

From Suzi

A collection of superstar teachers working in isolation cannot produce the same results as interdependent colleagues who share and develop professional practices together.

(Garmston & Welman, 1999, p.18).

Collective Teacher Efficacy

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

- $d = 1.57$

An Ecology for Formative Assessment

Margaret Heritage

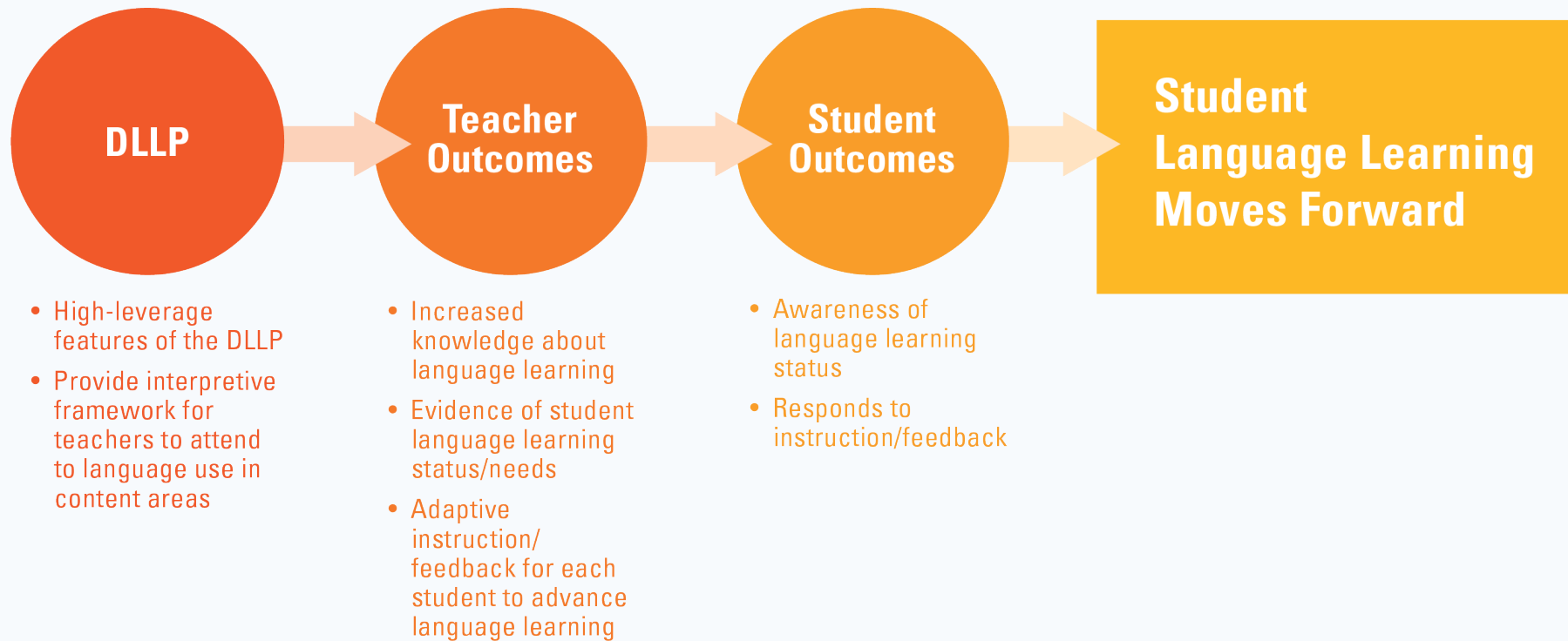
FAST SCASS: INTERNATIONAL SCHOLARS



You need a theory of action

- A theory of action is a description of an intervention in terms of the relationships among inputs, outputs, and outcomes (Bennett, 2011)

Theory of Action



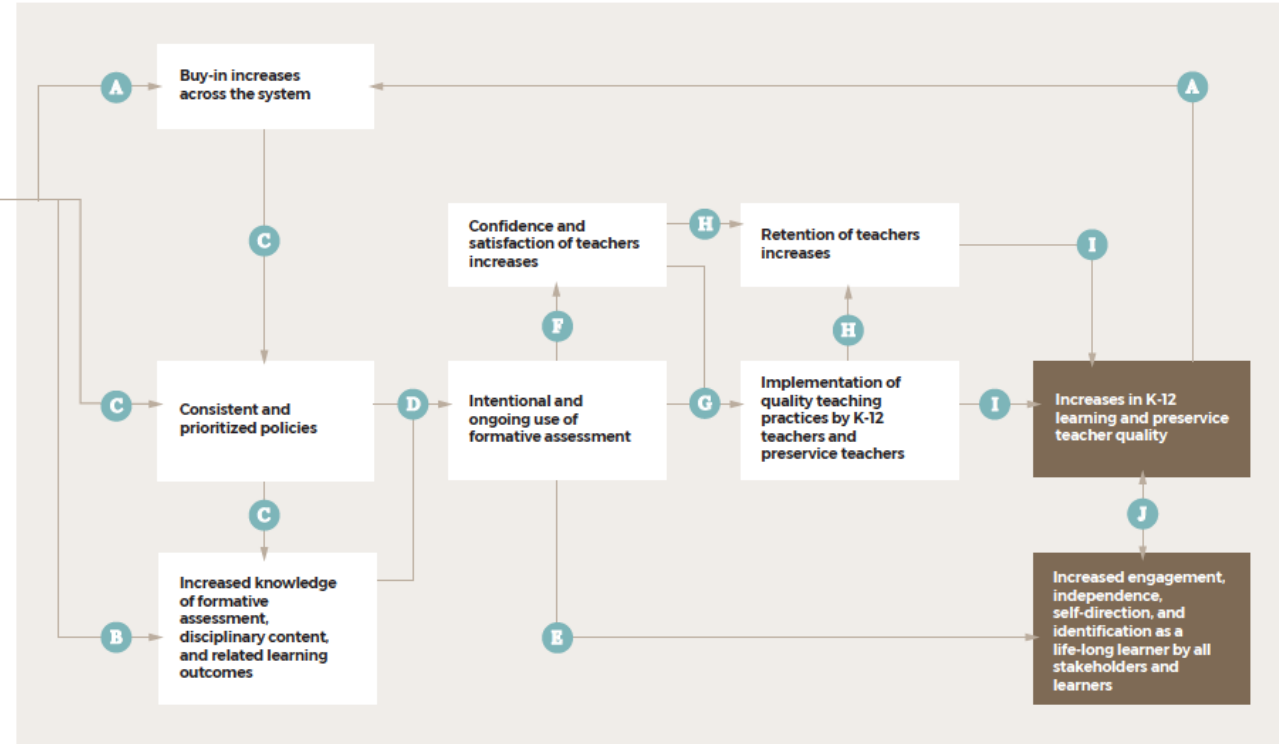
Components

Across all levels, the system requires:

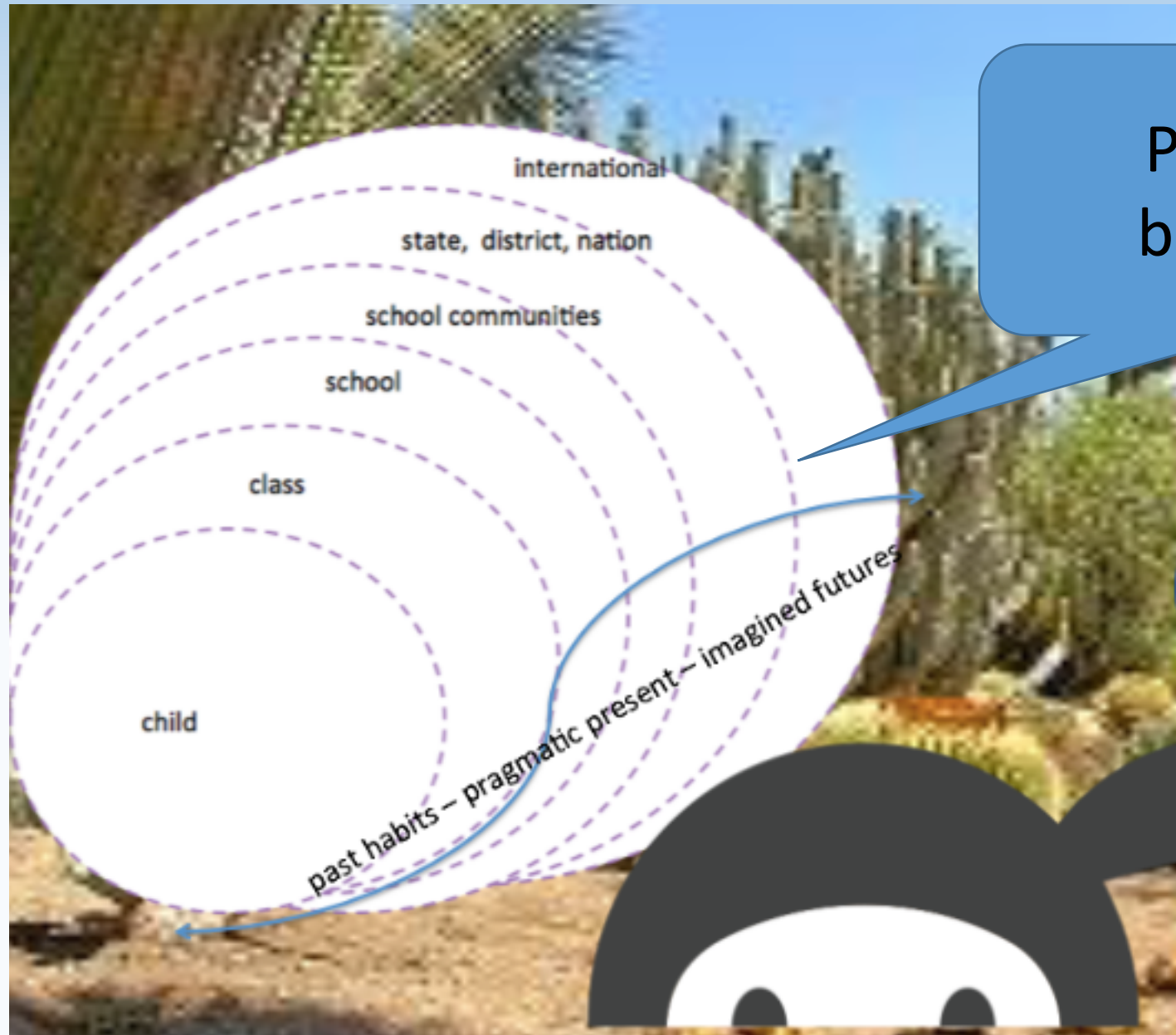


Outcomes

Illustrates the connections among intermediate outcomes and final outcomes that are required for success.

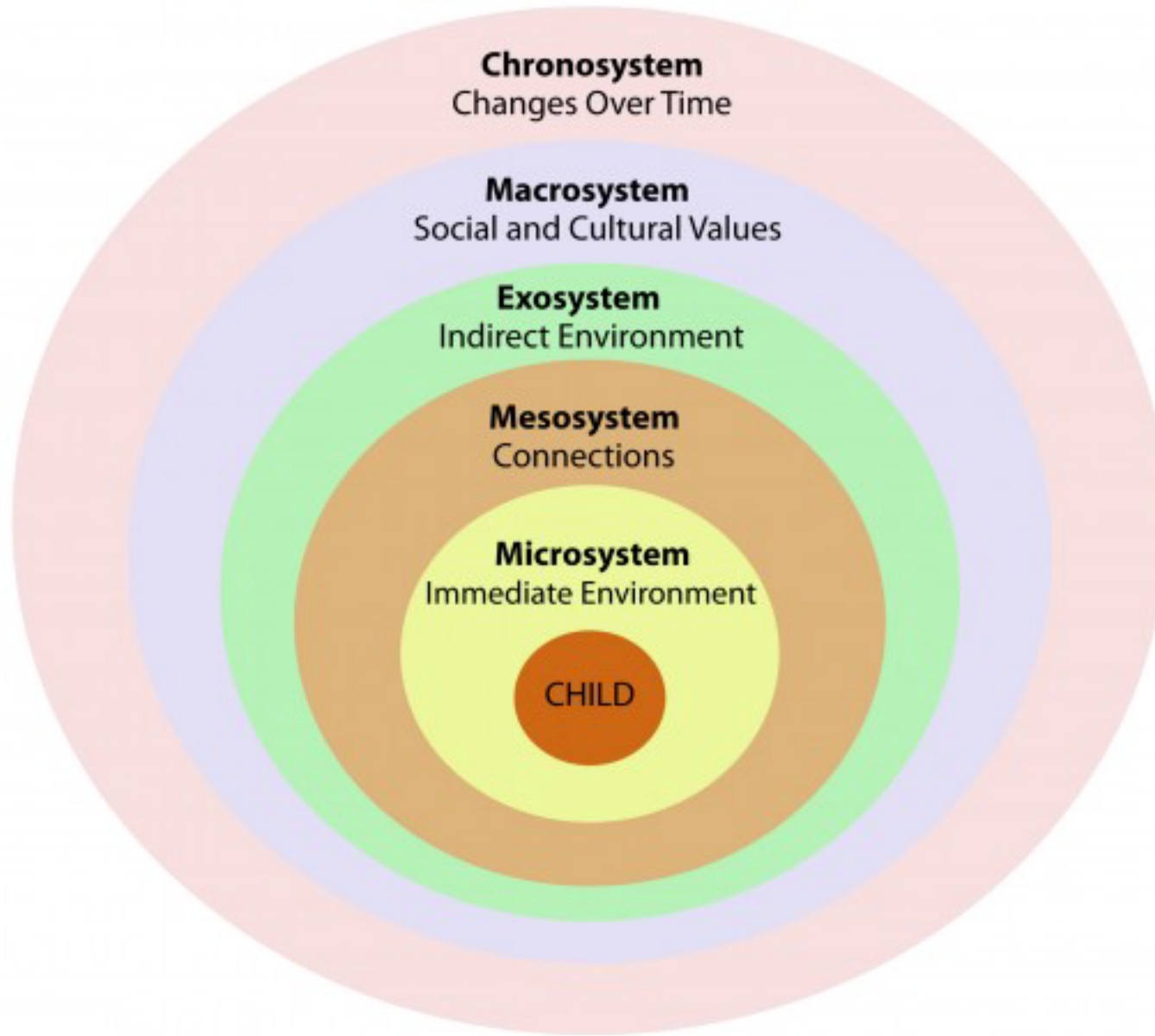


FAST SCASS, 2018



Permeable
boundaries

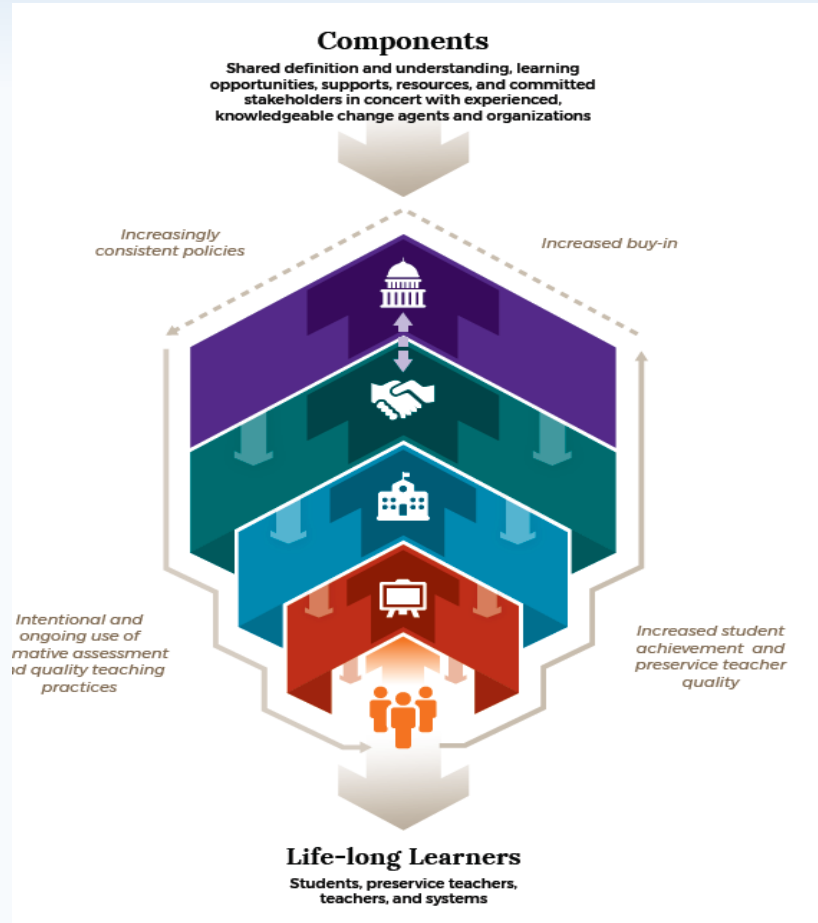
Bronfenbrenner's Ecological Systems Theory



Shared Inputs

- Shared definition and understanding
- Review and reprioritization of policies
- Committed leadership and change agents
- Committed staff
- Learning opportunities
- Support and resources

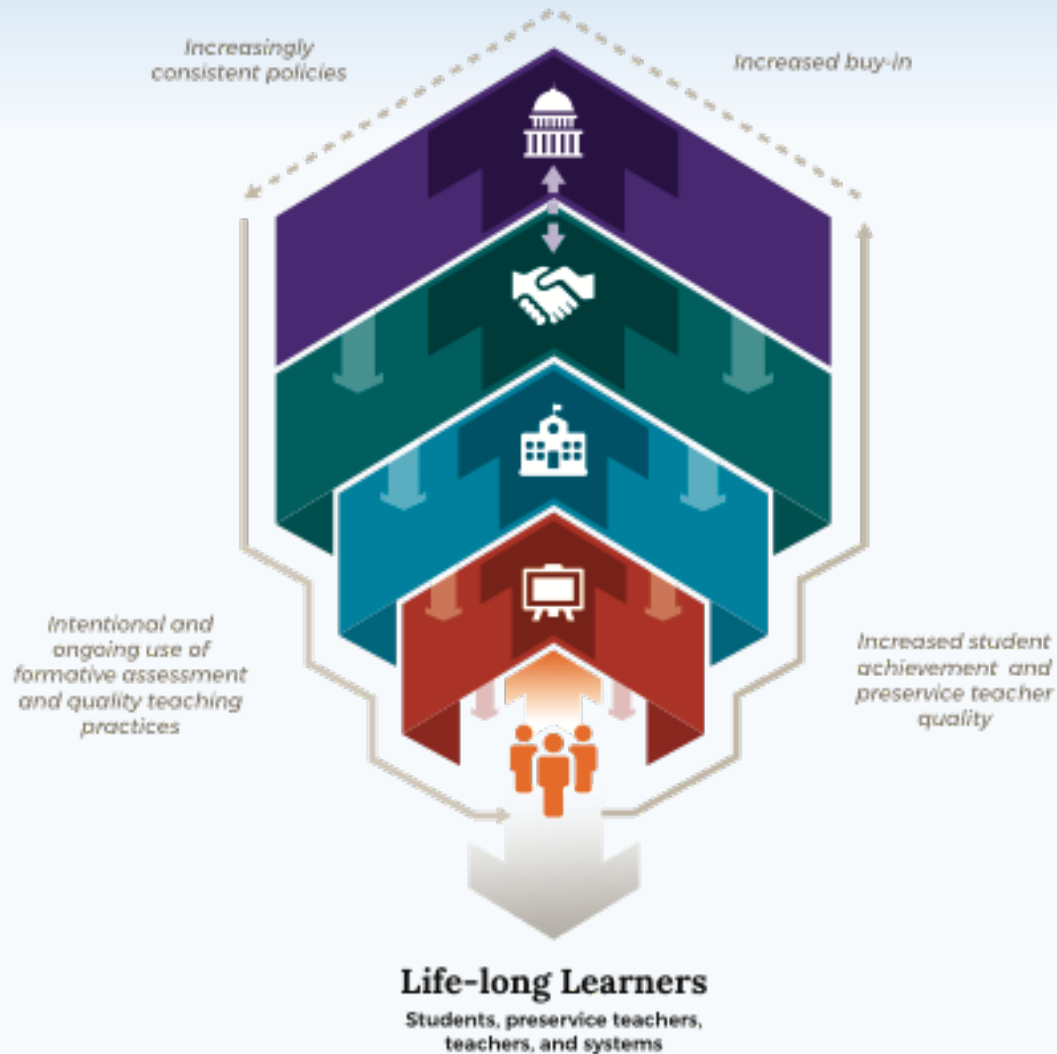
Ecological Theory of Action



- Adaptation of Bronfenbrenner's (1989) ecological systems theory

Components

Shared definition and understanding, learning opportunities, supports, resources, and committed stakeholders in concert with experienced, knowledgeable change agents and organizations



States

State-level stakeholders include Department of Education staff, policymakers and state legislators. They play a key role in developing consistent policies, professional learning, and creating buy-in across the entire system.



Communities

Schools, districts and educator preparation programs are situated in the communities they serve which may include knowledgeable change agents such as educational consultants and volunteers and educational organizations such as research facilities, CESSO, colleges and universities, etc.



Districts

All classes are situated within a larger context. For K-12 students, the larger context is the school; for preservice teachers, the context is the educational preparation program.



Classes

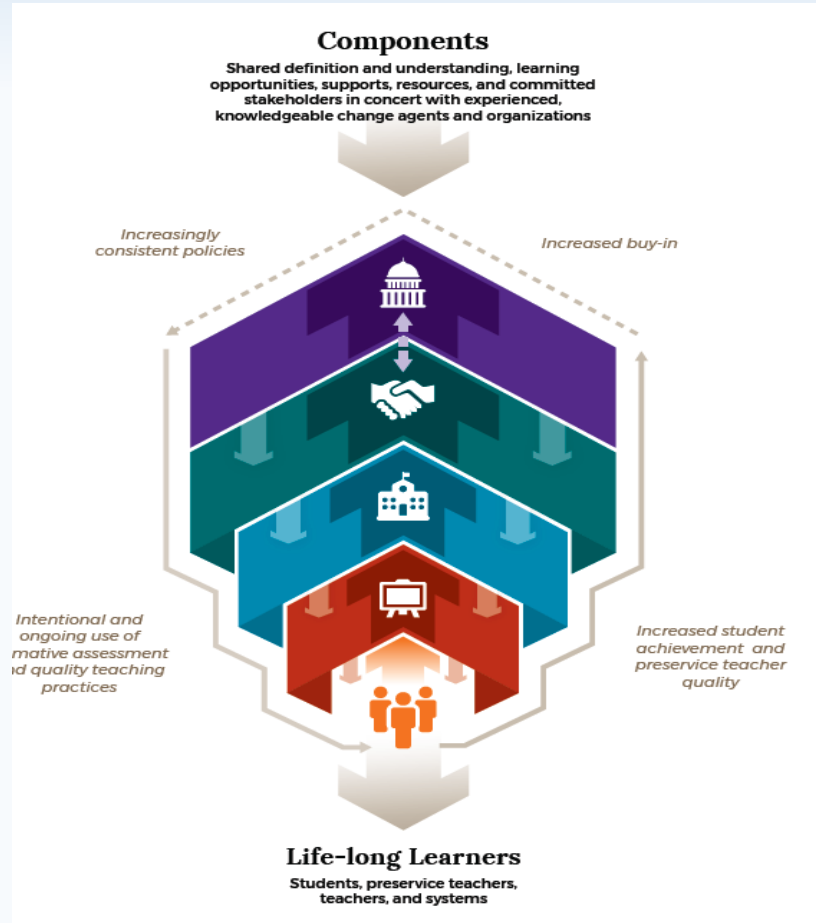
Classes are where the enactment of formative assessment takes place. This level of the system includes ALL teachers, whether they are in educational preparation programs learning how to implement formative assessment, or teachers using formative assessment to improve learning in their classrooms.



Students

The ultimate purpose of formative assessment is to use evidence of learning to inform teaching and learning. Therefore, the ultimate users of, and those impacted by, the information are students. There are two types of students in the system: K-12 students and pre-service teachers.

Your Vision



- What do you already have in place at each level of the ecosystem?
- What supports are still needed?