

Date:



Checks For Understanding

Norms of the Learning Circle

1. Inspiration: We will share to inspire and be inspired
2. Support: We will support each other, listening to and encouraging each other
3. Challenge: We will push each other to get better, investing in each other's growth
4. Learning: We will do everything possible to learn as much as we can, and we will not be afraid of making mistakes
5. Everyone shares

AGENDA

1. Recap of last circle
2. Opening
3. Content review
4. Circle of Learning and Application
5. Reflection

RECAP

Facilitator: What did we do in the last circle?

Facilitator: How have you used it in class so far?

OPENING

Facilitator: How are you feeling today?

Facilitator: What was your 'Aha' moment in the course?

Teachers will mention the key takeaway from the course or what they liked/disliked about the learning experience in the course.

CONTENT REVIEW

(You can conduct this content review in the form of a quiz or by asking teachers to answer in turn or any other method you think would help teachers recap the content covered in the course.)

Facilitator: What was the course about?

ESR:

The course was about a tool called Checks For Understanding (CFUs) that teachers can use in their lessons to improve their effectiveness in teaching. A 'Check for Understanding' or CFU is a quick question or a statement or even a procedure that a teacher uses in a lesson, to gauge the level of the students' understanding of a topic in that LESSON (PERIOD).

Facilitator: What does a CFU test for and what are its characteristics?

ESR:

A CFU checks for a students' K, U and A i.e.,

K: students' knowledge about the topic (mostly factual recall)

U: students' understanding about the topic (clarity about concept or theory)

A: students' ability to apply the concept learnt to solve a problem in real life

A good CFU has a purpose (it is checking for a specific skill), a specific output and takes as less time as possible (anywhere from a few seconds to 5 minutes).

CIRCLE OF LEARNING AND APPLICATION

Now it is time to try to apply our learning.

Facilitator: In the assessment section of the course you responded to the following questions:

- Are the CFU questions relevant to the objective, assessment and plan of the lesson? Why/Why not?
- Where would you place the CFU questions in the flow of the lesson?
- How did the CFU questions help Babita Ma'am and what was she able to identify?

In pairs, discuss your response and identify the similarities and difference in your response and your partners' response. Feel free to go back to the course to recollect your own response to the questions.

Facilitator: In pairs, share an example of how you incorporated CFUs in your last lesson plan to test the K, U and A of the topic you were teaching.

Facilitator: Share with the group about what steps you took to create a safe space for your students to be able to give answers to CFUs without the fear of judgement.

(You may choose to use any other task that gets teachers to apply their learning.)

REFLECTION

Make a note in your journal about what you learnt new in the session today from the experiences that other teachers shared. What do you plan to try out this week? Good luck!