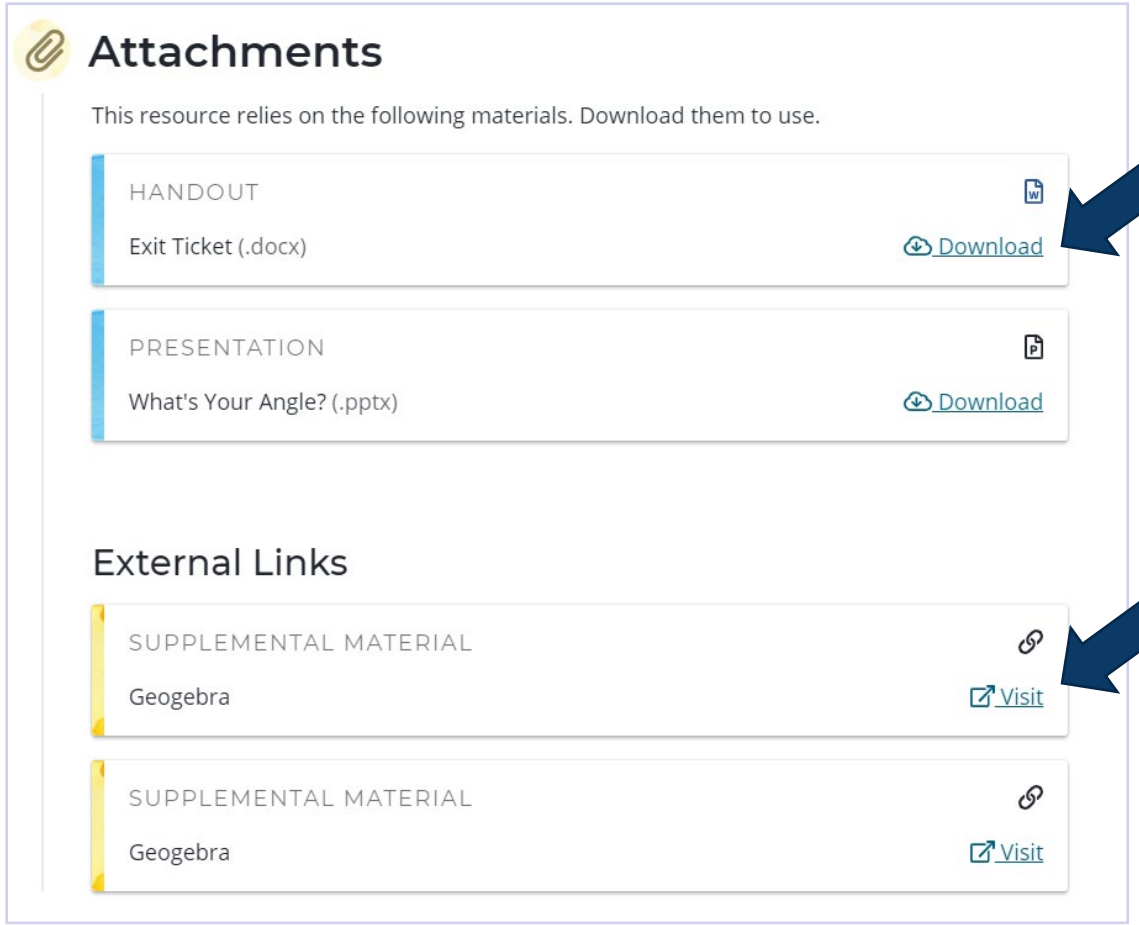
3. Constructing Angles Review

Before diving into the heart of the lesson, it would be a great idea to review how to construct angles. Each student will do a "Drive-Thru" (in a line, one behind another, waiting their turn) to get a protractor, a piece of chart paper, and two different colored thin-tipped markers.

The student and a partner will then find a spot in the room to work side by side. They are to divide their chart paper in half (hamburger style). Working side by side, each student is to construct a 45° angle on the left side of the paper using the protractor and a colored marker. (If at any time in the lesson a student needs a Scribe, Braille, or Magnification, this

Organization of Resources

- Attachments
- Accessibility Strategies Used
- Things To Consider
- Formative Assessment Process
  - How It's Used
  - Strategies Used



Organization of the Resources

Accessibility Strategies Used

Scribe →

Students dictate their responses to a human who records verbatim what they dictate.

Magnification →

The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device or software.

Braille →

Braille is a raised-dot code that individuals read with the fingertips. Written and graphic materials (e.g., maps, charts, graphs, diagrams, and illustrations) are presented in a raised format.

Scratch Paper →

Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.

Accessibility Strategies Used

Calculator →

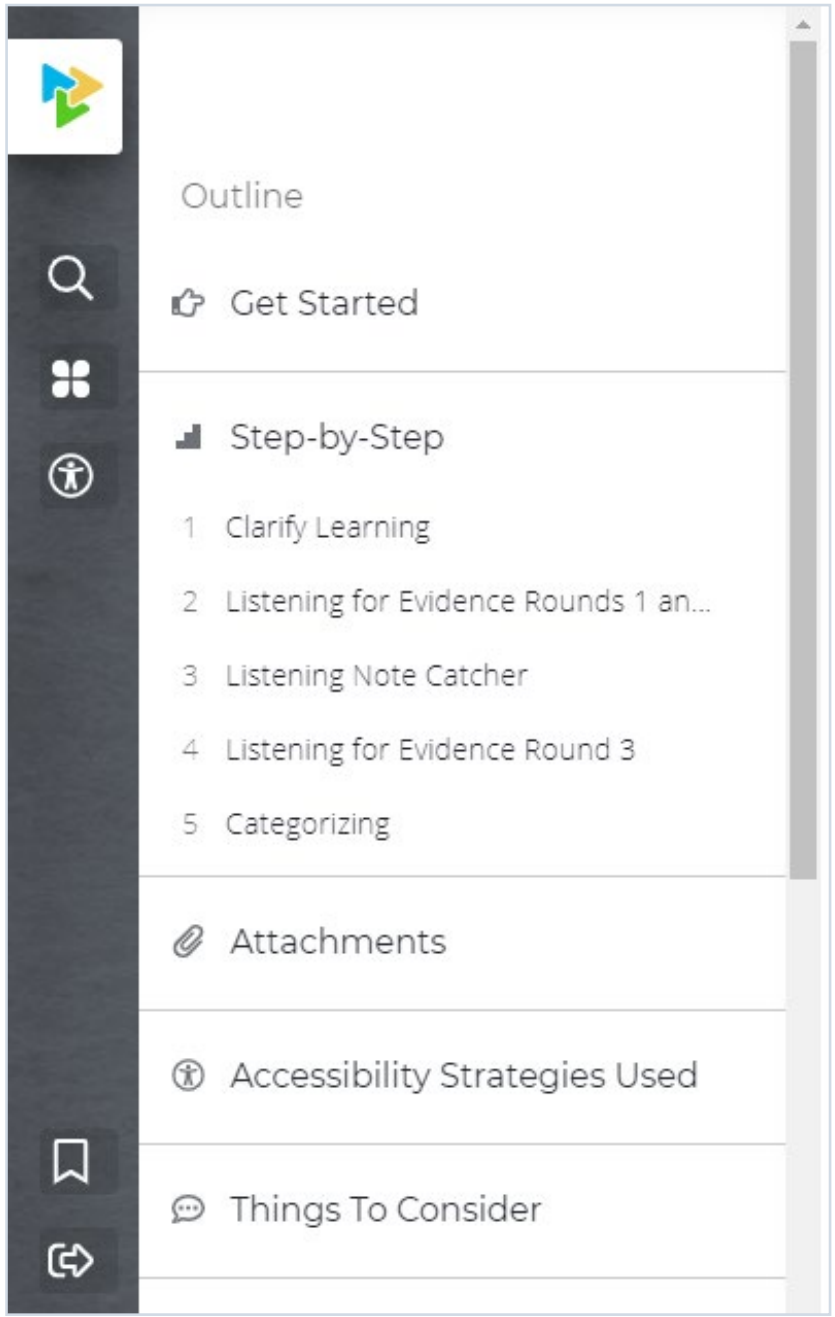
An embedded, fully accessible on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button.

Math Tools →

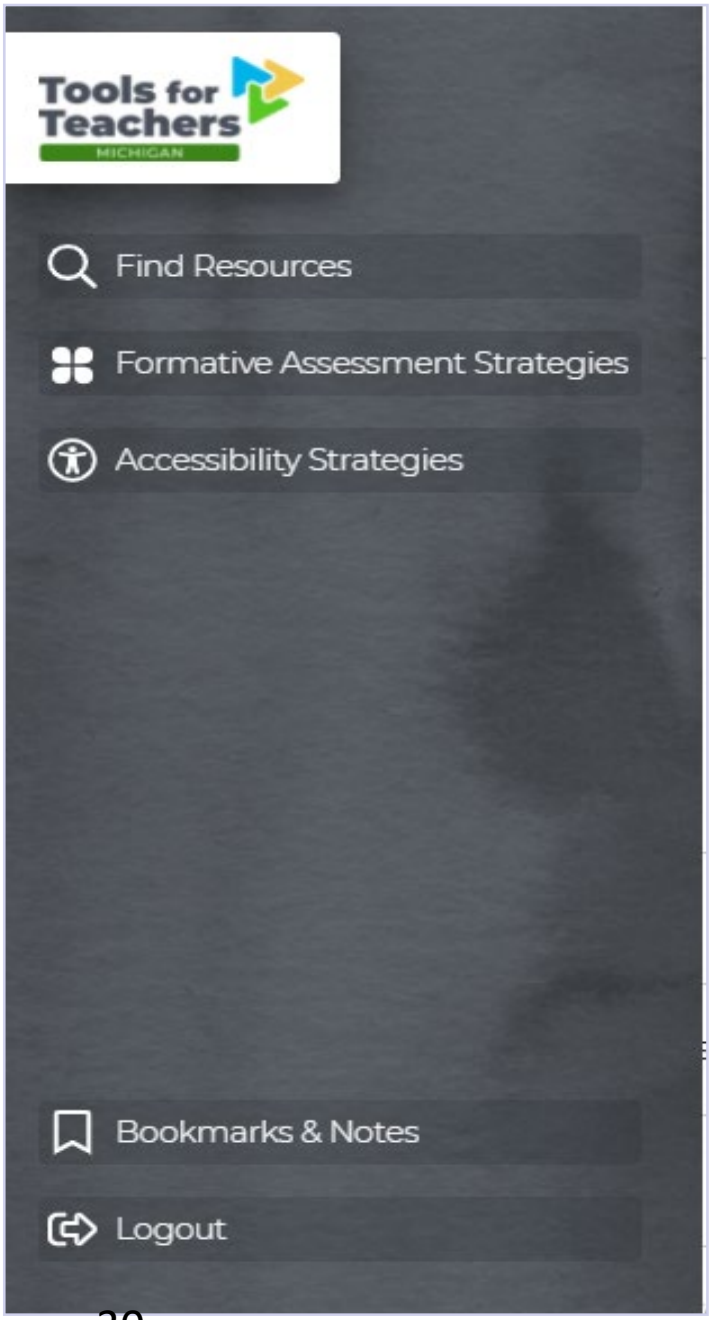
These digital tools (embedded ruler and embedded protractor) are used for measurements related to math items.

Masking →

Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.



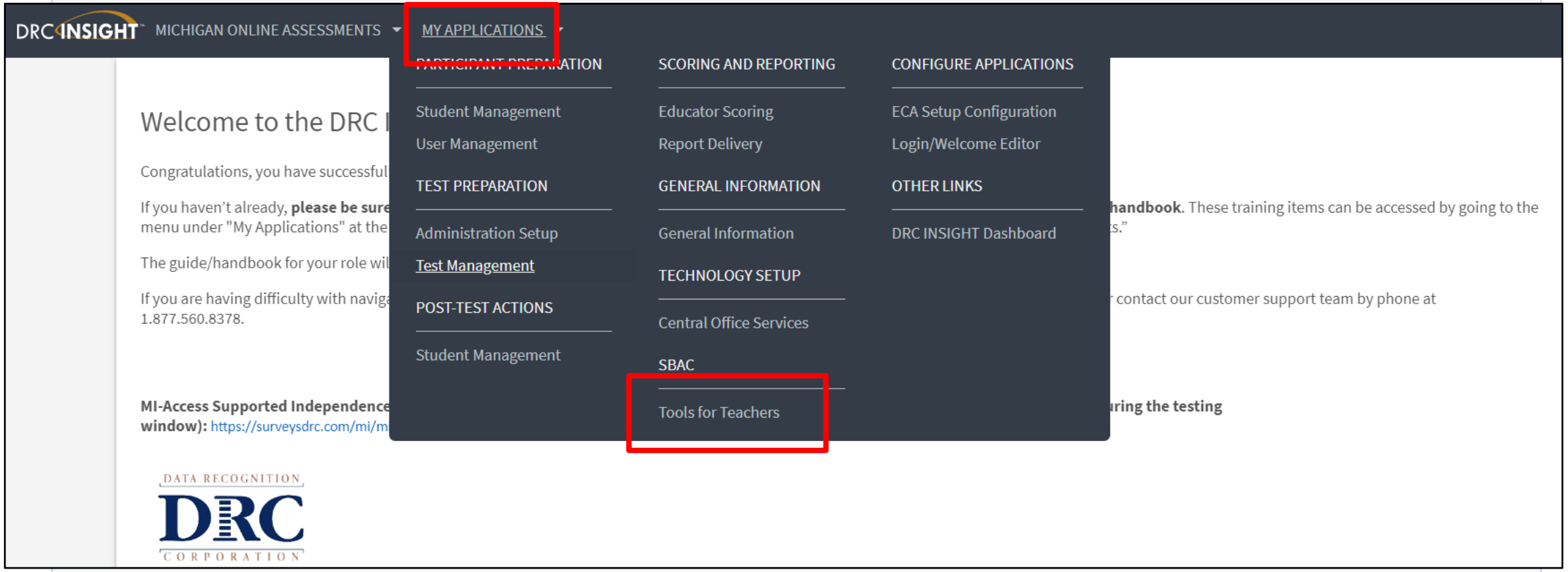
Navigating from within the Site



Accessing Tools for Teachers

- All district and school users that were established in the Secure Site as of September 14, 2020 have access to the Smarter Balanced Interim Assessments in the DRC INSIGHT Portal. These users will have access to Tools for Teachers and can add additional users to the Portal through OEAA.
- Log into the DRC INSIGHT Portal (https://mi.drcedirect.com)
- In the DRC INSIGHT Portal, navigate to *My Applications*, SBAC menu, then select, *Tools for Teachers*
- Tools for Teachers Sneak Peak: https://smarterbalanced.org/our-system/educators/

Accessing Tools for Teachers



Accessing Tools for Teachers

When you click on the Tools for Teachers link in the DRC INSIGHT Portal, you will be automatically redirected to Tools for Teachers.

On the Tools for Teachers main page, click the left-hand menu to see the menu options, or type a topic, claim, target, or click the filter resources link in the search box.

What is Tools For Teachers? (YouTube video): https://www.youtube.com/watch?v=YI6bM_3qCos&feature=youtu.be

How to Access Tools for Teachers Through the DRC INSIGHT Portal Mini-Module:
https://drive.google.com/file/d/1R3tNsxYwBZE9vszGgWftY_hY_TSqpAQu/view?usp=sharing

Play Date and Personal Break

Follow the link below:

https://mi.drcedirect.com

Step 1: Go to https://mi.drcedirect.com

Step 2: User Name: Tools4Teachers2020

Password: Spring2020!

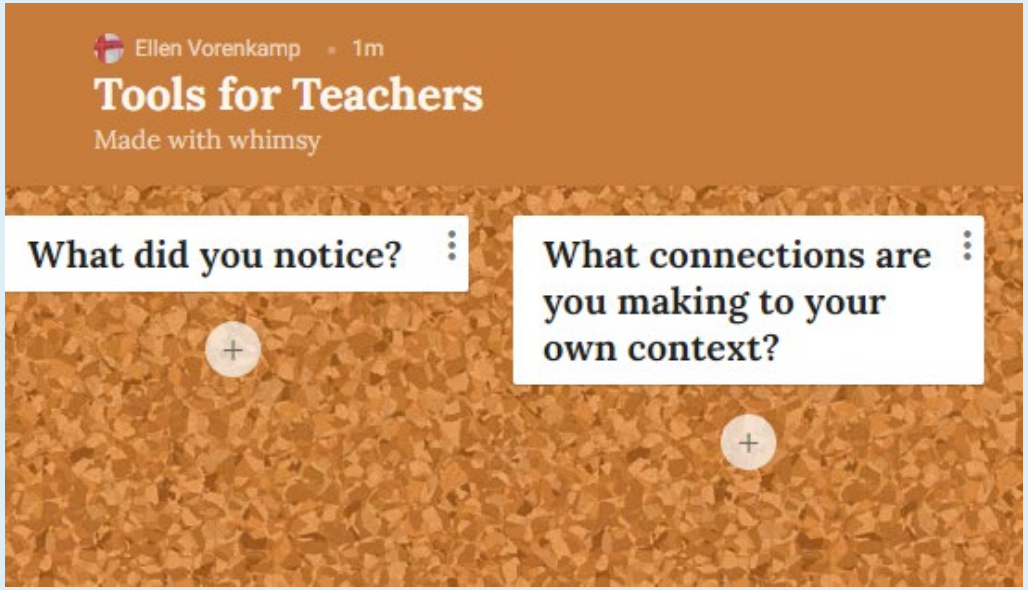
Step 3: In upper tool bar select “My Applications” and in drop down select Tools for Teachers

Spend about 15 minutes exploring the site and then take a 15 minute break. Please be back by_____.

Exploration Debrief

- What did you notice?
- What connections are you making to your own context?
- How might you share what you have discovered with others?

- https://padlet.com/vorenke/380d9paxc69nt2fp



Professional Learning Opportunities

- The site offers 11 resources that can be used for professional development.
- They are all short informational videos and most of them center around the use of the interim benchmark assessments that align with the TfT toolkit.

- In addition, there are links to sample items from the SBAC Interim Assessments and Practice Tests that might also be used to more formally assess students while learning.

Professional Learning Opportunities

- Supporting Remote Teaching and Learning

Synchronous Teaching

Meeting with students in real time over web conferences or online learning platforms

For **synchronous** teaching, Smarter Balanced resources can help teachers:

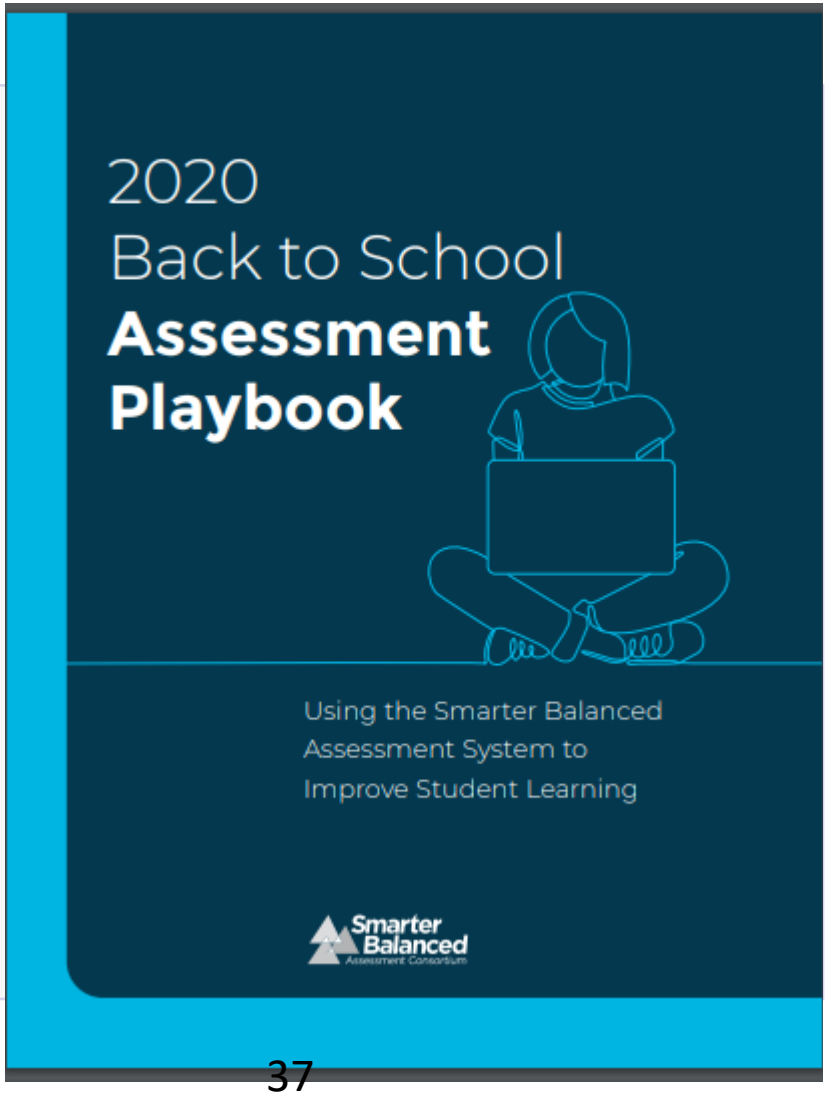
- **Plan instruction** +
- **Use the formative process during instruction** +
- **Assess learning after or between instruction** +
- **Create homework or other independent activities** +

Asynchronous Teaching

Posting lessons on a portal, providing packets of activities, following up with phone calls and emails

For **asynchronous** teaching, Smarter Balanced resources can help teachers:

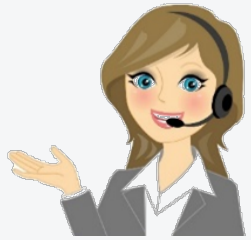
- **Plan instruction** +
- **Use the formative process in support of instruction** +
- **Assess learning after or between instruction** +
- **Create homework or other independent activities** +



Customer Support

DRC Customer Support

- **Phone**: **877-560-8378 Option #2**
- **Email**: **misupport@datarecognitioncorp.com**
- 8:00am-5:00 pm EST Monday-Friday [regular hours]
  - Contact DRC if you have questions about the DRC INSIGHT Portal, test tickets, or the remote testing process.
  - DRC cannot answer calls directly from a parent/guardian or a student.
  - DRC cannot answer questions regarding Web Conferencing solutions.



Office of Educational Assessment and Accountability (OEAA)

- **Phone: 877-560-8378 Option #3**
- **Email: mde-oeaa@michigan.gov**
  - Contact MDE customer service for questions about administration policies.

Where does TfTs fit into a BAS?

- **Predict Performance**
- **Evaluate Curricula/Programs**
- **Inform student services and placement decisions**

- **Monitor/Adjust Instruction**
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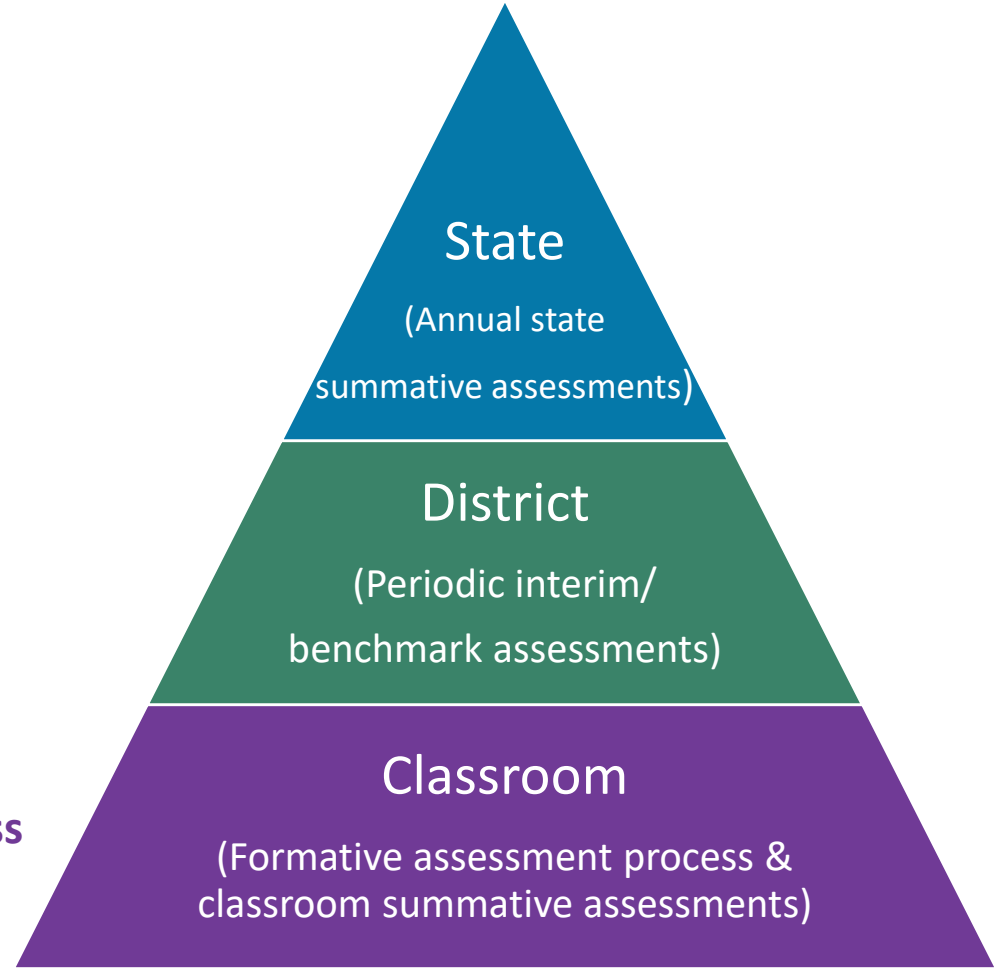


TfT Application to Assessment Types

Interim/Benchmark Assessment

- Guiding Questions

What standards were strengths for our students?

What standards were challenging for our students?

How do we support student achievement individually, by classes, sub-groups, and/or grade levels?

How might we need to allocate/reallocate resources?

Formative Assessment Process

- Guiding Questions

Where are we (teacher and students) going?

What does the student understand now?

How do we (teacher and students) get to the learning target?

The Formative Assessment Process

FAME and the Smarter Balanced Definitions of the formative assessment process

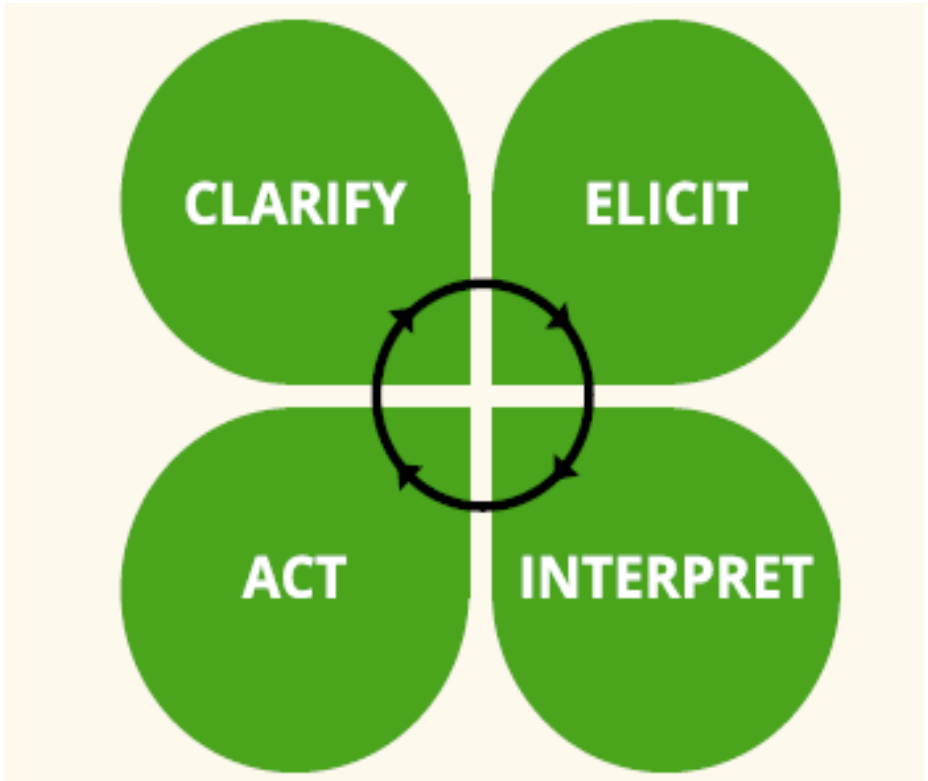
Defining The Formative Assessment Process

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

CCSSO SCASS 2017

The formative assessment process is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust on going teaching and learning strategies to improve students' attainment of curricular learning targets/goals.

Graphics


CLARIFY
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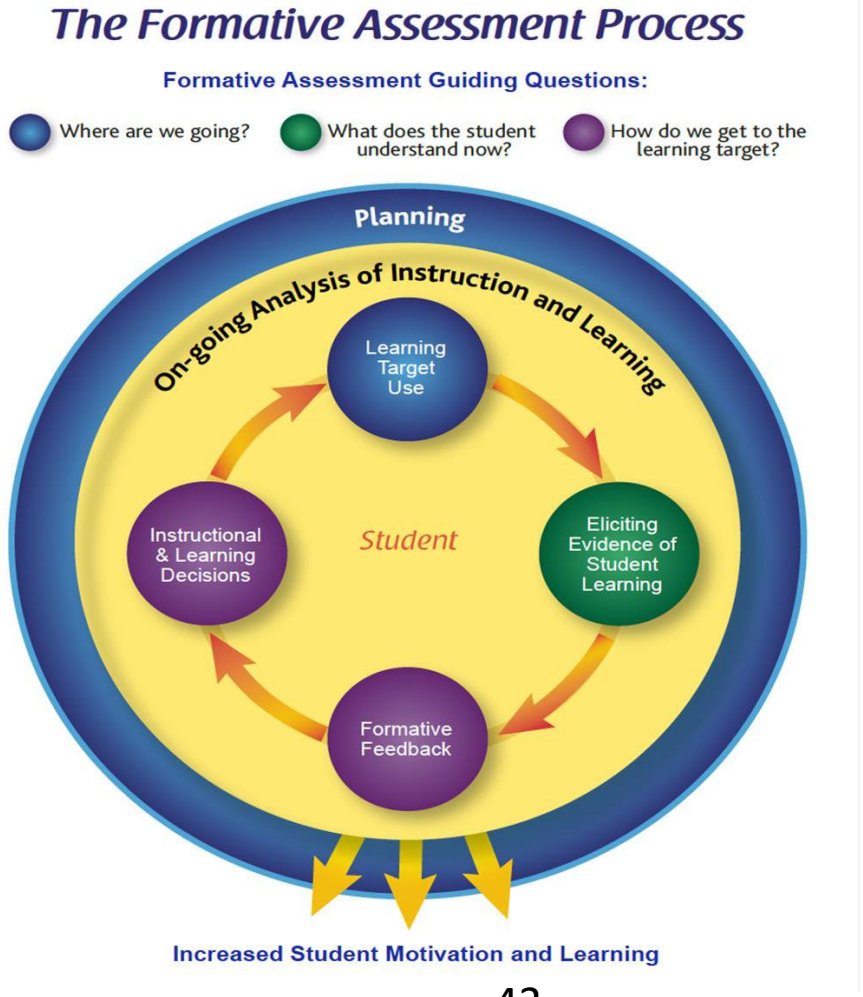

The Formative Assessment Process
Formative Assessment Guiding Questions:
Where are we going?
What does the student understand now?
How do we get to the learning target?
Planning
On-going Analysis of Instruction and Learning
Learning Target Use
Eliciting Evidence of Student Learning
Formative Feedback
Instructional & Learning Decisions
Student
Increased Student Motivation and Learning

Breakout 3– Compare and Contrast

Look at the two definitions of the formative assessment process…

- In what ways they are similar?

- In what ways they are different?

Review the graphics

- In what ways they are similar?

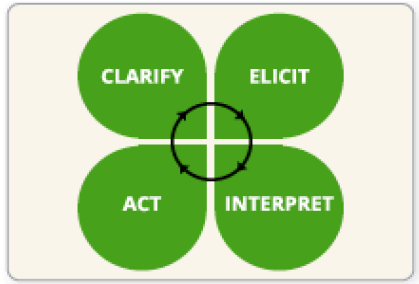
- In what ways they are different?

FAME and SBAC Components

HO Pg 3 & 4

Understanding the Formative Assessment Process

The Formative Assessment Process is a deliberate process used by **teachers and students** during instruction that provides actionable feedback that is used to adjust ongoing **teaching and learning** strategies to improve students' attainment of curricular learning targets/goals.



Clarify

Determine **Learning Goals**, or what students will know by the end of the lesson. Goals describe "big ideas" or concepts and reflect academic standards. Learning goals are written in student-friendly language, beginning with, "I understand..."

Establish **Success Criteria**, or the evidence teachers and students use to determine how students are progressing toward learning goals. They are also written in student-friendly language, beginning with, "I can..."

Elicit

Engage in a learning event or activity that prompts and generates **evidence of learning**. Evidence should be tightly aligned to the learning goals and guided by success criteria.

Consider student needs, interests, and learning styles when deciding how to elicit evidence so that students can **demonstrate their understanding** in different ways to meet the success criteria. Use multiple sources of evidence to draw accurate conclusions about student learning.

Interpret

Review evidence to determine students' progress toward learning goals and success criteria. Interpreting is about using evidence to **identify the gap** between where students are and where they need to be. Students can analyze evidence of their own learning and discuss with teachers and peers.

Interpreting evidence is not a single event, but part of an ongoing process throughout instruction.

Act

Teachers determine and initiate appropriate **instructional next steps**. These may not be the same for all students and must take into consideration each student's readiness, interests, and learning preferences.

Students receive feedback that is specific about what they need to do next in the learning process.

Table 1: FAME Components and Elements

Guiding Questions	FAME Components and Elements
Where are we (teacher and students) going?	**Planning** 1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students. **Learning Target Use** 2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students 2.2—Learning Progressions: connection of the learning target to past and future learning 2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.
What does the student understand now?	**Eliciting Evidence of Student Understanding** 3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge 3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from *all* students 3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student's response 3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students' understanding
How do we (teacher and students) get to the learning target?	**Formative Feedback** 4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target 4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target 4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal. **Instructional and Learning Decisions** 5.1—Adjustments to Teaching: teachers' daily decisions about changes to instruction 5.2—Adjustments to Learning: students' use of feedback for improvement.

Breakout 4

Skim the components

- How are they similar?

- What might be some differences?

Comparison of FAME and Tools for Teachers Descriptions of Formative Assessment

FAME Components and Elements	SBAC Tools for Teachers	Commentary
Planning	Not Included	TFT does not describe planning
1.1 – Instructional Planning	Not Included	TFT does ask teachers to become familiar with the unit before teaching it
Learning Target Use	**Clarify**	
2.1 – Designing Learning Targets	**Clarify** Determine Learning Goals	
2.2 – Learning Progressions	Not Included	No mention of instructional progressions across units
2.3 – Models of Proficient Achievement	**Clarify** Success Criteria	TFT Success Criteria is first step for students to know success looks like; no actual student work samples.
Eliciting Evidence of Student Understanding	**Elicit**	
3.1 – Activating Prior Knowledge	Not Included	TFT Demonstrate Their Understanding has some "prior knowledge" aspects to it; activating it is not mentioned
3.2 – Gathering Evidence of Student Understanding	**Elicit** Evidence of Learning	
3.3 – Teacher Questioning Strategies	**Elicit** Demonstrate Their Understanding	
3.4 – Skillful Use of Questions	Not Included	TFT – Does not mention skillful use of questions
Formative Feedback	Not Included	
4.1 – Feedback from the Teacher	**ACT** Instructional Next Steps **ACT** Identify the Gap	
4.2 – Feedback from Peers	Not Included	TFT – Peer feedback not mentioned
4.3 – Student Self-Assessment	Not Included	TFT – Student self-assessment not mentioned
Instructional and Learning Decisions	**Act**	
5.1 – Adjustments to Teaching	**Interpret** Review Evidence **ACT** Instructional Next Steps	
5.2 – Adjustments to Learning	Not Included	TFT – No mention of students' adjusting their learning (i.e., student agency)

Supporting Teachers

Reflecting on the effective use of the TfT resources to support teachers and students.

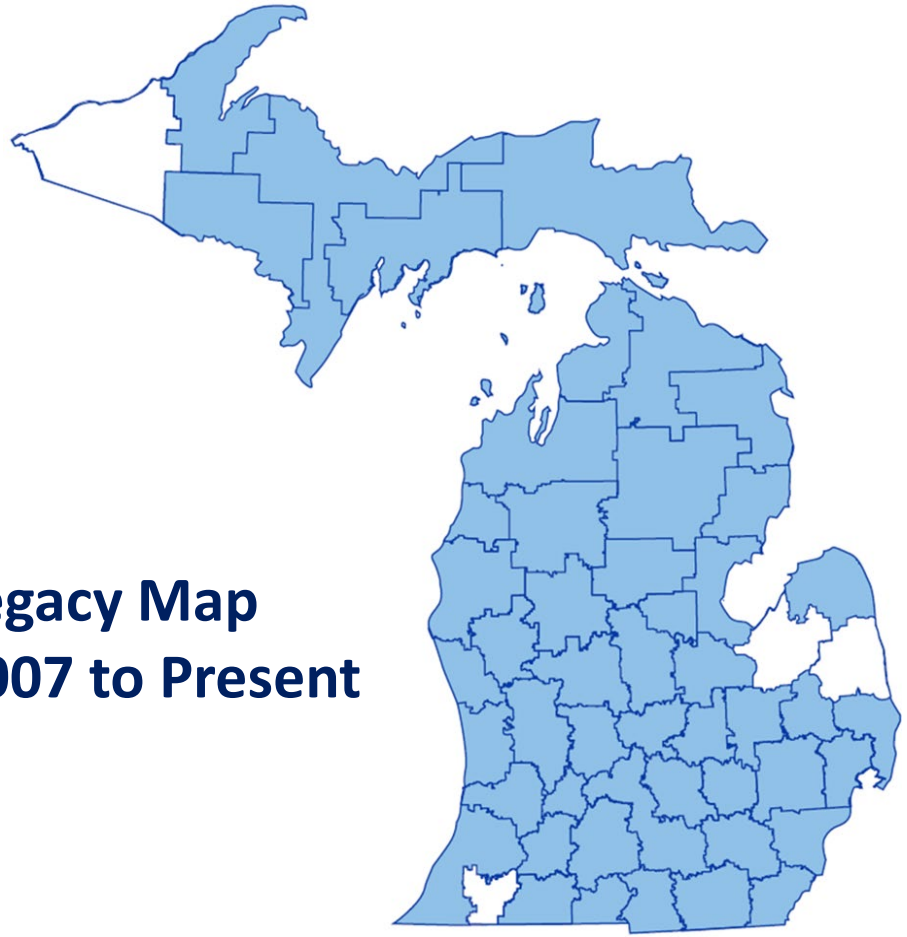
Margaret Heritage Speaks

What conditions does a district need to create to emphasize and shift assessment practice to more assessment for learning and less assessment of learning?

Formative Assessment for Michigan Educators (FAME)

Working collaboratively educators will learn, implement, and reflect on the formative assessment process to guide student learning and teachers' instructional practices.

FAME – Formative Assessment for Michigan Educators



Legacy Map
2007 to Present

www.famemichigan.org

FAME Coaches

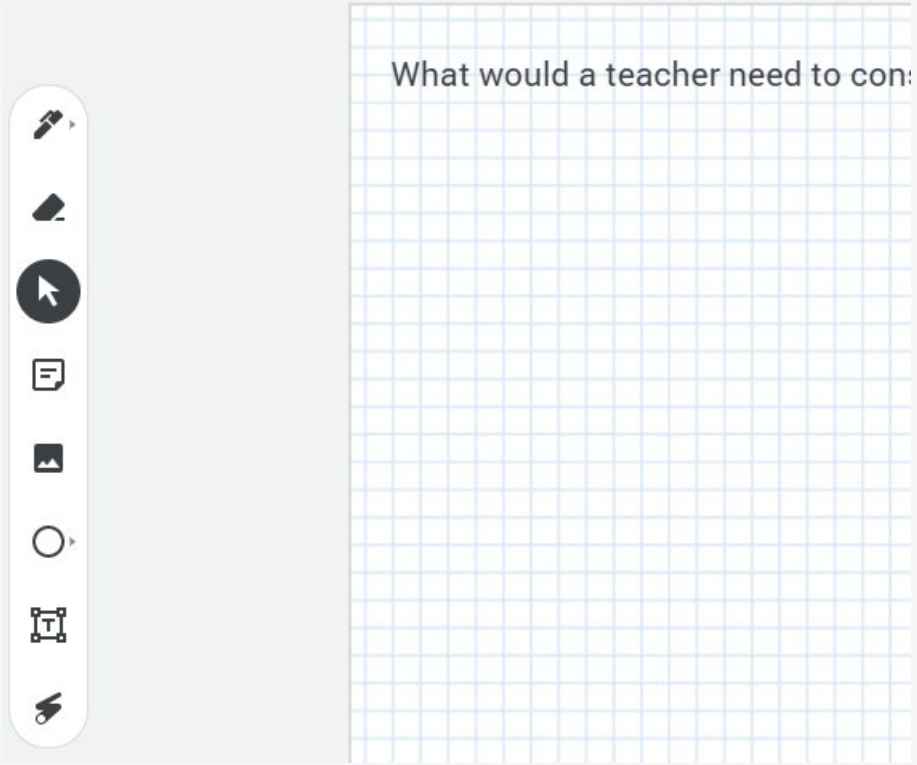
2008-Present

School Year	Y1 Coaches	Y2+ Coaches
2008-09	35	NA
2009-10	100	NA
2010-11	63	32
2011-12	61	61
2012-13	64	96
2013-14	100	104
2014-15	89	142
2015-16	95	148
2016-17	100	150
2017-18	100	148
2018-19	100	144
2019-20	100	150
2020-21		

Breakout 5 - Jamboard Debrief

- What would a teacher need to consider when planning to use Tools for Teachers?

- What supports might teachers need to effectively use the resources in Tools for Teachers?



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Organizing & Integrating

Chat Box Thoughts…

What might your next steps be in relation to today's learning?

Contact Information

Thank you!

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