



Re-Thinking High School

Moving from 'Best Practice' to 'Next Practice'

January 18, 2012 Provincial On-line Symposium

Formative Assessment Conversation Guide

We invite you to use this conversation guide along with this presentation to engage in a dialogue about innovative high school practices.

Introduction:

The presentation you are about to take part in will consider some of the current theoretical underpinnings and research around the topic of formative assessment, as well as look at some images of classroom practice. Formative assessment is not merely something else we have to do; instead, engaging in formative assessment is about developing a thoughtful, conversational community that informs our future learning as students and teachers.

- *What are the implications of Greene's call to enter into "a live, aware, reflective transaction" with our students - to "undertake a search" together?*
- *How might our school communities look differently if we are open to the possibility of all our interactions informing our future lives as educators, and human beings?*

Preview this webinar and reflect on the following questions.

- As you listened, what themes emerged?
- What intrigued you about what the presenter/s/ said?
- What are the implications for your school?
- What might be some of your next steps?
- What would be the innovative practice that you could share from your school?
- What else do you want to do/consider?

High school completion is everybody's business, including teachers, schools, parents, communities, students, jurisdictions and the ministry. While there is no silver bullet, no easy answer to removing the barriers that prevent students from completing high school, we know that approaches that are innovative, collaborative, comprehensive, and consider the local context are showing promise.

Consider using this recording with parents and/or students. What might be some outcomes you would highlight as you consider these different audiences?



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	<p><i>What are the implications of Greene's call to enter into "a live, aware, reflective transaction" with our students - to "undertake a search" together?</i></p> <p><i>How might our school communities look differently if we are open to the possibility of all our interactions informing our future lives as educators, and human beings?</i></p>	
<p>What are the implications for our school? What might be some of our next steps?</p>		<p>What could be an innovative practice that we could share from our school? What else do we want to do?</p>

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