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| **Key focus:** Collecting, interpreting and using evidence to plan learning activities, tasks and instruction that support learning.  ***Evidence*: You may choose to either gather evidence on a whole class, small group OR gather evidence on three students (one “below expected level” and one “above expected level) in the class.**  You will share your action plan with your reflections next term (Term 2 - Week 9). | | | |
| **Name:** |  | **Date:** |  |

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| **Lesson Planning** |
| **Lesson focus (Big Idea)** |
| **Learning Intention(s)** |
| **Formative assessment technique(s) that I am going to use to collect evidence of learning, and why?** |
| **D:\Users\bap0\Pictures\pencil.pngReflection 1:**  **What does the evidence indicate about where students are in their learning?** |
| **How am I planning to use the evidence to adjust my lesson (s), and/or instruction, in response to those students:**   * **Who have, or have not met the intended learning intention(s) or** * **Who are working below, at and above the expected level** |
| **How will I know whether my actions taken have improved student learning, and subsequent achievement?** |
| **D:\Users\bap0\Pictures\pencil.pngReflection 2:**  **Discuss the resulting impact of the instructional adjustments on student learning (Were the adjustments successful? Unsuccessful? How do you know? Discuss** |
| **D:\Users\bap0\Pictures\pencil.pngReflection 3**  **What do you still find challenging about collecting and using evidence to support student learning? Explain how you may overcome your challenge(s)?**  **What’s changing? How is my thinking and practice improving with a focus on collecting and using evidence of student learning? What am I doing less of? What formative assessment techniques are routinely used in my lessons?** |
| **At the next workshop staff will be required to share their reflections and show:**   * **The evidence collected;** * **How they adjusted their lesson(s) and / or instruction to extend student learning. This may include providing examples of student work, differentiated learning tasks, annotated work, sequence(s) of questions, exemplars where appropriate, corrective feedback, etc.** |