

Clip 6 - Cultivating Collaborative Relationships to Promote a Learning Culture

Narration: How students feel about themselves as learners and whether they enjoy learning and achieve their best are closely tied to teachers' assessment skills and the ability to sustain a culture of learning with students. In this video, you will see how teachers and students engage in the practices of assessment to create a culture of learning where students and teachers work together to gather assessment evidence.

Narration: Teachers and students form a powerful partnership when they work together in the classroom to gather evidence of student learning. When both teachers and students are clear about what evidence is to be gathered, finding the opportunities and the methods to capture evidence becomes a shared responsibility in the classroom.

Teacher: When you give students ownership of helping you collect evidence, assessing what they know and how effectively they're learning things it's amazing how that transforms your classroom. Walking around, whether it's with a pen and paper and a clipboard, or a tablet and documenting conversations, having conversations with students about what they're learning, just powerful because now students are extremely focused and because I enjoy using technology to integrate things like students documenting their conversations and their activities through video or through photos or through things like that and in sharing that information in a cloud like forum where they can see in real time their progress it's the kids have a whole new outlook on what we do in the classroom and it's solely based on learning. Now getting them to identify what they're supposed to be learning and helping me collect evidence about how far along that path they've taken is totally changed the classroom environment and I sleep a lot better at night knowing that in the end when a mark is given I've got a lot of good evidence to back that up and I think that's the best part for me.

Teacher: We live in great times as teachers because before I used to run around trying to talk to every student and that's not possible. Now that we have technology and most of my students have their own phones and devices, things like that, we use them a lot in class so what I'll do is an activity like this. I'll say o.k. this is specifically what I want you to document. And I use the term evidence a lot with them. I want evidence that you've learned this, so this is how I want to get the evidence. So students will take pictures They will take video and they'll either email it to me or we'll send it to each other through the devices. They can work with paper and what they'll do is call me over and I can take a snapshot of that. And so we're learning to develop different techniques. They'll show me evidence of that and where their gaps are It's a different type of assessment versus the traditional marking a pen and paper assignment or a test.

Narration: Peers can be a rich source of assessment information for students. When students have participated in developing success criteria with the teacher, they understand what success looks like and can provide valuable information to their peers about their learning.

Student: The best part of your evidence summary was the organization of your facts because ...it was obvious it was organized chronologically, which ...logical ...reading it. So you started off by saying 1960's, and then the next paragraph was about 1962 and so on so it was logical. So one are of

improvement for this section was I found that sometimes when you added quotes by story, you didn't cite it, but that was only twice in the second paragraph and the 4th paragraph so just watch out for those and cite them.

Student: So you're getting two different kinds of feedback cause the teacher is looking at your skill level, the content, just specifically looking at it from a grade perspective but the peer is looking at it from a completely different perspective and they're both equally as helpful.

Narration: Inviting students into a collaborative partnership with the teacher to gather evidence is yielding rich results in many classrooms with respect to creating a sustaining a learning culture where everyone is involved in learning.