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| **Gallery Walk/Chat Stations:**  **A Professional Learning Activity to Develop and Deepen Understanding of using the Formative Assessment Process During Instruction** |
| This professional learning activity was created using ideas from tradition gallery walk protocols (here is [one](https://prod-cms-userfiles-uxx.s3.amazonaws.com/oh/xeniacmtyschs/data/userfiles/251/engageny%20protocol%20(gallery%20walk%20%20hosted%20gallery%20walk).pdf?AWSAccessKeyId=ASIAJEPNQJIG47AUZW2A&Expires=1518283937&response-cache-control=private%2C%20max-age%3D172800&response-content-disposition=inline%3B%20filename%3DengageNY%2520Protocol%2520%28Gallery%2520Walk%2520%2520Hosted%2520Gallery%2520Walk%29.pdf&response-content-type=application%2Fpdf&response-expires=Sat%2C%2010%20Feb%202018%2017%3A32%3A17%20GMT&x-amz-security-token=FQoDYXdzENr%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDLLdzIdNl4%2FlUqMSuiKcA3NzlSzrVDKVwKOuKr6X21dB3sbK7RpdtxSpHidJNRJJwSzFIM7njQeBA%2B4u9qOtTef3rAWcNNFf%2FPTar0OQ%2BIPHbBv3pD9ZMR46WCYEw97Mo78LWG4p6Ts96gx6Ul0CC7ujuUssAuOFoFB7UEReD%2Bn%2FXGEANWSox7QWgTVuTsSu3Ff0rHcyzKcsXJ8M7%2FJ6jNJxKaV0FAW2F8CbVYmGEQV7%2FV92Xngc%2FcRIFoj%2Fuy4qVbhRNoXheCLIm52lR3NnZsJ90Ia6TB%2BK%2BhXZ8shMDwSgjanEcEgm8bDSWeBhJpQsYTXLTTndZzLCi5dUy8%2FAcEE8sGnnW09WZh8IvRWv0H0PMTlFJDc4iSV50ko2i5Ykdhr3yOo7Cauym0JV2ZpWzkfqg2%2BfEt9xmu%2FFmVtaE555Tp4soT57WuKiVy5AKA%2FfOIrsWO0EvLKko1RrR3PS0Ss3iQ6%2Bils2eDf3QKEaigv4hJYusckjOwRFbVwdefr26NYDX94WjuF0Thhq5Tw81OHqmDSBmmhgbC%2FuHwdETlGXVf0A54zOwfdmZqYorYry0wU%3D&Signature=JnUBX0ZgJaePiem%2Fv%2Bv%2FBq0sqOw%3D) from Expeditionary Learning) and the Cult of Pedagogy chat stations for students ([blog](https://www.cultofpedagogy.com/chat-stations/) and [video](https://www.youtube.com/watch?v=eFUL4yP0vqo)). |
| **Learning Goal:** Participants will deepen understanding of the formative process  **Success Criteria:** Establish with Participants (what does successful learning look like, sound like, and feel like)  *Some examples include:*   * *Participants will be fully engaged and present in the learning activity.* * *Participants will identify new learning, adaptation of learning, and re-learning.* |
| **Materials:**   * Gallery Walk PowerPoint slides for introduction * Printed Gallery Walk slides for stations (this includes, QR codes and data slides) * Copies of Gallery Walk Graphic Organizer * Technology to play videos (participants can us phones or tablets with the QR codes or computers could be set up at the video station with the videos pre-loaded) * Copies of the [Digital Library Formative Assessment Process Flyer](https://portal.smarterbalanced.org/library/en/v2.0/formative-assessment-process.pdf) * Copies of the text included with this resource— excerpts from *Formative Assessment Process for Students with Disabilities* * Poster paper for technology station   **Note:** Depending on the number of participants in the gallery walk, plan to have no more than four participants at each station. With 80 participants, we duplicated each station 4 times for 20 total stations. To help ease transition from station to station, the four different Gallery Walk groups were printed on a different color of paper (pink, blue, green, yellow). |
| **Procedure:**   * Using the PowerPoint slides, introduce the intended learning and purpose of the activity * Walk through the expectations of each station together as a whole group * Provide guidance on how participants will keep track of time and how they will move from station to station * Review learning goals and establish success criteria * Create Gallery Walk teams of 2-4 participants * Transition to first station * Set timer and stick to it * Bring everyone back together for individual processing and reflection time |
| **Reflect:**   * Allow time for participants to connect how this learning activity applies to his/her role to support student learning * Each participant should jot down key take-aways and ideas from the learning activity |
| **Adaptations:**   * Prior to the final reflection, as a whole group, discuss key-take aways from each station * Revisit the gallery walk content individual at a later training event * Adjust the time of each station to 10-15 minutes based on the training schedule * Use fewer (3-4) stations as needed based on time * Use the content of one station at each staff meeting or team meeting * Have participants use earbuds/headphones at the video station * Have stations in different classrooms |
| **What’s Next:**   * Identify how you can use this information in the classroom with students * Create a SMART goal to apply one idea from this activity and complete it during the next two weeks * Revisit the CCSSO 2017 report with colleagues and dive deeper into the text * Rate this resource in the Digital Library and share how you used it to support professional learning in your school/district |