

Induction Seminar #2



Assessing Student Learning

Part 1: Getting Started



Connector

Review your Individual Challenge Action Plan (ICAP) from the Induction Seminar #1 (Engaging Students).

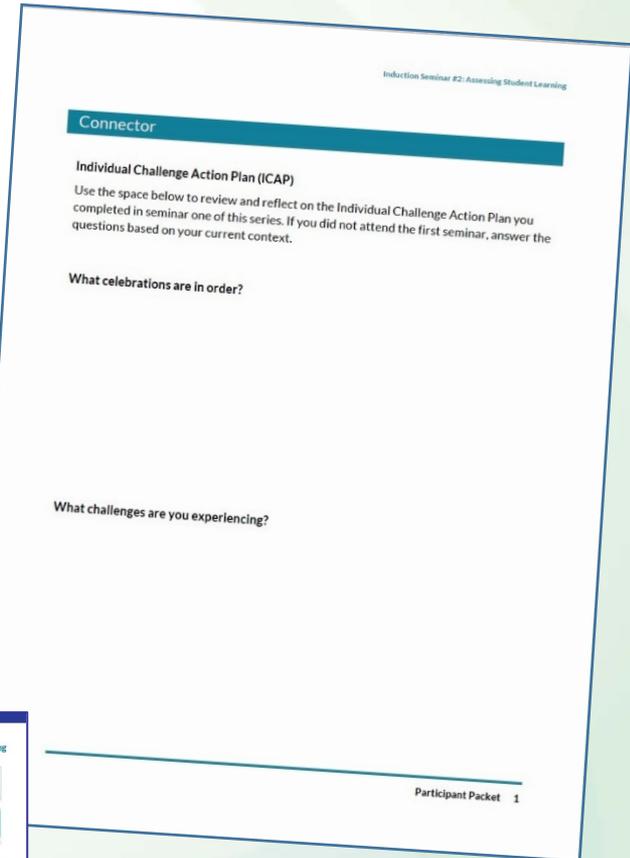
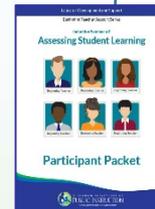
Consider:

- Did you put your goals to action?
- If not, what got in the way?
- If so, what results did you notice?

Write:

- What celebrations are in order?
- What challenges are you experiencing?

Be prepared to share.



Introductions

1. Introduce yourself to your table group:
 - Name
 - Preferred pronouns
 - District
 - Teaching position
 - One area of challenge or celebration
2. Be ready to introduce yourself to the larger group



Quick Formative Assessment

Have you used the following:



- EE System Teacher User Guide?
- SLO Quality Indicator Checklist tool?
- DPI Strategic Assessment Resources?



- Multiple assessment types within your SLO plan?
- Mid-Interval Conference conversations with your evaluator?

Seminar Outcomes

- 1) I can reflect on my teaching practice in order to find areas of strength and areas for growth.
- 2) I can plan for and monitor strategic assessment practices within my SLO in order to inform timely adjustments to practice.
- 3) I can identify and articulate evidence-based adjustments to the SLO plan components.

Agenda

Today:

- Connector
- DPI Strategic Assessment Systems
- Ms. G's Data Year
- Reflecting on the SLO assessment plan
- Student-centered assessment
- Closure

Community Agreements Matter

- We can't achieve our vision in a hostile, disrespectful, undermining group culture.
- Critical conversations are sometimes emotional. Emotional safety and trust are required.
- Our relationships with each other model for students how human relationships should be and what shapes school culture.
- Healthy school and classroom culture is key to personal sustainability.



Part 2: Learning



Framework for Teaching (FfT): DPI Model

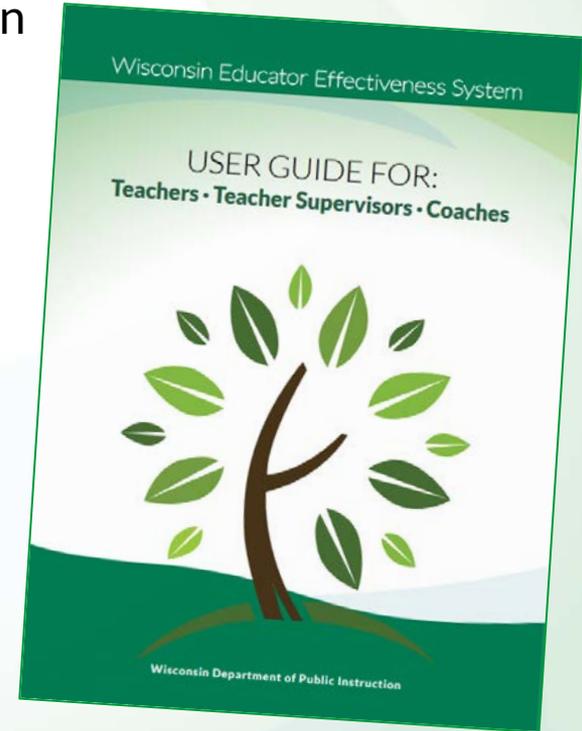
The following Domains and Components of the Danielson Framework for Teaching (FfT) focus specifically on assessment:

Planning Domain:

Component 1f. Designing Student Assessments

Instruction Domain:

Component 3d. Using Assessments in Instruction



CESA 6 Effectiveness Project Standards

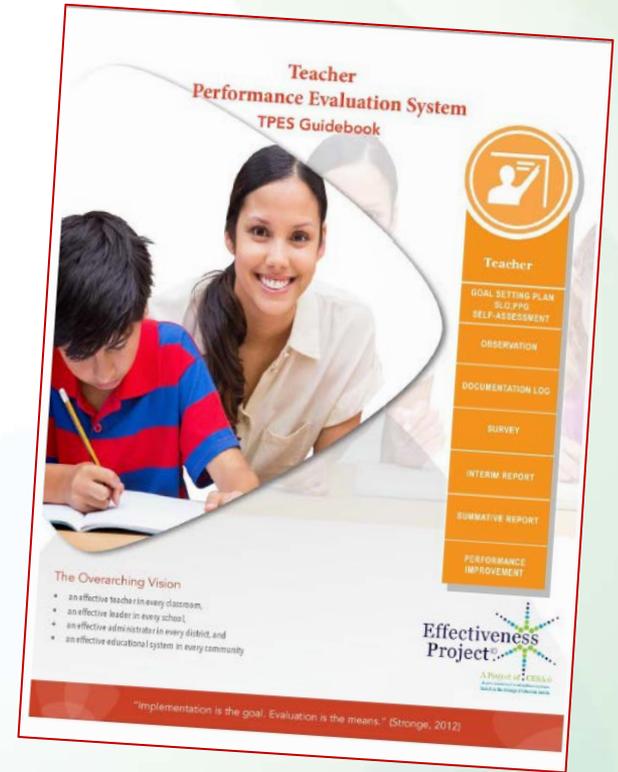
The following indicators within the Effectiveness Project (EP) focus specifically on assessment:

Standard 3: Instructional Delivery

Indicator 3.7 Communicates clearly and checks for understanding.

Standard 4: Assessment For and Of Learning

Indicator 4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.



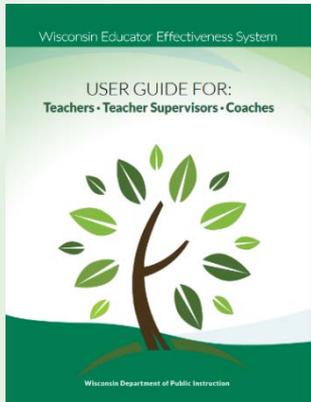
Reflection

The practice of studying your own experiences to improve the way you work.



SLO Quality Indicator Checklist

- 1) Targeted Growth
- 2) Evidence Sources
- 3) Instructional Strategies



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SLO Quality Indicator Checklist

Quality Indicator: Baseline Data and Rationale	✓	Reflection / Feedback / Notes
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		

Quality Indicator: Alignment	✓	Reflection / Feedback / Notes
The SLO is aligned to specific content standards representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		

Quality Indicator: Student Population	✓	Reflection / Feedback / Notes
The student population identified in the goal(s) reflects the results of the data analysis.		

Quality Indicator: Targeted Growth	✓	Reflection / Feedback / Notes
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		

Quality Indicator: Interval	✓	Reflection / Feedback / Notes
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

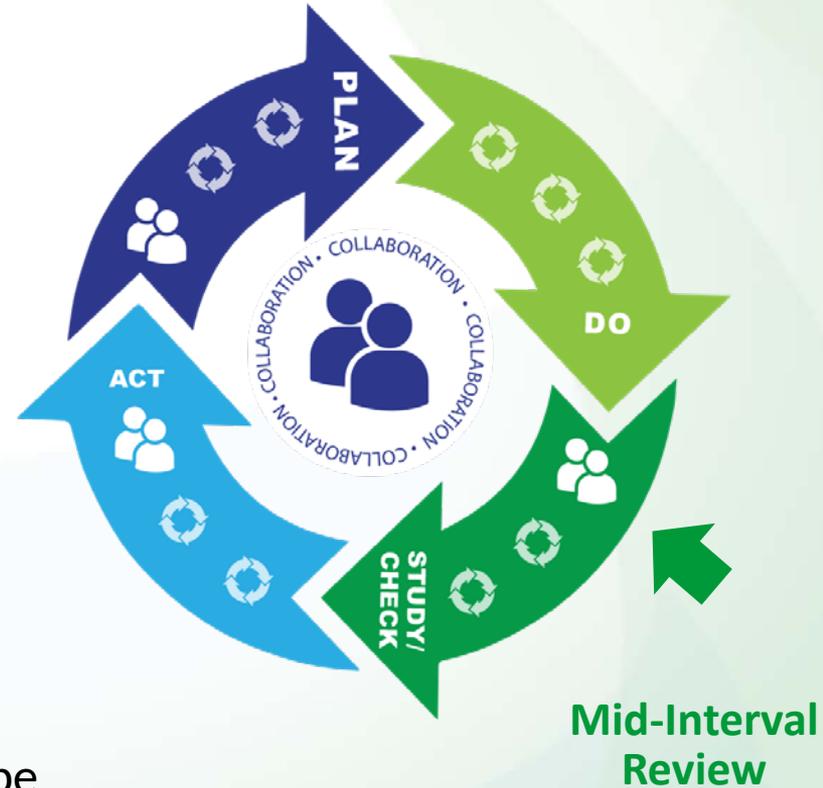
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Participant Packet 3

Mid-Interval Review

Key points:

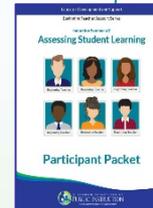
- Ongoing review and feedback is part of continuous improvement.
- Evaluator feedback is required in the Summary Year and continues in Supporting Years.
- Peer review and feedback is provided in the Supporting Years.
- Evidence-based adjustments to the goal(s) are discussed.
- Instructional strategies or assessments should be examined before adjusting the target (goals).



SLO Assessment Review

Directions:

- Locate your SLO assessment plan.
- Review the methods you planned to and/or have used to gather evidence of student growth.
- Record them on page 6 of your Participant Packet.
- Pay attention to:
 - Baseline Assessment
 - Evidence



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SLO Assessment Review

Review your SLO assessment and evidence documentation. What are the methods you've used thus far to collect evidence of learner growth? List them in the area below.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Additional Notes:

Participant Packet 5

What is a Strategic Assessment System?



Strategic Assessment Systems (SAS) measure progress toward college and career readiness—including academic preparedness and social-emotional competence—across classrooms, schools, districts, and the state.

When implemented strategically and systematically, assessment systems - including formative, interim, and summative measures - lead to improved student outcomes.



Ms. G's Year In
Assessment 

Ms. G's Year in Assessment

The screenshot shows a web application interface. On the left is a navigation menu with the 'Florida Public Instruction' logo and a list of items: 'Ms. G's Year of Assessment', 'Elementary School, ELA', 'Middle School, Math', and 'High School, Science'. The main content area has the title 'Ms. G's Year of Assessment Elementary School, ELA' and a 'View PDF' button. A legend titled 'ICON KEY' defines three assessment types: 'Formative' (circular arrow icon), 'Interim' (bar chart icon), and 'Summative' (calendar icon). Below the legend is a text prompt: 'Click and drag the timeline below to see an example of Ms. G's year teaching English Language Arts to elementary school students.' At the bottom is a timeline with a 'Reset' button, a slider, and three segments labeled 'Fall', 'Winter', and 'Spring'. A 'Resources' button is in the top right corner.



Journey with Ms. G

Directions:

1. Click on Resources and select “Top 10 Terms.”
2. Locate and read the definitions for:
 - Formative assessment
 - Summative assessment
 - Interim assessment
3. Select one grade level as the focus of your exploration.
4. Move the timeline slider bar to “Winter.”
5. Review the key assessment events associated with the Mid-Interval Review.

Turn and Talk

Discuss:

1. What did you find interesting or helpful?
2. What are your take-aways from Ms. G's Year of assessment?



Key Concepts

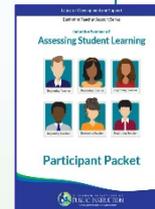
- Nearly any assessment can serve any purpose.
- *When* we administer assessments and *how* we use the resultant data are the factors that differentiate them.
- Formative Practices are teacher techniques and play a primary role in driving the teaching and learning process.
- Not all data gleaned needs to be graded and recorded.

Standardized assessment(s) are not required as part of the SLO evidence plan!

SLO Assessment Revisited

Directions:

- Now that you know more about strategic assessment systems, what might you add to your list?
- Label each assessment in your list as:
 - “F” for Formative;
 - “S” for Summative; and
 - “I” for Interim assessment types.



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SLO Assessment Review

Review your SLO assessment and evidence documentation. What are the methods you've used thus far to collect evidence of learner growth? List them in the area below.

S _____

F _____

F _____

I _____

S _____

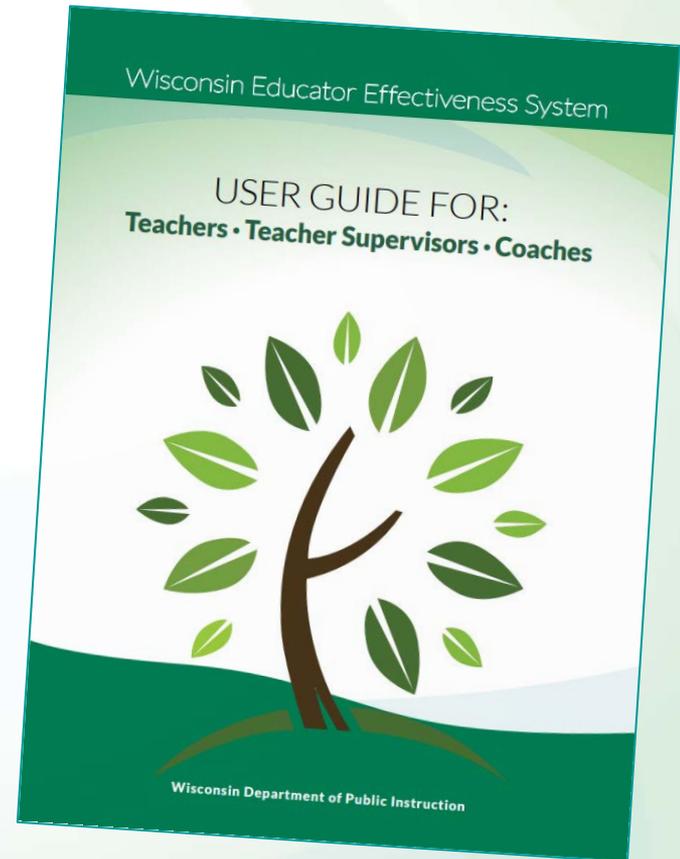
I _____

Additional Notes:

Participant Packet 5

Examples of Formative Practice

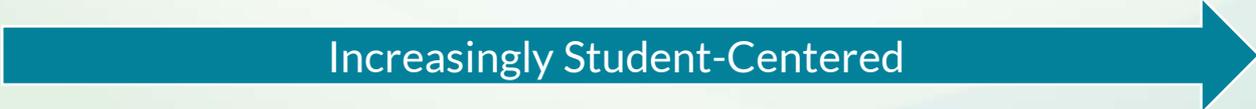
- Conferencing with students
- Observations
- Student work
- Exit slips
- Questioning and discussion
- Student self-assessment
- Graphic organizers
- Running records
- Digital tools (polling, quizzes, surveys)



Student-Centered Assessment

Unsatisfactory	Basic	Proficient	Distinguished
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Increasingly Student-Centered



A Closer Look

Example (DPI Model):

Component 3d: Using Assessment in Instruction

Example (Effectiveness Project):

Indicator 1.2: Integrates key content elements and high-level thinking skills in instruction

Students as Stakeholders

Who is using the data and driving **which** decisions?

DPI Strategic Assessment Systems

Stakeholder

Students understand what is needed to meet their own learning goals, track their progress, and increase ownership of their own learning.

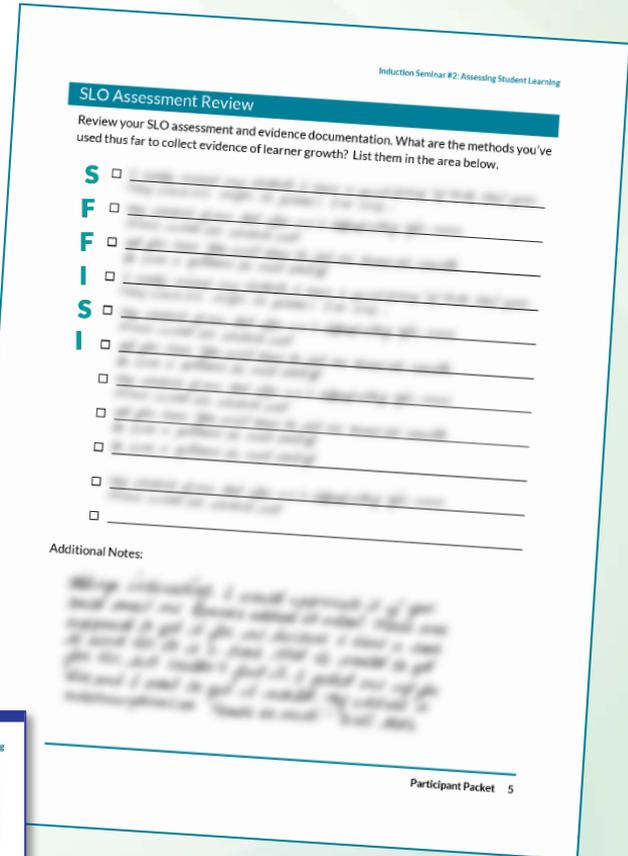
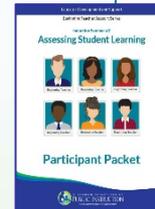
Decision

Do I understand this?
Can I explain it to a friend?
What is my learning target?
What am I aiming for?
Where did I make a mistake?
What do I need to improve?

Incorporating Student-Centered Assessments

Directions:

- Revisit your SLO assessment review on Page 6 of the Participant Packet.
- Consider one assessment you might modify to make more “student-centered.”



PART 3: Closing

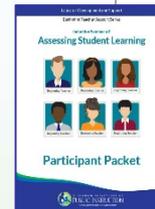


Outcomes Revisited

- I can reflect on my teaching practice in order to find areas of strength and areas for growth.
- I can plan for and monitor strategic assessment practices within my SLO in order to inform timely adjustments to practice.
- I can identify and articulate evidence-based adjustments to the SLO plan components.

Reflection and Next Steps

- Turn to the Individual Challenge Action Planning (ICAP) template in your packet (page 7).
- Reflect on and commit to application of your learning.
- Today's exploration included:
 - Strategic Assessment
 - Formative Assessment Practices
 - Student-Centered Assessment



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Individual Challenge Action Plan (ICAP)

Developed by Debbie Bambrino - National School Reform Faculty

What changes in my own practice do I want to make?
(What do I hope will happen as a result of this change in practice?)

How will I initiate this change?
(What am I going to do? What steps will I take and when will I take them?)

What supports do I need to be successful?
(Who can help me and what do I need from them?)

How will I know if I've made progress?
*(What evidence will I review? How will I document my own growth?
How will I document improvements in student learning?)*

“Educators want to be effective with all students. Within this context, looking at student data provides an opportunity to shed light on two critical questions: Are we more effective with some groups of students than others? If so, what change in our practice will make us more effective with all students?”

S. Fiarman (November 2016). Educational Leadership

Evaluation



Please complete the seminar evaluation.

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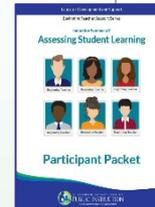
Induction Seminar #2: Evaluation

Put a checkmark in the column that most closely applies to your training experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a better understanding what to expect at the Educator Effectiveness Mid-Interval review.					
I have a better understanding of assessment systems, to include formative practices.					
I have a better understanding of what proficient/effective practice looks like in related domains/components of the professional practice rubric.					
I feel I am better prepared to address the expectations of my teaching assignment because of this training.					
I have confidence I can apply my learning to my practice.					
The trainer(s) was knowledgeable in the training content.					
The time provided for activities and discussion was appropriate.					
Training norms were established and supported.					
The training supported my adult learning needs.					

Additional Feedback:

Participant Packet 8



Contact and Feedback Information



Additional information about the Wisconsin Educator Effectiveness System may be found online at dpi.wi.gov/ee

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