

A professional development offering for: K-12 Classroom Teachers, Special Educators, Guidance Counselors, Department Heads, Team Leaders, Curriculum Coordinators, Principals, and Assistant Principals



The Role of Formative Assessment in Effective Teaching



Featuring **TEACHERS21** Presenter
Clare Fox Ringwall

Friday, March 16, 2018
at the MSAA Office, Franklin

Sign-In/Registration: 8:00 am to 8:30 am
Workshop: 8:30 am to 3:00 pm
Fees: Member \$195/Non-Member \$260

6 Professional Development Hours | PD Content Area: *Data & Assessment*

The more you teach without finding out who understands the information and who doesn't, the greater the likelihood that only already-proficient students will succeed.—Grant Wiggins

Feedback should be more work for the recipient than the donor.—Dylan Williams

Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they're currently doing.—James Popham

Together we examine the role of formative assessment in all aspects of effective teaching while we expand our repertoire of available strategies. **After differentiating between formative, interim, and summative assessments, we will:**

- Learn and practice using a range of both low- and high-tech formative assessment strategies.
- Examine the role of formative assessment in student-centered classrooms.
- Explore how students can implement formative assessments to guide their own learning.
- Consider how teachers can use formative assessment data to differentiate instruction.
- Investigate the questions using formative assessments provokes regarding the role of homework, grading, and student motivation.

Participants will leave with an understanding of how formative assessments can improve their students' learning, a plan for bringing formative assessments into their daily practice, and an array of tools to implement in their classrooms.

Clare Fox Ringwall is known for her work in developing school teams distinguished for their collaboration and their focus on continuous improvement. She has been a staff developer with the Dartmouth College School Leadership Project and the Annenberg Institute and now consults for Teachers21. Clare was an accomplished teacher of English, and has written on a variety of practice issues. She has developed programs of study integrating the teaching of reading and writing, most recently the curriculum guides that accompany the "American Experience" series produced by WGBH.

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