OECS Academic Recovery Programme

Implementation Guidance: Teacher Professional Development

Session 1. Introduction to TPD for Academic Recovery

1.1. 🎉 Welcome to the session (5 min)

> **Facilitator note**
>
> Welcome everyone to the session. Take a record of attendance and inform teachers of the materials they will need to participate in the session. E.g. a journal, stationary, an electronic device and so on.
>
> *NB: There are sample slides available to be adapted for the following sessions: Traffic Light, Peer and Self Assessment, Diagnostic Testing, Summative and Formative Assessment and Open Educational Resource. The [TPD Manual Slide Deck](#) is at the end of this booklet on page 109 under the section Resources.*

1.2. 🤔 Reflect on your teaching

Let's get teachers to think about some teaching they did before.

> **Facilitator note**
>
> Ask teachers what they think Academic Recovery programmes are. Ask them in what conditions they may think an ARP is necessary. Ask them about features of an ARP You may use the UNHCR AEWG tool to discuss the various types of ARPs.
>
> Some topics/ questions you may explore via a whole group discussion:
> - Is it necessary to extend instructional time?
> - What do you know about catch up programmes and remedial education programmes?
> - What remedial programmes do you think will benefit students who have fallen back?

Activity 1: ARP in the COVID-19 pandemic

Instructions

Raffle: Provide teachers with paper strips and have them anonymously answer the following questions. Then collect their responses and place them all in a large bag. Have teachers organise themselves in small groups, then have each person select a paper strip from the bag. If a person gets their paper, allow them to select again. Each small group discusses the following questions for five minutes, followed by a whole-group discussion on the questions below.

1. How did you cope with teaching online during the COVID-19 pandemic?
2. What are some of the challenges that you faced?
3. What would have helped you perform more effectively?

Wrap up the activity by justifying TPD in the context of ARP. TPD:

1. Ensures that teachers are well aligned in terms of skills and knowledge to address the various learning needs of students;
2. Provides an opportunity for teachers to update their knowledge of students' learning;
3. Enables teachers to build confidence in terms of content delivery across a range of platforms;
4. Fortifies teachers to use creative measures to meet student learning needs; and
5. Facilitates productive relationships between teachers and families

Facilitator note

How to identify students who have fallen behind

1. Ask teachers to reflect on how they unusually identify students who are struggling or have fallen behind.
2. Ask them what methods they used to identify students who fell behind during the pandemic.

Diagnostic tools for identifying struggling students will also be covered in Session 6

1.3. 🎯 Learning objectives

Facilitator note

As this is the first session, use the opportunity to let teachers know that they will need a journal for reflection. Stress that it will help them keep track of their progress.

Learning objectives for this session

In this session, you cover the following:

1. What is an ARP, and how it informs teacher professional development(TPD)
2. How teacher professional development can impact the academic recovery of students.
3. The rhythm with which we will undertake TPD and the expectations of you.
4. The topics that will be covered in the various sessions.

Materials: Stationery, flip chart, technology for powerpoint, phones, paper strips, plastic bag, journal or notebook

1.4. 💡 Stimulus

1.4.1. Brainstorm on new teaching methods

Facilitator note

Academic recovery programmes require a review of existing teaching methods and resources.

1. Ask teachers what new methods of instruction they have adopted during the COVID-19 pandemic.
2. Ask them what new skills they learnt or are currently acquiring to improve their practice.
3. Ask them where they struggled during the pandemic.
4. What TPD sessions have you had? How have they been different from regular TPD sessions?
5. Ask them about the amount of time they have invested in COVID-related TPD sessions.

Activity: Role play and brainstorm on teaching methods

You are a grade 3 teacher working in a rural community currently facing internet connectivity issues and a lack of device access. You are required to transition to online instruction, following COVID-19 government regulations. Prior to the COVID-19 outbreak, you were already facing challenges such as student absenteeism, parental disengagement, and limited access to content and resources for lesson planning and teaching. How would you adapt your instructional strategies to teaching within the framework of these new regulations and the challenges of COVID-19?

Develop a brainstorm or role-play on appropriate strategies that you will use to teach the range of students in your class, share your ideas with your partner

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Facilitator note

Was anybody surprised by what they heard? Are there benefits to sharing?

Point out that sharing helps us solve problems together and can help to support children who have been left behind. Also, discussion, sharing and reflection on classroom teaching are essential aspects of professional development for teachers.

1.4.2. What is in the TPD for the Academic Recovery Programme?

Facilitator note

Topics to be covered in the ARP

Read out the following outline of the topics to be covered in the ARP and emphasise that it responds to what they have experienced!

Session 1: Introduction to TPD for Academic Recovery
Session 2: Preparing Students for Learning in Emergencies

Session 3: Introduction to Assessment for Learning (AFL)

Session 4: Assessment for Learning (AFL) 1- Self Assessment

Session 5: Assessment for Learning (AFL) 2- Peer Assessment

Session 6: Summative Assessment

Session 7: Formative Assessment

Session 8: Diagnostic Teaching Strategies

Session 9: Introduction to Open Education Resources (OER)

Session 10: OER Commons

1.4.3. The cycle of Stimulus-Plan-Teach-Reflect

Figure 1. The cycle of Stimulus-Plan-Teach-Reflect

Stimulus
Presentation of ideas, discussion and brainstorming

Plan
Collaborative and individual lesson planning

Reflect
Introspective reflection on their current pedagogical practices and strategies

Teach
Implementation of ideas and stragegies in classroom based on PD sessions

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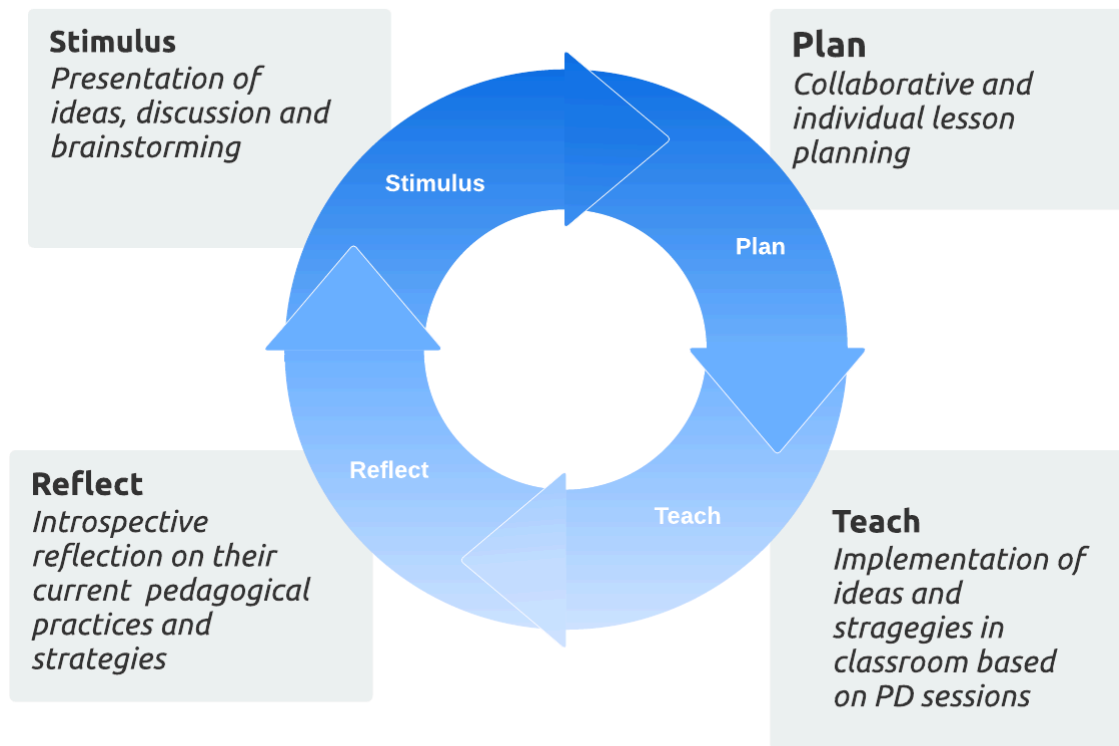
Facilitator note

Briefly explain *the cycle of Stimulus-Plan-Teach-Reflect.* Explain to teachers that these are the key activities and expectations for the TPD.

1.4.4. The session structure

In order to allow for the model of Plan-Stimulus-Teach-Reflect, each session is structured as follows:

	Activity	Duration
1.	Welcome to the session	~5 mins
2.	Reflection on your teaching during the last week (*prompts to help the facilitator*)	~10-15 mins
3.	Stimulus - introduction and discussion of a teaching approach *(may or may not be familiar to everyone)*	~15-20 mins
4.	Lesson planning	~15-20 mins
5.	Review and close of the session	~5 mins
	Total:	~1 hour

1.5. ✅ Collaborative lesson planning (15 min)

1.5.1. To do *(in anticipation of next session)*

Each teacher will complete the informal learning review for two students in preparation for the next session.

Informal learning review		
Date		
Your name		
Grade		
Lesson		
Students' name	Student 1	Student 2
Why do you think the student may have fallen behind?		
How have they fallen behind? What are their specific weaknesses?		
In the context of the pandemic, how did you assess the students?		
How is this assessment different or similar to what you are used to?		
How do you assess students during learning?		
What kind of support do you think is needed to help them improve?		

1.6. 🚫Closing the session (5 min)

> **Facilitator note**
>
> Thank everyone for coming to the session. Remind participants to complete the collaborative lesson planning form (1.5.1) and bring it along for the next session.

1.6.1. 🔔 Reminder

Remember to complete the informal learning review and bring it to the session.

Remember to turn up next week. For your reflection, brainstorm ways to prepare students for learning in a crisis such as a pandemic or natural hazard.

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'buddy' in another and, you can do this discussion by phone.
>
> For this first post-session discussion, ask yourself:
>
> 1. Did the teachers participate actively?
> 2. Do you think the teachers will do the follow-up activities and undertake the informal learning review?
> 3. Do you think that teachers have a good understanding of why TPD is necessary for the context of an ARP, especially during the COVID-19 pandemic?
>
> It may be helpful for you to develop a word cloud to represent the key ideas in your discussion. You could even use a laptop or another mobile device to create the word cloud digitally.

1.7. 📙 Your academic recovery toolkit

1.7.1. Further reading

A Recovery Curriculum – Evidence for Learning.

Haßler, B., Adam, T., Blower, T., & Megha-Bongnkar, G. (2021). Academic Recovery Programmes in the Eastern Caribbean — Literature Review (OECS Academic Recovery Programme Report No. 1). Open Development & Education. https://doi.org/10.5072/zenodo.715020

Haßler, B., Blower, T., Megha-Bongnkar, G., & Regis, C. (2021). *The OECS Academic Recovery Programme: Synthesis of Qualitative Data and High-level Overview* (OECS Academic Recovery Programme Report No. 2). Open Development & Education. https://doi.org/10.5072/zenodo.715022. Available at https://docs.opendeved.net/lib/XAMQ949U. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

1.7.2. List of abbreviations

AFL   Assessment for Learning

TPD   Teacher Professional Development

OECS   Organisation of Eastern Caribbean States

ELP   Early Learners Programme

1.8. 🚀 Reminder to teach

Reminder
Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons. **Homework and Pre-work Activities** You will need to complete the individual reflection and do the pre-work/preparation activity for the next day. In preparation for Session 2, please watch this video on YouTube: [Getting children's education back on track](#) and read the following article. What are some ways to help prepare students for learning during a pandemic or natural hazards such as a hurricane, major storm or volcanic eruption?

1.9. ⚠ Prompts for reflection on your teaching

1.9.1. Individual reflection

Activity
1. In today's session, what was more impactful for you? 2. How do you see it impacting your teaching? 3. Why is it essential to continue education during a pandemic? 4. What are some ways to help prepare students for learning during a pandemic or natural hazards such as a hurricane, major storm or volcanic eruption?

Space for your reflections

1.9.2. Group reflection for the next session

1. From the video, what are the key takeaways about getting children back on track that resonate with you and why?
2. How do they speak to the COVID-19 pandemic teaching situation?

Facilitator note

Remind participants that the ARP is targeting struggling learners; therefore, you need to focus on children that have fallen behind.

Session 2. Preparing students for learning in emergencies

"Sometimes the greatest PD is the teacher down the hall"

Brian Aspinall

Preparation for this session
Refer to the reminder section in (1.8) for instructions.

2.1. 🎉 Welcome to the session (5 min)

Facilitator note
Welcome everyone to the session. Take a record of attendance.

2.2. 🤔 Reflect on your teaching from last week (15 min)

Facilitator note
Ask teachers to work in small groups to share their informal learning review with their peers. Then lead a whole group discussion where one person from each group shares. Ensure that they can identify the skills they would need to meet the needs of the students identified in a blended learning context. Also, ensure that they can explain how they plan to improve their skills to better cater to the students identified in the informal learning review.

2.3. 🎯 Learning objectives

Learning objectives for this session

In this session, you will learn about the following
    ● Teaching during natural disasters
    ● Preparing students for learning in emergencies

Materials: Stationery, flip chart, technology for powerpoint, phones.

2.4. 💡 Stimulus: The importance of crisis preparation (15 min)

Facilitator note
Introduce the session by reading the following quote then ask teachers about why education should continue in emergencies. Take 2-3 minutes for a brief discussion before moving to the video below. "Conflicts, disasters caused by natural hazards and pandemics keep millions of children out of school and the numbers are rising. In crisis-affected countries, school-age children are more than twice as likely to be out of school as their peers in other countries." "Even in critical emergency circumstances when communities have lost everything, <u>education remains at the top of the priority list for families</u>" UNESCO <u>Education in emergencies</u> (Retrieved 26/04/2021)

2.4.1. Activity: Watch video

Facilitator note
Have participants watch this <u>#EmergencyLessons: My favourite school activity | UNICEF</u> and discuss the following questions in small groups. 1. How can schools prepare students and their families for education in emergencies such as pandemics or natural disasters? 2. What are the benefits of preparing for education emergencies such as a pandemic or natural disasters?

Activity 1: Group Task
After watching the video, work in small groups to address the following questions: 1. How can schools prepare students and their families for emergencies such as pandemics or natural disasters? 2. What are the benefits of preparing for emergencies such as a pandemic or natural disasters? 3. How would you, as a classroom teacher prepare your students for learning during a crisis situation?

2.5. ✅ Collaborative lesson planning (20 min)

Facilitator note

During the collaborative lesson planning you and your co-facilitators should circulate and discuss any issues that may arise with the teachers.

Lesson Plan Instructions: Scenario:

You are a 3rd-grade teacher preparing a lesson focused on preparing students for learning during a global or national crisis such as a pandemic or natural disaster.

1. What are the factors you would consider important?
2. What challenges do you foresee, and how would you overcome them?
3. How will you engage struggling students?
4. How will you engage parents?

Task: Work in pairs to prepare a lesson plan to help students prepare for learning during a pandemic. Be sure to include the challenges you anticipate and how you will overcome them, determine the essential factors, how you will cater to disadvantaged students and the precise strategies you will use to prepare them.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Differentiation	1. 2.
Exit Ticket:	

2.6. 🚫 Closing the session (5 min)

> **Facilitator note**
>
> At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.
>
> Remind the teachers that there are prompts for individual reflection at the end of the session plan.

> **Activity**
>
> Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.
>
> For this post-session discussion, ask yourself:
>
> 1. Did participants have a clear understanding of how to prepare students for a pandemic?
> 2. Did participants participate fully in the discussion?
> 3. Did participants have an understanding of what to include in their lesson plan?

2.7. 📒 Your academic recovery toolkit

2.7.1. Resources for students and for the classroom

Please see the resource library for a list of resources that you can use with your class.

2.7.2. Further reading

[ED490922 - The Future of Public Education in New Orleans. After Katrina: Rebuilding Opportunity and Equity into the "New" New Orleans, Urban Institute (NJ1), 2006-Jan](#)

[The Education Crisis: Being in School Is Not the Same as Learning](#)

2.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

HW and Pre-work Activities

Complete the reflection tasks and do the brainstorming activity below.

Develop a brainstorm of ways that you assessed students both before the COVID-19 pandemic and now. Think about the range of student needs in your class. How do you customise assessment to evaluate their progress?

2.9. ⚠ Prompts for reflection on your teaching

2.9.1. Individual reflection

Activity
Immediately after the lesson, do any post-lesson activities that you discussed in the previous professional development session.
Also, note any specific reflections that you have about your teaching and how you support students in need of academic recovery.

Space for your reflections

2.9.2. Group reflection for the next session

Facilitator note

The following prompts for reflection should be used for the next professional development session in the section "Reflect on your teaching from last week" marked with 🤔.

Prompts for reflection

How will you work with SPED students and their families to improve learning outcomes during a crisis such as a pandemic or natural hazard?

Session 3. Introduction to Assessment For Learning (AFL)

"Learners need endless feedback more than they need endless teaching."

Grant Wiggins

Preparation for this session
Refer to instructions in the Reminder section of Session 2.

3.1. 🎉 Welcome to the session (5 min)

Facilitator note
Welcome everybody to the session. Take a record of attendance.

3.2. 🤔 Reflect on your teaching from last week (15 min)

Facilitator note
In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible. **You may say**: "*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*" Use a whole-group discussion to lead teachers into a conversation about the components of the OECS PD that inspired their teaching from the last session. Challenge them to think about future implications for their classroom practice.s You might find that teachers talk about these kinds of topics: (Be prepared to engage with them when they focus or stress on particular areas but stir the discussion towards how students benefit)   - Emotional wellbeing   - Unsupportive parents

- Limited resources and access to technology
- Lack of competencies/skills in the use of technology

When they go off-topic, it is helpful in gradually stir them back into focus

If teachers speak about lack of attendance, here are some services you can draw on:

- Head, school or district counsellor
- Social services department
- Principal
- Social services department
- Parents

Activity: Group reflection

Instructions

Please refer to the instructions at the end of the previous session.

Whole-group discussion

1. Work with your partner to discuss how effectively you were able to use the traffic light system with your class?
2. What were the challenges, and how did you overcome them?

3.3. 🎯 Learning objectives

Learning objectives for this session
In this session, you will cover the following areas: 1. Use of traffic lights as an Assessment for Learning (AFL) tool 2. Alternatives for the traffic lights 3. How to adapt the model to work with marginalised students in blended learning contexts
Materials: journals, sticky notes, stationery

3.4. 💡 Stimulus: Traffic lights (20 min)

You may have seen this technique used before. However, even if this is the case, our focus is on applying it to teaching in the context of COVID-19.

3.4.1. Part 1: Introduction to traffic lights

🎬 VIDEO: The Traffic Light Assessment System

Have a look at this clip on [Self-Assessment using Traffic Signals](#), then jot down some ways that you have used this system. How effective was it? (Turn and talk)

How will you use it in your blended learning environment? (Whole-group discussion)

What are the pros and cons of using the Traffic Light? (Turn and Talk then whole-group discussion)

3.4.2. Part 2: What is the traffic light system?

Facilitator Notes

Paraphrase the following information on traffic lights

Traffic lights are used to allow teachers to see at a glance where students are in their learning. Traffic lights can be used while students complete a task to indicate their progress and where they need help.

- Green - Indicates the student is happy proceeding with the task unaided
- Yellow - Indicates the student is confident to a degree but may need support
- Red - Indicates the student is struggling and needs immediate help to progress

They can also be used one-on-one with students or in small groups. In other cases, a student may display them on the desk as the teacher circulates to indicate their progress.

Teachers can use a flip chart or clipboard to record the number of students who need help and those who are midway in their progress.

3.4.3. Traffic light assessment (summary)

The traffic light system is used to allow teachers to gauge students' understanding at a glance. It will enable teachers to record their observations and respond to them in a timely manner.

Activity 1: Traffic light
Instructions   1. Work in pairs to create a scenario where you might use the traffic light in a blended learning environment. What are some of the challenges you anticipate, and how would you overcome them? How would you deal with students who consistently struggle?   2. How will you use the traffic light in a blended learning environment?   3. What might you use as an alternative to the traffic lights where you are working with deaf and visually-impaired students?

3.5. ✅ Collaborative lesson planning (15 min)

Task - making traffic lights (or alternatives for students with special educational needs)

Work in pairs to develop a lesson plan to implement the traffic light to demonstrate assessment for learning during a lesson delivery, either face to face or online. Include how you will differentiate the lesson to cater for marginalised students in the blended learning context. Feel free to use the template below or use your own.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity: Activity 1: Traffic light Activity 2: Traffic light Activity 2: Traffic light **Differentiation:** Stronger learners Average learners Struggling learners	
Exit Ticket:	

3.5.1. Review of lesson planning

Questions:

1. How useful was it to integrate the traffic light system into lesson planning?
2. How effective do you think it will be in blended learning?

3.6. 🚫 Closing the session (5 min)

Facilitator note

At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.

Remind the teachers that there are prompts for individual reflection at the end of the session plan.

Activity

Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

Facilitator note: Post-session discussion

In most schools, there should be two peer facilitators. You should take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.

For this post-session discussion, ask yourself:

1. Did participants already have an understanding of traffic lights?
2. Were some of them already using traffic lights in their respective practices?
3. Did participants participate fully in the discussion?

3.7. 📙 Your academic recovery toolkit

3.7.1. Mandatory reading for the next session

1. Wiliam, D. (2011). What is assessment for learning? Studies in Educational Evaluation, 37(1), 3–14.
https://www.google.com/url?q=https://www.sciencedirect.com/science/article/pii/S0191491X11000149?via%253Dihub&sa=D&source=editors&ust=16149397234666000&usg=AOvVaw1fKS9V_Vr02a0HWtfoT0lH

3.7.2. Optional further reading

1. Broadfoot, P., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). Assessment for Learning: 10 Principles. Research-based principles to guide classroom practice Assessment for Learning.

3.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

Homework and Pre Work Activities

1. Please read the article in the mandatory reading section in preparation for the next session.
2. Create a scenario of how you might use the traffic lights with struggling students.

Self Assessment

Look at this video on [Advice for teachers planning to introduce AFL](#) and reflect on how you would build a culture of AFL in your classroom. One which encourages students to question their learning.

3.9. ⚠ Prompts for reflection on your teaching

3.9.1. Individual reflection

Activity
1. What are some of the pros and cons of using the traffic light in your blended learning context? 2. What did you find most effective in the use of the traffic light system?

Space for your reflections

3.9.2. Group reflection for the next session

Facilitator note

Prompt
Ask them what they thought about last week's session and if they got the chance to do some further reading on Assessment for Learning. Use the questions below to facilitate a whole group discussion on the Traffic Light.

Prompts for reflection

1. How could you use data from the traffic light assessment to communicate with parents about their child's performance?
2. What were the challenges of using the traffic light system in blended learning, and how did you overcome them?
3. How did you adapt the traffic light for students who had difficulty using it?

Session 4. Assessment for Learning 1

Self Assessment

Preparation for this session
Refer to instructions in section 3.8 from the previous session.

4.1. 🎉 Welcome to the session (5 min)

Facilitator note
Welcome everybody to the session. Take a record of attendance.

4.2. 🤔 Reflect on your teaching from last week (10 min)

Facilitator note
In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.

You may say:

"*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"

Use a whole-group discussion to lead teachers into a conversation about the traffic light. Wrap up the session with the key takeaways.

You might find that teachers talk about these kinds of topics:

- Emotional wellbeing
- Unsupportive parents
- Limited resources and access to technology
- Lack of competencies/skills in the use of technology

When they go off-topic, it is helpful in gradually stir them back into focus

If teachers speak about lack of attendance, here are some services you can draw on:

- Head, school or district counsellor

- Principal
- Social services department.
- Parents

Activity: Group reflection

Instructions

Please refer to the instructions at the end of the previous session.

1. How effectively were you able to use the traffic light system with your class?

2. What were the challenges, and how did you overcome them?

3. How did you adapt the traffic light to cater to students who had difficulty using them?

4.3. 🎯 Learning objectives

Learning objectives for this session
In this session, you will cover the following areas: 1. How to use **Assessment for Learning** to track students' learning. 2. Using an **assessment inventory** to monitor and evaluate your assessment practices. 3. **Self-assessment** in blended learning as a way to promote autonomy and support in the classroom.
Materials: journals, sticky notes, stationery.

4.4. 💡 Stimulus: Self assessment (20 mins)

> 🖥️ **Presentation**
>
> Watch this powerpoint presentation on [Assessment for Learning](#)
>
> **Only do slides 1- 10 and explain that the term whanau in slide 6 means extended family**
>
> Ask teachers to ponder the following questions as they read the slides, follow with a small group discussion.
>
> 1. What bits of information do you find most useful and why?
> 2. How will you enable students to effectively assess their learning in both online and face-to-face contexts?
> 3. How will you apply it within the context of COVID-19?

Activity 1: Small Group Discussion

Quotes:

"Ultimately, self-assessment enables learners to set their own [learning goals](#) and be responsible for their own learning. However, be aware that learners cannot become reflective learners overnight. It takes time and practice to develop these skills, and the role of the teacher is crucial in encouraging this."

Instructions:

After reflection on the quotes above, discuss the following question in your small groups. Think about the question in the current teaching context of COVID-19.

What steps will you take to introduce self-assessment to your class? (Think about the evidence that students would need to produce to represent their progress and the questions they would need to ask about their learning. You may refer to your reflection notes from the video assignment in section 3.8)

> **Facilitator note**
>
> Provide a summary of the following information on using self-assessment to close off the session.

4.4.1. self-assessment

1. In self-assessment, learners must be trained to ask **critical questions** about their learning. E.g. What did I do very well? What steps should I take to improve?
2. Learners must be provided with ways to **track their learning**. E.g. a checklist, journal, video diary etc.
3. They must be able to provide acceptable **evidence** of their learning
4. They must be sufficiently **trained and monitored** to ensure that they can confidently assess their learning

4.4.1. Assessment inventories

To keep track of the culture for AFL strategies, an assessment for learning inventory is necessary. An assessment inventory helps you keep track of your assessment practices, both old and new ones. You will complete the assessment inventory for homework, but for now, work in pairs to complete the first line of the table represented by number 1.

Name	Date	My understanding of assessment is...	Assessment measures that I have used so far (subject/ task)...	New Assessment measures that I am trying	The result of my assessment was...
1.					
2					
3.					
4.					
5.					
6.					

4.5. ✅ Collaborative lesson planning (15 min)

Task: Develop a 30-minute lesson to demonstrate how you will use self-assessment in your classroom. Be clear about what sorts of evidence students will need to demonstrate to show their learning and the questions they need to ask themselves. Feel free to use the template below, or you may use your own.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

4.6. 🚫 Closing the session (5 min)

> **Facilitator note**
>
> At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.
>
> Remind the teachers that there are prompts for individual reflection at the end of the session plan.

> **Activity**
>
> Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.
>
> For this post-session discussion, ask yourself:
>
> 1. Were participants already familiar with using Assessment for Learning in their respective practices?
> 2. Did they learn anything new?
> 3. How did the "Assessment Inventory" activity exercise go?

4.6.1. 🔔 Reminder

1. Use the table below to complete the assessment inventory
2. Read the article " What is Assessment?" by Dylan William. Think about the key takeaways from this article.
3. Carry out some research on peer assessment approaches for blended learning, but mainly online.
4. Which ones have you tried, and how are you finding them?
5. See complete Homework activities in 4.8

4.6.2. Strategies for peer and self-assessment (homework resource)

Strategy	Description
A Star (or two stars) and a Wish	Ask students to point out a positive aspect of the work of his/her friend (a Star) and to express a point about what their friend might do next time to improve on an aspect of the work (a Wish).
De Bono's Thinking Hats	Ask students to imagine wearing different coloured hats as a guide to give feedback to their friends or for themselves: ● Yellow Hat: List the good points of the work ● Black Hat: List the weaknesses in the work ● Green Hat: List another way (or ways) of doing the work
Checklist	Checklists facilitate peer- and self-assessment by focusing students' attention on specific success criteria they need to consider when looking at their friend's responses to questions. Here is an example below: **Learning intentions:** Recognise numerators/denominators and equivalent fractions. <table><tr><td>**Success Criteria**</td><td>**Yes/ No**</td><td>**Comments/ suggestions**</td></tr><tr><td>I can recognise numerator and denominator</td><td></td><td></td></tr><tr><td>I can recognise and name equivalent fractions.</td><td></td><td></td></tr></table>

Questions: which strategy do you find most useful, and how would you apply it to your teaching context?

4.7. 📙 Your academic recovery toolkit

4.7.1. Mandatory reading for the next session

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, *37*(1), 3–14. https://doi.org/10.1016/j.stueduc.2011.03.001

4.7.2. Optional further reading

1. Smith, K., & Engelsen, K. S. (2013). Developing an assessment for learning (AfL) culture in school: The voice of the principals. *International Journal of Leadership in Education*, *16*(1), 106–125. https://doi.org/10.1080/13603124.2011.651161
2. Getting Started with Assessment for Learning References

4.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

Homework and pre-work activities

Complete the assessment inventory and answer the question based on the chart in 4.6.2.

Look at the video on [Peer assessment in practice on Vimeo](#), then reflect on how you might apply peer assessment strategies in one of your English and Math class.

4.9. ⚠️ Prompts for reflection on your teaching

4.9.1. Individual reflection

Activity
Journal entry: Why is assessment for learning necessary, and why is it essential for students to track their progress?

Space for your reflections

4.9.2. Group reflection for the next session

Facilitator note
Prompt   1. Over the past few days, we have been doing AFL. Think about the use of self-assessment with your class. What are your thoughts on it? Share with your partner. (Follow with a whole-group discussion.)   2. Which self-assessment strategies would you find most helpful in working with marginalised students within a blended learning context?   3. Share your thoughts on your assessment inventory so far. (Select 5-8 teachers to share)

Prompts for reflection
1. How are you preparing your class for self-assessment?   2. Which of the strategies for self-assessment did you try, and how did it go?   3. What are some of the growth areas for you in utilising assessment for learning?

Session 5. Assessment for Learning 2

Peer Assessment

Preparation for this session
Refer to instructions in the Reminder Section (4.61)

5.1. 🎉 Welcome to the session (5 min)

Facilitator note
Welcome everybody to the session. Take a record of attendance.

5.2. 🤔 Reflect on your teaching from last week (10 min)

Facilitator note
In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.

You may say:

"*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"

Use a whole group discussion to lead teachers into a conversation about their informal learning review. Wrap up the session with the key takeaways.

You might find that teachers talk about topics that are not necessarily related to the task at hand, for example.

- Emotional wellbeing
- Unsupportive parents
- Limited resources and access to technology
- Lack of competencies/skills in the use of technology

When they go off-topic, it is helpful in gradually stir them back into focus

If teachers speak about lack of attendance, here are some services you can draw on:

- Head, school or district counsellor
- Principal
- Social services department.

Activity: Group reflection

Instructions

Please refer to the instructions at the end of the previous session.

5.3. 🎯 Learning objectives

Learning objectives for this session
In this session, you will cover the following areas: 1. How to use **Assessment for Learning** effectively in a blended learning situation. 2. Effective peer assessment in a blended learning classroom
Materials: journals, sticky notes, stationery, laptop.

5.4. 💡 Stimulus: Peer Assessment (20 mins)

Activity 1: Assessment for learning and Assessment
🎬 **VIDEO** **Watch this [video](#) by Shirley Clarke on feedback.** After watching the following video presentation on peer assessment in AFL, turn and talk with your partner about the strengths and weaknesses of peer assessment. In each example: 1. Identify the criteria for success. 2. Explain the kind of evidence that you will use to indicate success 3. How will feedback be given? (Think about the language that will be used to provide feedback)

Facilitator note

Provide a summary of the following information and lead a discussion on using AFL in peer and self-assessment to close off the video session on the pros and cons of peer and assessment. Let teachers know that the pros and cons of both peer and self-assessment.

5.3.1. Peer Assessment

1. Peer assessment provides an opportunity for students to evaluate their work or their peer's work critically. Peer assessment helps students develop as assessors and allows them to reflect on the quality of their work critically
2. and how to improve (Assessment Reform Group, 2002).
3. Useful in large classroom settings to promote feedback so that all students know how they are progressing and what to do next.
4. Peer assessment is also helpful because they:
   a. Help students develop valuable skills of making and defending judgements;
   b. Considerably increase the amount of feedback which students receive on their work, thus increasing motivation;
   c. Create a classroom environment in which students take responsibility for their learning;
   d. Engage students in constructive work independently, thereby allowing teachers to help students who need more support; and
   e. it can be less intimidating than a teacher's critical comments (when not given using sensitive language)
5. Two popular means of peer assessment are:
   a. Encouraging students to give formative feedback based on success criteria. These are mainly qualitative and involve looking for evidence for each success criteria in a student's work.
   b. Deciding a marking scheme based on which students can give marks to each other. For example, every step of a mathematics problem can carry specific marks, which students can use to assess each other summatively.

5.5. ✅ Collaborative lesson planning

Task: Work with your partner to create a lesson where you integrate peer assessment as part of the formative assessment in one of your lessons. Be explicit about how you will cater to struggling students, the assessment criteria you will use for effective peer assessment and how you plan to reinforce a culture for strong peer assessment. You may use the template below or one of your choosing.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

5.6. 🚫 Closing the session

> **Facilitator note**
>
> At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.
>
> Remind the teachers that there are prompts for individual reflection at the end of the session plan.

> **Activity**
>
> Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.
>
> For this post-session discussion, ask yourself:
>
> 1. Did participants have a clear understanding of how to use summative and formative assessments in blended learning?
> 2. Did they participate fully in the discussion?
> 3. Did participants understand their role in ensuring that they adapt assessment to address the challenges of teaching in COVID-19 and working with marginalised students?

5.6.1. 🔔 Reminder

Homework and pre-work activities

1. Remind teachers to do the homework activity (5.6.2) and add two more strategies to their assessment inventory.
2. Remind teachers of the mandatory reading for the next session.

3. Which type of summative assessment do you find most helpful for teaching in COVID-19? Answer the question using this video: [Summative Assessment (Strategic Assessment System, Part 3)](#)

5.6.2. Using AFL strategies in your classroom (Homework resource)

Key characteristics of AFL	Teaching strategies
1. Sharing learning objectives with pupils	a. Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that pupils can understand. b. Use these objectives as the basis for questioning and feedback during plenaries. c. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
2. Helping pupils to know and recognise the standards they are aiming for	a. Show pupils work that has met criteria with explanations of why. b. Give pupils clear success criteria and then relate them to the learning objectives. c. Model what it should look like; for example, exemplify good writing on the board. d. Ensure that there are clear shared expectations about the presentation of work. e. Provide displays of pupils' work which show work in progress as well as the finished product.
3. Involving pupils in peer and self-assessment	a. Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus. b. Encourage pupils to work/discuss together, focusing on how to improve. c. Ask pupils to explain their thinking: 'How did you get that answer?' d. Give time for pupils to reflect upon their learning. e. Identify with pupils the next steps in learning.
4. Providing feedback that leads pupils to recognise their next steps and how to take them	a. Value oral as well as written feedback. b. Ensure feedback is constructive and positive, identifying what the pupil has done well, what is needed to improve and how to do it. c. Identify the next steps for groups and individuals as appropriate.
5. Promoting confidence that every pupil can improve	a. Identify steps to enable pupils to see their progress, building confidence and self-esteem. b. Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
6. Involving both teacher and pupil in reviewing and reflecting on assessment information	a. Reflect with pupils on their work, for example, through a storyboard of steps taken during an investigation. b. Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer) c. Provide time for pupils to reflect on what they have learned and understood, and identify where they still have difficulties. d. adjust planning, evaluate the effectiveness of task, resources, etc. as a result of assessment

(Adapted from Open Education Resources Cambridge University)

> **Questions:**
> 1. Which strategies do you think would be most helpful in a blended learning context?
> 2. How will you use these strategies to engage marginalised students?

5.7. 📙 Your academic recovery toolkit

5.7.1. Resources for students and for the classroom

Global Online Academy. *24 Digital Tools for Formative Assessment.* Retrieved 1 March 2021, from https://goa.cdn.rygn.io/media/24DigitalToolst.pdf

Flipgrid. Retrieved 1 March 2021, from https://info.flipgrid.com/

5.7.2. Mandatory reading for the next session

Deyamport, W. (2020, October 23). What Assessment Looks Like in a Blended Learning Environment.
https://www.schoology.com/blog/what-assessment-looks-blended-learning-environment

5.7.3. Optional further reading

Terrel, S. S. (2015, October 1). 20 Tools, Apps, & Tips for Engaging Assessment. *Teacher Reboot Camp.* http://iv7.fe4.myftpupload.com/2015/10/formativeassessment/

Session 6. Summative assessment

> **Preparation for this session**
>
> Please refer to the instructions at the end of the previous session (5.61).

6.1. 🎉 Welcome to the session (5 min)

> **Facilitator note**
>
> Welcome everybody to the session and take attendance. Ensure that all the equipment required is in place.

6.2. 🤔 Reflect on your teaching from last week (10 min)

> **Facilitator note**
>
> In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.
>
> **You may say**:
>
> "*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"
>
> Use a whole group discussion to lead teachers into a conversation about their informal learning review. Wrap up the session with the key takeaways.
>
> You might find that teachers talk about these kinds of topics:
>
> - Emotional wellbeing
> - Unsupportive parents
> - Limited resources and access to technology
> - Lack of competencies/skills in the use of technology
>
> If teachers speak about lack of attendance, here are some services you can draw on:
>
> - Head and district counsellor
> - Social services department
> - Parents
> - School administrators

Activity: Group reflection
Instructions
Please refer to the instructions at the end of the previous session (5.61).

6.3. 🎯 Learning objectives

Learning Objectives
In this session, you will cover the following areas: • Summative assessment for academic recovery in blended learning • Strategies for summative assessment

6.4. 💡 Stimulus: Summative Assessments (20 min)

6.4.1. Activity

Facilitator note

Have participants watch the video for the activity below. Organise them in small groups for a small group discussion. Finally, lead a whole group discussion on the key takeaways from the discussion. Be sure to explore the role of summative assessment in the context of academic recovery during COVID-19.

Activity 2: Summative Assessment

🎞 **VIDEO**

Instruction:

1. Have a look at the video on [Summative Assessment: Overview & Examples](#) (Begin to play the video from 0:33)
2. Next, work in small groups to design a chart to represent the kinds of summative assessment you have used in your blended learning activities.
3. Explain how they have worked for you so far. Then identify one from the video that you would like to try out.

Facilitator note

Have teachers read the following paragraphs. Then lead a whole group discussion to examine the pros and cons of the examples below. During the discussion, ensure that teachers share the usefulness .check-inof the strategies below in blended learning.

6.5. Summative assessment strategies

6.4.2. Some AFL strategies to use in a blended learning context

Summative assessment: **Google forms** (effective in assessing students at the end of a unit); **question banks** (distribute different questions to students depending on learning needs); **digital portfolios** (allows students to collect evidence of their learning); **oral presentations** (consider presentations as a means to enable students to represent what they have learned, provide them with opportunities to create videos where necessary); **paper-based reports and projects** (these can be sent via the post); **video responses** (Flipgrid is a free resource which allows students to respond to prompts created by you).

6.6. ✅ Collaborative lesson planning

Task: Work with your partner to create a lesson in which you use summative assessments in a blended learning environment. Be explicit about how you will cater for your struggling students and the kind of summative assessment you intend to use.   You may use the template below or one of your choosing.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

6.7. 🚫 Closing the session

Facilitator note

At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.

Remind the teachers that there are prompts for individual reflection at the end of the session plan.

Activity

Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

Facilitator note: Post-session discussion

In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.

For this post-session discussion, ask yourself:

1. Did participants have a clear understanding of how to use summative and formative assessments in blended learning?
2. Did they participate fully in the discussion?
3. Did participants understand their role in ensuring that they adapt assessment to address the challenges of teaching in COVID-19 and working with marginalised students?

6.7.1. 🔔 Reminder

Read through the table below, then complete the following questions.

1. Remind teachers to do the homework activity and add two more strategies to their assessment inventory.

2. Remind teachers of the mandatory reading for the next session.

6.7.2. Using AFL strategies in your classroom (Homework resource)

Direction: Add two more strategies to your assessment inventory

Key characteristics of AFL	Teaching strategies
1. Sharing learning objectives with pupils	a. Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that pupils can understand. b. Use these objectives as the basis for questioning and feedback during plenaries. c. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
2. Helping pupils to know and recognise the standards they are aiming for	a. Show pupils work that has met criteria with explanations of why. b. Give pupils clear success criteria and then relate them to the learning objectives. c. Model what it should look like; for example, exemplify good writing on the board. d. Ensure that there are clear shared expectations about the presentation of work. e. Provide displays of pupils' work which show work in progress as well as the finished product.
3. Involving pupils in peer and self-assessment	a. Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus. b. Encourage pupils to work/discuss together, focusing on how to improve. c. Ask pupils to explain their thinking: 'How did you get that answer?' d. Give time for pupils to reflect upon their learning. e. Identify with pupils the next steps in learning.
4. Providing feedback that leads pupils to recognise their next steps and how to take them	a. Value oral as well as written feedback. b. Ensure feedback is constructive and positive, identifying what the pupil has done well, what is needed to improve and how to do it. c. Identify the next steps for groups and individuals as appropriate.
5. Promoting confidence that every pupil can improve	a. Identify steps to enable pupils to see their progress, building confidence and self-esteem. b. Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
6. Involving both teacher and pupil in reviewing and reflecting on assessment information	a. Reflect with pupils on their work, for example, through a storyboard of steps taken during an investigation. b. Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer) c. Provide time for pupils to reflect on what they have learned and understood, and identify where they still have difficulties. d. Adjust planning, evaluate the effectiveness of task, resources, etc., as a result of assessment.

(Adapted from Open Education Resources Cambridge University)

Instructions: Answer the following questions:

1. Which strategies do you think would be most helpful in a blended learning context?
2. How will you use these strategies to engage marginalised students?

6.8. 📙 Your academic recovery toolkit

6.8.1. Resources for students and for the classroom

Global Online Academy. *24 Digital Tools for Formative Assessment*. Retrieved 1 March 2021, from https://goa.cdn.rygn.io/media/24DigitalToolst.pdf

Flipgrid. Retrieved 1 March 2021, from https://info.flipgrid.com/

6.8.2. Mandatory reading for the next session

Deyamport, W. (2020, October 23). What Assessment Looks Like in a Blended Learning Environment.
https://www.schoology.com/blog/what-assessment-looks-blended-learning-environment

6.8.3. Optional further reading

Flemming, N. (2020, October 1). *7 Ways to Do Formative Assessments in Your Virtual Classroom*. Edutopia.
https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom

Terrel, S. S. (2015, October 1). 20 Tools, Apps, & Tips for Engaging Assessment. *Teacher Reboot Camp*. http://iv7.fe4.myftpupload.com/2015/10/formativeassessment/

6.9. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons. In preparation for the next session, read the following article, 7 Ways to Do Formative Assessments in Your Virtual Classroom

6.10. ⚠ Prompts for reflection on your teaching

6.10.1. Individual reflection

Activity
What are some of the challenges in creating a lesson plan for formative and summative assessments in blended learning?

Space for your reflections

6.10.2. Group reflection for the next session

Facilitator note
The following prompts for reflection are to be used during the next professional development session in the section "Reflect on your teaching from last week" marked with 🤔 .

Prompts for reflection
1. What did you learn from the use of summative assessment in blended learning?   2. How will what you learned impact your teaching in the long term?

Session 7. Formative Assessments

Preparation for this session
Refer to instructions in the previous session (6.9)

7.1. 🎉 Welcome to the session (5 min)

Facilitator note
Welcome everybody to the session and take attendance. Ensure that all the equipment required is in place.

7.2. 🤔 Reflect on your teaching from last week (10 min)

Facilitator note
In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.

You may say:

"*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"

Use a whole group discussion to lead teachers into a conversation about their informal learning review. Wrap up the session with the key takeaways.

You might find that teachers talk about these kinds of topics:

- Emotional wellbeing
- Unsupportive parents
- Limited resources and access to technology
- Lack of competencies/skills in the use of technology

If teachers speak about lack of attendance, here are some services you can draw on:

- Head and district counsellor
- Social services department
- Parents
- School administrators

7.3. 🎯 Learning objectives

Learning objectives for this session
In this session, you will cover the following areas: 1. How to use **formative assessment** effectively in a blended learning situation. 2. Strategies for formative assessment in blended learning
Materials: journals, sticky notes, stationery, laptop.

7.4. 💡 Stimulus: Formative Assessments

Facilitator note

After watching the video use the guidelines below to lead a discussion.

1. What online tools are you currently using to conduct formative and summative assessments, and how effective are they? (Small group discussion)

   Seven Strategies for Using Formative Assessments in Online Learning

   Formative Assessments: Why, When & Top 5 Examples (Play the video from 1:07)

2. Which formative assessment strategies from the videos do you find most useful and why? (Small group discussion)
3. How might you use it in your classroom in blended learning? (Whole-group discussion)

Facilitator note

Provide a summary of the following information and lead a discussion on key takeaways in formative assessment in the context of an ARP.

Have teachers read the following paragraphs. Then nominate up to five teachers to share strategies they would like to attempt in a blended learning context. Also, ask those who already use it to share how effective it has been in the blended learning and COVID-19 context.

7.4.1. Some AFL strategies to use in a blended learning context

1. **Formative assessment**: **dipstick** (a quick check in for academic and emotional wellbeing in which the teacher asks questions and the students respond orally with a physical motion like thumbs up etc.); **Kahoot** provides an easy way to plan a pop quiz and check students' understanding interactively); **Zoom** (can be easily used for quick polls); **Google Classroom (**can be used for quick polls); **Exit tickets & exit slips** (can be effectively used only to check for understanding at the end of class quickly)

Facilitator note

Summarise the key ideas from the discussion so far. Assessment must be **flexible**, **creative** and **relevant** to the content and learning goals. It must develop **autonomy** in students and must be based on **specific criteria** within a **classroom culture** that accommodates it.

7.5. ✅ Collaborative lesson planning (15 min)

Task: Design a lesson where you will use formative assessment to monitor student learning. Be clear about how you will ensure that students understand the feedback and use formative feedback to communicate with parents.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

7.6. 🚫 Closing the session

Facilitator note

At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.

Remind the teachers that there are prompts for individual reflection at the end of the session plan.

Activity

Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

Facilitator note: Post-session discussion

In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.

For this post-session discussion, ask yourself:

1. Did participants have a clear understanding of how to use formative assessments in blended learning?
2. Did they participate fully in the discussion?
3. Did participants understand their role in ensuring that they adapt assessment to address the challenges of teaching in COVID-19 and working with marginalised students?

7.6.1. 🔔Reminder

Read through the table below, then complete the following questions.

1. Remind teachers to do the homework activity (7.6.2) and add two more strategies to their assessment inventory.

2. Remind teachers of the mandatory reading for the next session and to make a list of diagnostic assessment that they have used and their usefulness in the COVID-19 pandemic

7.6.2. Using AFL strategies in your classroom (Homework resource)

Direction: Add two more strategies to your assessment inventory

Key characteristics of AFL	Teaching strategies
1. Sharing learning objectives with pupils	a. Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that pupils can understand. b. Use these objectives as the basis for questioning and feedback during plenaries. c. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
2. Helping pupils to know and recognise the standards they are aiming for	a. Show pupils work that has met criteria with explanations of why. b. Give pupils clear success criteria and then relate them to the learning objectives. c. Model what it should look like; for example, exemplify good writing on the board. d. Ensure that there are clear shared expectations about the presentation of work. e. Provide displays of pupils' work which show work in progress as well as the finished product.
3. Involving pupils in peer and self-assessment	a. Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus. b. Encourage pupils to work/discuss together, focusing on how to improve. c. Ask pupils to explain their thinking: 'How did you get that answer?' d. Give time for pupils to reflect upon their learning. e. Identify with pupils the next steps in learning.
4. Providing feedback that leads pupils to recognise their next steps and how to take them	a. Value oral as well as written feedback. b. Ensure feedback is constructive and positive, identifying what the pupil has done well, what is needed to improve and how to do it. c. Identify the next steps for groups and individuals as appropriate.
5. Promoting confidence that every pupil can improve	a. Identify steps to enable pupils to see their progress, building confidence and self-esteem. b. Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.

6.	Involving both teacher and pupil in reviewing and reflecting on assessment information	a. Reflect with pupils on their work, for example, through a storyboard of steps taken during an investigation. b. Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer) c. Provide time for pupils to reflect on what they have learned and understood, and identify where they still have difficulties. d. adjust planning, evaluate the effectiveness of task, resources, etc. as a result of assessment

(Adapted from Open Education Resources Cambridge University)

Instructions: Answer the following questions:

1. Which strategies do you think will be most useful in a formative assessment?
2. How will you use these strategies to engage marginalised students?

7.7. 📙 Your academic recovery toolkit

7.7.1. Resources for students and for the classroom

Global Online Academy. *24 Digital Tools for Formative Assessment*. Retrieved 1 March 2021, from https://goa.cdn.rygn.io/media/24DigitalToolst.pdf

Flipgrid. Retrieved 1 March 2021, from https://info.flipgrid.com/

7.7.2. Mandatory reading for the next session

Deyamport, W. (2020, October 23). What Assessment Looks Like in a Blended Learning Environment.
https://www.schoology.com/blog/what-assessment-looks-blended-learning-environment

7.7.3. Optional further reading

Flemming, N. (2020, October 1). *7 Ways to Do Formative Assessments in Your Virtual Classroom*. Edutopia.
https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom

Terrel, S. S. (2015, October 1). 20 Tools, Apps, & Tips for Engaging Assessment. *Teacher Reboot Camp*. http://iv7.fe4.myftpupload.com/2015/10/formativeassessment/

7.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

7.9. ⚠ Prompts for reflection on your teaching

7.9.1. Individual reflection

Activity
What are some of the challenges in creating a lesson plan for formative and summative assessments in blended learning?

Space for your reflections

7.9.2. Group reflection for the next session

Facilitator note

The following prompts for reflection are to be used during the next professional development session in the section "Reflect on your teaching from last week" marked with 🤔 .

Prompts for reflection

1. What did you learn from the use of formative assessment in blended learning?
2. How will what you learned impact your teaching in the long term?

Session 8. Diagnostic teaching strategies

> **Preparation for this session**
>
> Make a list of the various diagnostic tests you are aware of and those you have used in the past. (7.6.1)

8.1. 🎉 Welcome to the session (5 min)

> **Facilitator note**
>
> Welcome everybody to the session and take attendance. Ensure that all the equipment required is in place.

8.2. 🤔 Reflect on your teaching from last week (10 min)

> **Facilitator note**
>
> In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.
>
> **You may say**:
>
> "*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"
>
> Use a whole group discussion to lead teachers into a conversation about their informal learning review. Wrap up the session with the key takeaways.
>
> You might find that teachers talk about these kinds of topics:
>
> - Emotional wellbeing
> - Unsupportive parents
> - Limited resources and access to technology
> - Lack of competencies/skills in the use of technology
>
> If teachers speak about lack of attendance, here are some services you can draw on:
>
> - Head and district counsellor
> - Social services department
> - Parents
> - School administrators

Activity: Group reflection
Instructions Please refer to the instructions at the end of the previous session. (7.9.2)

8.3. 🎯 Learning objectives

Learning Objectives
In this session, you will learn: • How to identify students who may be lagging behind • How to design and administer diagnostic tests • Diagnostic teaching strategies

8.4. 💡 Stimulus: Diagnostic Assessments (20 min)

8.4.1. Activity

> **Facilitator note**
>
> Assign participants in groups of five to reflect on the following questions: You may initiate a group conversation by asking participants the following questions:
> 1. What are diagnostic tests?
> 2. What are some examples of diagnostic tests?
> 3. Why are diagnostic tests necessary?
> 4. How often should diagnostic tests be administered?

Diagnostic Assessments

🎞️ **VIDEO**

Have a look at the video on Diagnostic Assessments

In your small groups, reflect on the following questions:

1. What are diagnostic tests?
2. What are some examples of diagnostic tests?
3. Why are diagnostic tests necessary?
4. What challenges do you experience in using diagnostic tests in the blended learning context resulting from Covid19?

8.4.2. Activity

Activity 2: Diagnostic teaching strategies

You are a Grade 3 Mathematics teacher in a class of 20 students. You want to introduce a new topic on improper fractions, which builds on fractions and requires an in-depth understanding of proper fractions. Based on data from a diagnostic test, you became aware that 6 of your students did not fully understand the concept of proper fractions during previous instruction and two students missed out on the lesson on proper fractions.

Task

Look at the following video on [Pre-teaching vs Re-teaching](#) and think about how you can use re-teaching and pre-teaching with diagnostic tests.

 Work with your peers to discuss how you will use the data from the diagnostic test to plan a pre-teach and reteach lesson on Improper Fractions. Be clear on the type of data that you plan to collect, how you will collect it, and how you will use it to inform pre-teaching and reteaching activities. To complete this task, one person should do the reteach lesson, and the other the pre-teach lesson.

8.5. ✅ Collaborative lesson planning (15 min)

Task: Work with your partner to create a lesson in which you use formative assessments in a blended learning environment. Be explicit about your criteria for success, how you will ensure that students understand feedback and how you will overcome the challenges of blended learning in COVID-19. You may use the template below or one of your choosing.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

8.6. 🚫Closing the Session (10 min)

> **Facilitator note**
>
> The facilitator may now openly ask the question below for an open discussion.
>
> **Question:** How has the new lesson plan evolved from the initial one?

> **Activity**
>
> Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.
>
> For this post-session discussion, ask yourself:
>
> 1. Were participants already familiar with some of the strategies introduced?
> 2. How did participants engage in the activities?
> 3. Did they find some of the strategies helpful?

8.6.1. 🔔Reminder

Prepare and administer a diagnostic test for a new topic and record your pre-teaching and reteaching strategies. What difference did re-teaching and pre-teaching make?

8.7. 📙 Your academic recovery toolkit

8.7.1. Optional further reading

Network for Educator Effectiveness. (2019). *Using Noticing for Professional Growth.* https://neeadvantage.com/wp-content/uploads/2019/05/Using-Noticing-for-Professional-Growth.pdf

Network for Educator Effectiveness. (2019, May 8). *Teacher Professional Development: 3 Activity Ideas for School Leaders.* https://neeadvantage.com/blog/teacher-professional-development-3-activity-ideas-for-school-leaders/

8.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

Preparation for Session 8: Please watch this introductory YouTube video on [Open Educational Resources](#).

8.9. ⚠ Prompts for reflection on your teaching

8.9.1. Individual reflection

Activity
What diagnostic teaching strategies can I use for students who do not show up regularly for lessons? How can I ensure that they are not lagging behind?

Space for your reflections

8.9.2. Group reflection for the next session

Facilitator note
The following prompts for reflection are to be used during the next professional development session in the section "Reflect on your teaching from last week" marked with 🤔 .

Prompts for reflection
What are your views on open development resources? How useful do you think they are in teaching during COVID-19?

Session 9. Introduction to Open Educational Resources (OER)

> **Preparation for this session**
>
> Please watch the video in the reminder section of Session 8 (8.8)

9.1. 🎉 Welcome to the session (5 min)

> **Facilitator note**
>
> Welcome everybody to the session and take a record of attendance. Ensure that all the equipment and materials required are in place.

9.2. 🤔 Reflect on your teaching from last week (10 min)

> **Facilitator note**
>
> In this part of the session, you invite teachers to share their experiences from the previous session's training. Make the reflections as concrete as possible.
>
> **You may say**:
>
> "*In this part of the session, we reflect on how we implemented the activities planned in the last session, and then implemented in the classroom or during remote activities.*"
>
> Use a whole group discussion to lead teachers into a conversation about some diagnostic teaching strategies they implemented in their classrooms for students lagging behind and their outcomes.
>
> You might find that teachers talk about these kinds of topics:
>
> - Emotional wellbeing
> - Unsupportive parents
> - Limited resources and access to technology
> - Lack of competencies/skills in the use of technology
>
> If teachers speak about lack of attendance, here are some services you can draw on:
>
> - Head counsellor

- The principal
- Social services department.

Activity: Group reflection

Instructions

Please refer to the instructions at the end of the previous session.

9.3. 🎯 Learning objectives

Learning objectives for this session
In this session, you will learn about **Open Education Resources** and how to access them.
Materials: Journals, easel pads, sticky notes, and markers

9.4. 💡 Stimulus: Open Educational Resources (20 min)

9.4.1. Activity: Definition of OER

Facilitator note
Discuss OER definitions: You may cold call participants and ask their opinions on Open Educational Resources. You may use this slide deck to discuss Open Educational Resources.

Some key things to mention:
   a. Teaching and learning materials are **freely available** online **for everyone** to use
   b. Licensing (Creative Commons)

9.4.2. Do Now: Teaching processes

Activity 1: Teaching Process Concept Map[1]
Participants are asked to create a visual representation of their teaching process. Participants should consider what and how they teach. Where they get inspiration and resources, and who they collaborate with. Participants will present their concept maps and hang them on the walls.
Materials: Easel pads, sticky notes, and markers

Facilitator note
For this activity, ensure that all, teachers have access to the materials required. The activity should have a duration of seven minutes. After the time has elapsed,call some participants to discuss their teaching processes with the rest of the group.

9.4.3. Activity

Facilitator note
Divide teachers in groups of five to discuss practical ways in which they can use OER to improve their teaching practice.

---

[1] http://wiki.oercommons.org/index.php/Teaching_Process_Concept_Map

9.5. ✅ Collaborative lesson planning (20 min)

Task: Prepare a lesson plan for your students using any Open Educational Resource platform (feel free to use other preferred lesson plan formats).

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

9.6. 🚫 Closing the session (5 min)

Facilitator note

The facilitator may now openly ask the question below for an open discussion.

Question: How important is OER in the context of an ARP?

Activity

Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

Facilitator note: Post-session discussion

In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'partner' in another school, and you can do this discussion by phone.

For this post-session discussion, ask yourself:

1. Did participants have an understanding of OER?
2. Were some participants already using OER before this session?
3. Was there some resistance to using OER? If yes, why?
4. Do you think this will encourage participants to use more OER?

9.6.1. 🔔 Reminder

Remember to search for Open Educational Resources which may be helpful for your future lessons. Use this link here [OER Commons](#) to help you prepare for the next session.

9.7. 📙 Your academic recovery toolkit

9.7.1. Further reading

A Basic guide to open educational resources (OER)—UNESCO Bibliothèque Numérique. (2015). Retrieved 16 February 2021, from https://unesdoc.unesco.org/ark:/48223/pf0000215804

Creative Commons—Attribution-NonCommercial-ShareAlike 3.0 Unported—CC BY-NC-SA 3.0. (n.d.). Retrieved 16 February 2021, from https://creativecommons.org/licenses/by-nc-sa/3.0/

Misra, P. (2014, December). Online training of teachers using OER: Promises and potential strategies. *Open Praxis*, 375–385.

OER Commons. (n.d.). OER Commons. Retrieved 16 February 2021, from https://www.oercommons.org/training

Warren, S. wakimsu, Rachel Arteaga, Hilton, Lumen, D'Arcy Hutchings, Feldstein, Martin. (n.d.). *Introduction to Open Educational Resources (OER)—Ppt download.* Retrieved 16 February 2021, from https://slideplayer.com/slide/13541542/

9.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

9.9. ⚠ Prompts for reflection on your teaching

9.9.1. Individual reflection

Activity
Immediately after the lesson, do any post-lesson activities that you discussed in the previous professional development session. Also, note any specific reflections about your teaching and how you support students who need academic recovery.

Space for your reflections

9.9.2. Group reflection for the next session

Prompts for reflection
What is your understanding of OER? Are you clear on issues of licensing? Which ones do you find most useful and why?

Session 10. OERCommons

<div>

Preparation for this session

To prepare for this session, you are required to create an OER Commons account. You may use the following [link](#)

</div>

10.1. 🎉 Welcome to the session (5 min)

<div>

Facilitator note

Welcome everybody to the session and take a record of attendance. Ensure that all the equipment and material required are in place.

</div>

10.2. 🤔 Reflect on your teaching from last week (10 min)

<div>

Facilitator note

In this part of the session, you invite teachers to share their experiences from their teaching since the last professional development session. Ask the teachers to recount specific classroom situations to make the reflections as concrete as possible. Remember that this TPD programme is focused on academic recovery for students who were left behind or disadvantaged.

Say:
"*In this part of the session, we reflect on how we implemented the activities planned in the last session. Remember that this TPD programme is focused on the academic recovery students who were left behind or disadvantaged. So we want to hear especially about those students.*"

Remember that the prompts for reflection are included at the end of the previous session. As a facilitator, have those prompts ready to share with the teachers (whether you are meeting face-to-face or remotely).

Use a whole-group discussion to lead teachers into the reflections about their informal learning review. Wrap up the session with the key takeaways.

</div>

Activity: Group reflection

Please refer to the instructions at the end of the previous session.

10.3. 🎯 Learning objectives

> **Facilitator note**
>
> Simply read out the learning objectives for this session. Please do not spend more time than necessary. The learning objectives will be clarified in the next section ('Stimulus'). In advance of this session, you need to have made sure that all teachers have access to the required materials.

Learning objectives for this session

In this session, you will cover the following areas:

1. How to find OER materials.
2. How to review OER content.
3. How to include OER content in your lesson plans.

10.4. 💡 Stimulus: Open Educational Resources

10.4.1. Activity: Finding Materials

> **Facilitator note**
>
> For this activity, participants must use their computers or mobile phones to browse the [OERCommons](#) platform. Ensure that every participant has access to a device and internet access. In the event of device shortage, you may assign 2 participants per device.

> **Activity 1: Find materials[2]**
>
> Login to your OER commons account.
>
> Using one or more of the searching or browsing methods outlined below, locate materials you can begin using in your teaching or learning. After finding an item you can use, save it by clicking the "Save Item" link located under the title.
>
> 1. A simple search which entails typing in the keywords for the area you will like to have resources on
> 2. An advanced search where you can refine your search using any combination of filtering criteria such as the subject area, grade level, type of material (search games or textbooks or lesson plans etc.), media format (audio, text, mobile, etc.), kind of collection, and much more.
> 3. Browsing by top content, category or content producer
>
> When you find some useful resources that could serve you in the future, you may save them for future use in your lesson plans.
>
> **Materials**: Computer/phone/tablet, internet access

10.4.2. Activity: Discussion

> **Facilitator note**
>
> You may facilitate a group discussion. You may also cold call participants if they don't volunteer

---

[2] http://wiki.oercommons.org/index.php/Finding_OER_Materials_You_Can_Start_Using_Now

Activity 2: Discussion

How did you find the experience?

10.5. ✅ Collaborative lesson planning (15 min)

> **Facilitator note**
>
> During the collaborative lesson planning you and your co-facilitators should circulate and discuss any issues that may arise with the teachers.

Task: Work with your partner to prepare a lesson plan for your students using the resources you discussed in activity 9.4.1.

Topic:	
Grade:	
Lesson Objective:	
Materials:	
Activity:	
Exit Ticket:	

10.6. 🚫 Closing the session (5 min)

> **Facilitator note**
>
> At the end of the session, ask whether there are any unresolved issues. Ask whether everybody is confident that they can teach the activity or lesson that has been planned.
>
> Remind the teachers that there are prompts for individual reflection at the end of the session plan.

> **Activity**
>
> Are there any unresolved issues? Are you confident that you can teach the activity or lesson that you have planned?

> **Facilitator note: Post-session discussion**
>
> In most schools, there should be two peer facilitators. You should now take some time to discuss how the session went. If there is only one facilitator at your school, you should have a 'buddy' in another, and you can do this discussion by phone.
>
> For this post-session discussion, ask yourself:
>
> 1. Do participants know where to find OER resources?
> 2. Will they use these resources in their sessions?
> 3. Are these resources tailored to the Caribbean context?

10.7. 📙 Your academic recovery toolkit

10.7.1. Resources for students and for the classroom

https://www.oercommons.org/

10.7.2. Further reading

10.8. 🚀 Reminder to teach

Remember that you need to implement the activities that you have planned. Usually, this means utilising the idea during one or more lessons.

10.9. ⚠ Prompts for reflection on your teaching

10.9.1. Individual reflection

Activity
Immediately after the lesson, do any post-lesson activities discussed in the previous professional development session.
Also, note any specific reflections about your teaching and how you support the students who need academic recovery.

Space for your reflections

10.9.2. Group reflection for the next session

Facilitator note
The following prompts for reflection will be used during the next professional development session in the section "Reflect on your teaching from last week" marked with 🤔

Prompts for reflection

11. Resources

Sample TPD Manual_Slide Deck to accompany TPD.