

FIGURE 4.2**Sample Professional Learning Topic Overview and Personalization Plan**

Professional Learning Overview		
Topic:	Professional Learning Community: Formative assessment and effective feedback	Facilitator(s): Allison Rodman
Format:	Six 2-hour, face-to-face collaborative sessions Tuesdays, 4:00-6:00 p.m. Online collaboration and walk-through observations encouraged between sessions	
Content Summary:	This PLC examines the varied ways in which teachers can check for student understanding. Participants will explore tools they can use to improve the alignment of summative and formative assessments and view exemplars of written and oral feedback to help them refine the quality and quantity of their feedback. Throughout the PLC, time will be given to discuss how to help students self-assess and use both peer and teacher feedback to set their own learning goals.	Essential Question(s): <ul style="list-style-type: none"> • What counts as formative assessment? • How do I know if students “get it”? • Given my checks for understanding, what modifications do I need to make? • How do I give effective feedback to improve learning?
Relevant Needs Assessment Data		
Participant Summary:	12 Participants 2 - Grade 1 2 - Grade 3 3 - Middle School Math 2 - Middle School Science 2 - High School English Language Arts 1 - High School Social Studies	Learning Preferences: 6 - Verbal/Linguistic 3 - Visual/Spatial 3 - Logical/Mathematical
Resource Preferences:	6 - Text 2 - Video 2 - Examples 2 - Peer observation 0 - Dialogue	Learning Format Preferences: 10 - Face to face 0 - Online 2 - Blended

Group Diagnostic	
<p>Participant Goals: <i>Use these to draft session objectives and drive instructional strategies.</i></p>	<ul style="list-style-type: none"> • “I want to vary my checks for understanding. I use the same go-to set of strategies, and they are not working for some students.” • “I want to learn how to make more regular real-time adjustments with my students to maximize the instructional time I have with them. I often do not change my plan until after I have had an opportunity to review exit slip data.” • “I want to improve the quality and timing of my written feedback. I am often crunched for time, and my feedback is either rushed or delayed.”
<p>Participant Interests: <i>Use these to select relevant examples.</i></p>	<ul style="list-style-type: none"> • Checking students’ understanding of mathematical thinking—not just problem/solution accuracy • Giving more efficient, but meaningful, feedback on student writing • Identifying (and responding to) student misconceptions when working in a collaborative group, such as during a lab



TAKE ACTION: Tailor the learning experience to align with participant needs, goals, and interests.

Tool 10 in Appendix A (see p. 139) can be used with facilitators to guide the process of planning rich, creative, and personalized learning experiences for each topic.



TAKE ACTION: Complete the professional learning plan by mapping the key components of each session.

Tool 11 in Appendix A (see pp. 140–142) is designed for facilitators and provides space for them to record session-specific objectives, essential questions, resources, and possible application and preparation activities.