

A Crosswalk of Connections:



Bridging Gaps between *This We Believe*
and Teacher Evaluations

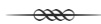
OMLA 2016

Goals



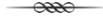
- ☞ Background information
- ☞ Crosswalk discussion
- ☞ Assessment applications
- ☞ Group brainstorming & discussions

Background Information



- ☞ Southeastern Ohio
 - ☞ Sarah M. Keen, 8th grade math/algebra
 - ☞ Kristen Lavric, 7th grade math/pre-algebra
 - ☞ Stephanie Snyder, 8th grade language arts

Every Student Succeeds Act



- ☞ Signed into law on December 10, 2015
- ☞ Implications of ESSA
 - ☞ Student achievement no longer must be a significant portion of evaluations
 - ☞ However, for some states, this would require a change of state law

(Sawchuk, 2016)

Teacher Evaluations Across the Nation

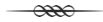
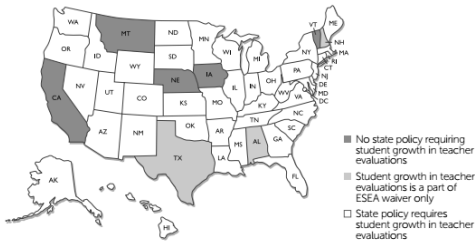


Figure 4. Teacher effectiveness policies: Waivers and state law



(Doherty & Jacobs, 2015, p. 6)

Teacher Evaluations Across the Nation



☞ Discussion Questions:

How familiar are you with This We Believe?

On a scale of 1-3, how frustrated are you with OTES? (3 being the most)

Crosswalk



☞ Table Format:

This We Believe	Ohio Teacher Standards & Rubric Language	Big Ideas & Suggestions
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☞ Skim the table looking comparing the essential attributes of *This We Believe* to the rubric language.

Crosswalk Discussion



☞ Discussion Question:

After looking over the crosswalk document, what questions, a-ha moments, or surprises come to mind?

Assessment Applications



☞ *This We Believe*: Varied and ongoing assessments advance learning as well as measure it.

☞ Ohio Teacher Standard: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Assessment Applications

- ☞ Key Rubric Points:
 - ☞ Purposefully plans assessments
 - ☞ Variety of data sources
 - ☞ Data analysis
 - ☞ Feedback
- ☞ Applications:
 - ☞ Authentic
 - ☞ Formative
 - ☞ Summative

Assessment Applications

“What you assess is what you get” – Resnik (in Wiggins, 1990)

- ☞ Traditional Assessment
 - ☞ Merely an “indirect proxy” Generally 1 correct answer/response
 - ☞ Limitations in typical design
 - ☞ Critical, higher order thinking often stifled
 - ☞ Creation vs. Result Concerns
 - ☞ Wiggins (1992) explained, we come with the “naïve premise... ‘if I designed it and gave it, it must be valid and reliable’ yet we know from research, our own observations, and . . . Peer review. . . That few meet the most basic standards (including fairness to students)” (p. 20).
- ☞ Authentic Assessment
 - ☞ Value in “authenticity” inherent in design (Wiggins, 1990)
 - ☞ Clear expectations communicated in rubrics, exemplars, & feedback (Wiggins, 1990)
 - ☞ Impact-related criteria (Wiggins, 1996)
 - ☞ real-world, true to life/in the field scenarios (Wiggins, 1990)
 - ☞ Performance-based task not just a “drill” (Wiggins, 1990)

Assessment Applications

Wiggins (1990) affirmed:
 “If our aim is merely to monitor performance then conventional testing is probably adequate. If our aim is to improve performance across the board then the tests must be composed of exemplary tasks, criteria and standards.” (p.1).

Assessment Applications

Excerpt from (Wiggins, 1996 p. 21)

What does Understanding Mean:

- ☞ The students really understands when:
 - ☞ Provide credible theories, models or interpretations to explain...
 - ☞ Avoid such common misunderstandings as...
 - ☞ Make such fine, subtle distinctions as...
 - ☞ Effectively interpret such ambiguous situations or language as...
 - ☞ Explain the value or importance of...
 - ☞ Critique...
 - ☞ See the plausibility of the "odd" view that...
 - ☞ Empathize with...
 - ☞ Critically question the commonly held view that...
 - ☞ Invent...
 - ☞ Recognize the prejudice within that...
 - ☞ Question such strong personal but unexamined beliefs as...
 - ☞ Accurately self assess...

Assessment Applications

Wiggins (1990) explained, "to understand what *kind* and *precision* of answer fits the problem at hand, the student needs contextual detail: it clarifies the desired result, hence the criteria and standards. Too many measurements tasks have an acceptable margin of error that is arbitrary. . . the tasks standard of performance should be apparent" (p. 28).

Futhermore, "Real-world performers know the target and standards, not just their task in advance" (Wiggins, 1990, p. 28).

Assessment Applications

- ☞ Authentic Assessment Sample
- ☞ Virtual Field Trip
 - ☞ Prompts to show what they know and apply knowledge
 - ☞ Prompts to create a product
 - ☞ Prompts to synthesis materials to get peers interacting
 - ☞ Taps into Wiggins (1990, 1996) notions of true understanding in the types of thinking they must do and the types of skillsets they must demonstrate in an engaging, student-centered situation

Lead a Virtual Field Trip

Using the Internet, search for virtual field trips or museum tours that connect to your topic of research. By copying and pasting into a Word document, make a list of the URL addresses of the websites you visit and make notes about each site under the link. Carefully evaluate the sites and decide which one best fits your topic and will make the most interesting tour.

You will be acting as the tour guide for a small group of people. Keeping that in mind, answer these questions as you plan your tour:

- What main points do you want to make as you lead the tour?
- Can you think of a provocative question for your members to think about as they take the tour that can help to keep them focused on the topic? (For example, "Where in the United States is the most unsafe place to live due to volcanic activity?")
- What questions do you think members of your tour group might ask you?
- What background information do they need to know to make sense of each stop along the tour?
- What interesting or humorous highlights will keep your audience engaged?

Next, make a list, outline, or flowchart of the points you want to make along the tour and include pauses for giving background information.

Go through the tour by yourself and practice what you will say. When you feel comfortable with your script, practice with another person. Time the length of the tour to make sure it meets your teacher's requirements without going too long. You may need to make difficult decisions to cut some stops along the tour. Be sure to allow time for group members to ask questions. When you feel you are completely prepared, schedule your virtual field trip with your teacher.

Foster (2012) explains, "Teachers can decide if the particular task is best suited for individuals or small groups. Students are responsible for developing a plan and a schedule for creating their product, while the teacher provides guidance to ensure the process is manageable and the students stay focused on the topic."

Excerpt by AMLE.org
from: Schurr's *Authentic Assessment: Active, Engaging Product and Performance Measures*

Assess Your Product

Ask tour members to choose a type of reflection response to your tour. Some possible reflection options are journal, short story, poem, collage, newspaper report, and oral response.

When the reflections are complete, study them to see what tour members took away from their virtual field trip. What changes would you make in leading your next virtual field trip?

Foster (2012) reiterates what we know to be highly engaging to our learners, "the open-ended nature of authentic assessment affords students opportunities to express their individuality—something very important to young adolescents."

Excerpt by AMLE.org
from: Schurr's *Authentic Assessment: Active, Engaging Product and Performance Measures*

Assessment Applications

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Formative Assessment

- ☞ Purpose: to inform instruction, occurs during instruction
- ☞ Assessment *for* learning
- ☞ Grade is not attached

☞ Answers the following questions for students:

- ☞ Where am I going?
- ☞ Where am I now?
- ☞ How can I close the gap?

(Chappuis & Chappuis, 2007)

Assessment Applications



Formative Assessment

- ☞ Most effective when purposefully planned
- ☞ Do you have checks for understanding to allow for mid-lesson adjustments?
- ☞ How will you determine if students are ready for the next lesson(s)?
- ☞ Feedback makes formative assessment more beneficial

Assessment Applications



Mid-Lesson Adjustments:

- ☞ Individual Whiteboards
- ☞ Likert scale
- ☞ Student Response Systems
- ☞ Thumbs Up, Thumbs Down

Future Planning:

- ☞ 3-2-1
- ☞ Checklists
- ☞ Exit Ticket
- ☞ Examples/Non-Examples
- ☞ Repeat Pre-assessments

Assessment Applications



Summative Assessment

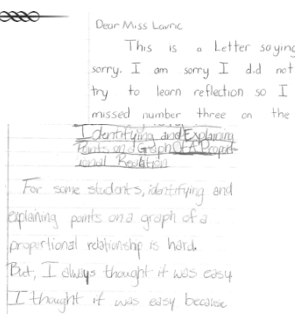
- ☞ Differentiated and varied
- ☞ Multiple methods: paper & pencil, tech-based, essay, performance, group & individual

Assessment Applications

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Summative Assessment Examples

- ☞ Edulastic.com: FREE tech-based testing platform; can print paper copy of electronic test
- ☞ Essay across contents: how-to articles & apology letters in math



Dear Miss Lavin,
This is a letter saying sorry. I am sorry I did not try to learn reflection so I missed number three on the test.

Identifying and Explaining Points on a Graph of a Proportional Relationship

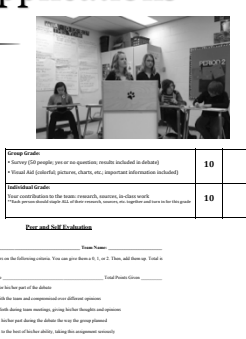
For some students, identifying and explaining points on a graph of a proportional relationship is hard. But, I always thought it was easy. I thought it was easy because

Assessment Applications

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Summative Assessment Examples

- ☞ Performance: science lab
- ☞ Group & individual: language arts debates



Group Grade: • Reported (20% of group) or oral questions, results included in debrief. • Visual Aid (poster/ pictures, charts, etc., important information included)	10	
Individual Grade: • Peer assessment (50% of total score), responses to class work • Peer assessment (50% of total score), responses to class work	10	

Peer and Self Evaluation

Your Name: _____ Your Name: _____

Circle your best response on the following criteria. You can give yourself 0, 1, or 2. Then add them up. Total is out of 16.

1. Team Member's Role _____ Total Points Given _____

_____ Performed the best part of the debate
_____ Worked with the team and compromised over different opinions
_____ Performed well during team meetings during the debate and activities
_____ Performed the best part during the debate, but not the group debate
_____ Performed to the best of his/her ability, using the engagement strategy

Brainstorming

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- ☞ Focus Areas:
 - ☞ Value Young Adolescents
 - ☞ Active Learning & Challenging Curriculum
 - ☞ Multiple Learning Approaches
 - ☞ Shared Vision, Committed Leaders...
 - ☞ School Environment & Adult Advocate
 - ☞ Guidance Services, Health & Wellness...
- ☞ What specific practices would we see in your classroom that align with this area of the rubric?
 - ☞ Brainstorm
 - ☞ Place ideas on chart paper

Group Discussion



☞ Recap and implications

☞ Discussion Question:

How will our discussion today positively impact your teaching practice?

Resources



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