

CIS Ontario 

Conference of Independent Schools of Ontario

Connects Unconference

Capturing Observation and Conversation

Session Format (120 min)

Welcome	5 min	Facilitator Introductions & overview
Learn	25 min	Session facilitators to share their experience / learning
Reflect & Share	25 min	Facilitated table sharing of expertise and prior knowledge
Deep Dive	30 min	Facilitated deep dive into a session sub questions.
Record & Consolidate	30 min	Participants consolidate with the infographic exit ticket
Gallery Walk	5 min	Conversations and connections during the coffee break.

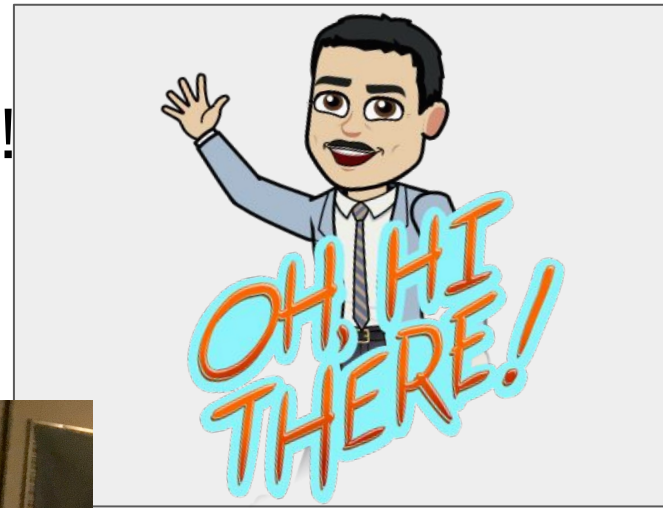
Core Agreements

- **Respect your own air-time**, and that of your fellow participants
- **We are all experts:**
 - Experts in how to collaborate
 - Experts in how to support one another
 - Experts in how to be generative in our dialogue
 - Experts in generous listening
- **We don't know it all:**
 - We all have room to grow, we benefit most when we listen with an open mind
 - We all come from different schools and different cultural contexts,
- **Network & Connect**
 - Continue the conversation during the breaks and over lunch



Chris Deighton
The York School

Nice to Meet you!

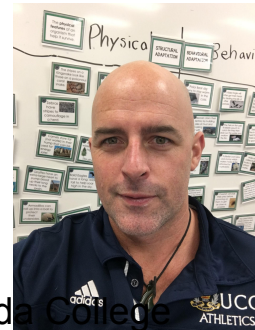


Donita
Duplisea

Holy
Trinity
School



Aleecia Brunberg and Brie Dundas
Hillfield Strathallan College



Mark Ferley
Upper Canada College

Capturing Observations and Conversations

“How might we effectively and authentically assess student learning through observations and conversation?”

Your Conference Placemat

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

It is the artifact of the session. Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

The placemat form is titled "Your Conference Placemat" and is designed for use during a session. It includes the following sections:

- Name:** _____
- Session Strand:** _____
- Who is at my table? (Record Names & Schools)**
- Prepare**
 - Guiding question:*
 - What insights and experience do I have to contribute to this guiding question?*
 - What questions do I have about this guiding question and this topic in general?*
- Learn**
 - Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?*



Prepare & Learn

Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

Learn

- 20 min presentation from your facilitators.
- Take notes
- Write down questions and ideas

	Name: _____	Session Strand: _____	
Who is at my table? (Record Names & Schools)			
Prepare		Learn	
<i>Guiding question:</i>		<i>Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?</i>	
<i>What insights and experience do I have to contribute to this guiding question?</i>			
<i>What questions do I have about this guiding question and this topic in general?</i>			

Observation and Spaces...

- Pedagogical shift in reporting and observing results in shift of how we use our space.
- Spaces to reflect the desired observations.
- Student-centric learning = Student-centric observation.
- Increasing the visualization of learning



In short ...



Student Autonomy - Recording of Learning

- Increase student autonomy in recording their learning experience
- Augmented motivation to analyze and reflect
- Higher level critical thinking of their performance and reflection
- Digital Tracking / Portfolios
- Notability [1](#) [2](#)
- [Plickers](#)

Why?

Intention vs Impact

Conversations allow the teacher and student to dialogue about their intentions and understandings.

Sources of Evidence

Conversations

- Conferences
- Notes
- Journal
- Blogs
- Moderated Wikis
- Moderated Online forums
- Student feedback
- Focused conversations
- Portfolio Conferencing

- Running Record
- List of Books Read
- Vocabulary Checklists
- Notes from Literature Circle
- Observation Checklist
- Processfolio
- Anecdotal observation
- Questioning
- Presentations
- Listening
- Speaking
- Problem Solving
- Group Skills

- Performance Tasks
- Assignments
- Test Scores
- Reader Responses
- Tests
- Portfolios
- Checklists
- Videos
- Journals
- Projects
- Graphs
- Tests

“The Triangle”

Observations

Products

45

reach every student

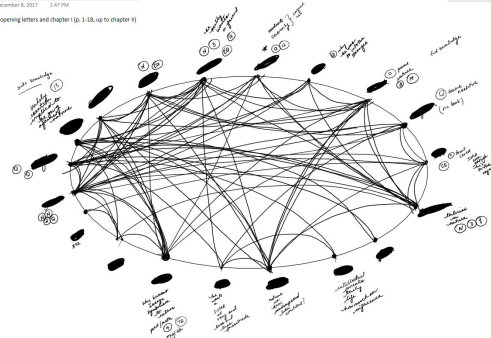


Harkness Table - From Exeter Academy

D Period: Frankenstein p. 1-18

Friday, December 8, 2017 1:47 PM
The opening letters and chapter 1 (p. 1-18, up to chapter 1)

British Literature (Winter) > Teacher Only > New Section 2



- nature / goodness
- sympathy
- why humans drawn to nature?
- sympathy

Frankenstein p. 1-18
Started out talking about nature and (poetry) emotions/feelings but then we decided to get specific with the poem: why are humans drawn to nature? sympathy?

Robert Walton:
 • Why is he on this journey? What does his social status have to do with that?
 • He is very lonely, yearns about companionship of the stranger
 • He is on a quest to "find knowledge" but what does that mean? Has he been into poetry or music, but he has "been" to know he is into science? Any particular type? Seems sort of vague.
 • Childhood ambition to sail

The Stranger: Frankenstein seems very similar to RW? seem very similar why was he not on the ship? Can he assume he was making the monster?

Is there a link to a front cover? Seen as a painting-what does this mean?

How much influence does Mary Shelley's own life have over the text?

Description

The Big Challenge: TIME



ScreenCastify

Reflecting/Explaining their work and choices

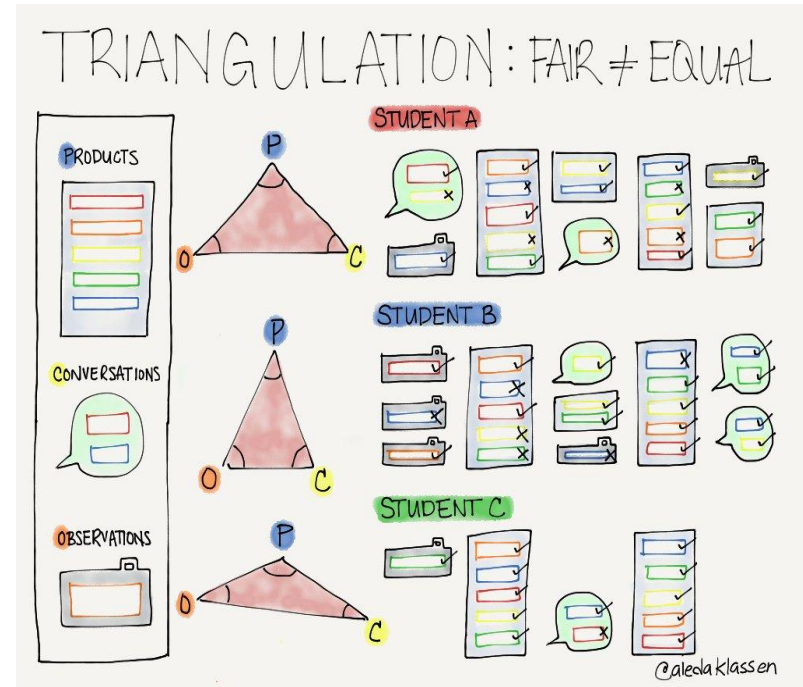


Offering it to one means offering it to ALL

One Solution: Associate Teachers

Efficient and authentic tools - Can this really be done in our busy schedules?

- ★ Dive right in!
There will be push back...how? Time? authentic?
- ★ Must be effective for the the students and the teachers
 - Important part of the feedback cycle
- ★ Caught in the moment, as well as, planned. Keep the tools handy! Personalized learning=personalized assessment
- ★ Be open with the students about the how and why
- ★ Co-create these tools with the students. What is it in particular they want me to evaluate?



Examples of tools we are trying...

ade (knowledge), and the

Sept. 20

demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
demonstrates considerable understanding of content	demonstrates thorough understanding of content

with considerable effectiveness	with a high degree of effectiveness
with considerable effectiveness	with a high degree of effectiveness
with considerable effectiveness	with a high degree of effectiveness

Sept. 20

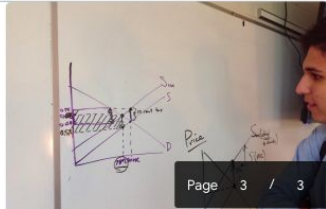
with considerable effectiveness	with a high degree of effectiveness
with considerable effectiveness	with a high degree of effectiveness
with considerable effectiveness	with a high degree of effectiveness

10/2, 2018

Sept. 20

██████████ dropped by during SOT on Thursday to inquire about a MLL activity involving price ceilings. He was confused about how to calculate a shortage or surplus, but he was able to articulate his question very well using words and diagrams.

↳ He even pointed out a working error on my new MLL surplus question!



Oct. 2, 2018

Great conversation about excise tax.

Unscheduled conversations with students using a "running" rubric, evidence and notes

Course: CIA4U Section: I Teacher: ██████████						
Observed Curriculum Expectations and Thinking Categories					Levels	
1. KNOWLEDGE: Explain issues related to our the role of government in redressing imbalance (see C.3, back page). 2. COMMUNICATION: Demonstrate an understanding of economic trade-offs and explain their significance for individuals and society (C2.1, back page). 3. THINKING: Analyze economic trends and trade-offs (C2.2 & C2.3, back page). 4. THINKING: Assess possible responses to current economic issues (C2.4 back page)					L1: Limited L2: Some L3: Considerable L4: Thorough/High Degree	
Student	Date: Dec. 18 Goal: KC3; TC2.4	Comments:	Date: Jan. 9 Goal: TC2.4	Comments:	Date: Goal:	Comments:
██████████	Level:	Absent	Level: 3.2	Quietly focused and productive.	Level:	
██████████	Level: K3.5, T_	Asking many good questions: What do you think of unions? Do you vote in elections? Seemed to be well aware of the general issue of income and transfer payments in politics.	Level: T: 3.8 Focused and communicating his ideas well.	Level: T: 3.6 Focused, active listening, and communicating his ideas well.	Level:	

Formal classroom observations - peer co-constructed

WHY?

"Is this for marks?"
"You gave me... (grade)"

HOW

Reframe
Assessment (AOL,
AFL, AAL)

SE2R Student
Centred
Classroom

Performance
Tasks: GRASPS

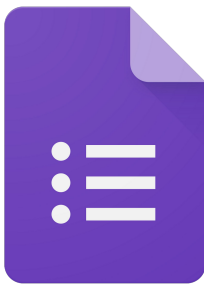
WHAT

EdTech (FlipGrid,
Notability,
Forms+Add-ons,
Drive Portfolios,
etc..)

Protocols /
Harkness

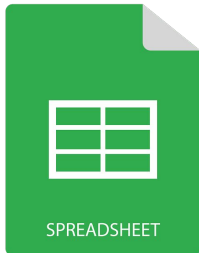
Visible Thinking
Routines

Reflection /
Learning Journal



Sample form

Google Tools: Using Forms and Sheets to Gather and Analyze Anecdotal Evidence



SPREADSHEET

Digital Tools that help collect evidence:

Flipgrid

Explain Everything

Google Forms Image Capture



Explain
Everything



Reflect & Share

Reflect on your answer to Question #1

- 1 min (solo)

Share Your answer to Question #1

- 7 min (group share)

Repeat with Question #2 and #3

** This should take 30 min total**

** Record all you hear and learn on your placemat

Reflect & Share

Insights: What does _____ look like and feel like when it is implemented and functioning at its best?

Resources: Where can I look for answers, ideas and best practices to inform my own?

Tips & Tricks: What are some important steps to consider when planning & implementing?

PM Group Sharing of Ideas

Resources: [OneNote](#) - digital student binders - paperless classroom. Microsoft Acct needed

[Google Keep](#): checklist/labels to organize notes

[PearDeck](#) - presentation with interactivity and engagement

SeeSaw: digital portfolios

FreshGrade: snapshots of learning

Edsby: digital portfolios

Parlay: documenting conversations

Tips & Tricks: Google Sheets : [Sparkline](#) in sheets to show a line graph of their learning.

Connect with your Kindergarten teachers!

Assessment charts: can use for teacher evaluation or student self reflection (Distribute through Google Classroom)

Don't try to record information on every student during every contact with them! Make is manageable (3-5 students/per class)

Harness the students ability to record this information. You give them feedback and get them to record it.

Deep Dive

Reflect on your answer to Question #1

- 1 min (solo)



Share Your answer to Question #1

- 4 min (table share)

Share your answer with the Room

- 4 min room share

Repeat with Question #2 , #3, # 4

 **Deep Dive** 

<p>1) <i>What would change if...?</i></p>	<p>3) I used to think now I think....</p>	<p>4) It might seem like a good idea, but trust me, don't even think about... (share a failure or story that resulted in learning from something that did not go as planned)</p>
<p>2) <i>If we only could we would...</i></p>		



EXIT TICKET: Inform the Infographic

Inform yourself:

- 5 min solo reflection
- Consolidate your learning on your placemat

Inform the Infographic:

- 20 mins group synthesis to create the table infographic

 EXIT TICKET: Inform the Infographic 

What is your draft answer to your session guiding question?

What resources were shared by your table group that you will read and follow up with (blogs, books, etc...)?

What tips and advice are applicable to your role and school?

What schools and programs will you research, connect with and/or follow up with?

 **Answers and Insights**

 **Tips, Tricks & Advice**



 **Resources to Follow Up with**

 **Schools to Follow Up with**

Gallery Walk

