Building Teachers’ Assessment Capacity: Lessons from the Field

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Monterey, CA

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CCSS: Rigorous and Challenging

English Language Arts

• read multiple, complex texts
• synthesize and compare information and themes
• use language at a high level to express their ideas and understandings
CCSS: Rigorous and Challenging

Mathematics

• solve complex problems with high cognitive demands

• explain their thinking and reasoning using mathematical language and strategies
21st Century Skills

• Teach students how to learn through:
  ✓ Metacognitive strategies
  ✓ Self-regulation
  ✓ Peer- and self-assessment
  ✓ Collaboration
  ✓ Communication
Today’s Focus

1. Development of teachers’ assessment knowledge and practices

2. Research on building teachers’ assessment capacity

3. Relationship between teaching, learning, assessment and the Common Core State Standards
Building Assessment Capacity: 3 Models

1. State Level: Gradual Release of Responsibility
2. District Level: Build the Plane as You Fly It
3. Classroom Level: Tools and Tasks
Building State Level Assessment Capacity
Model Design: Statewide Initiative

- Multi-Year
- Embedded in Other Initiatives
- Assessment Knowledge
- Gradual Release of Responsibility
- Multiple Levels of Collaboration
- On-going Support

National Center for Research on Evaluation, Standards, & Student Testing
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tr>
<td>• Addressed all users in the system</td>
<td>• Shifting agendas and leadership</td>
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<td>• Statewide program recognition</td>
<td>• Gradual release of responsibility – hard!</td>
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<td>• Sustained effort</td>
<td>• Positioning of initiative</td>
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Lessons Learned

• Buy-in and commitment to program essential
• On-going, multiple agency collaboration valuable
• Planning, feedback and revision critical
Building District Assessment Capacity
Model Design: Professional Development

- Assessment Portfolios
- Professional Learning Communities
- Content-Rich Institutes
- Cadre of K-12 Science Teachers & Administrators
- Multi-Year Assessment Knowledge
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<td>• Rich learning experiences, significant increases in teacher knowledge</td>
<td>• Cost</td>
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<tr>
<td>• Power of K-12 collaborations</td>
<td>• Heavy burden on classroom teachers</td>
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<td>• Use of existing materials</td>
<td>• Tensions: assessment expertise vs. leadership</td>
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Lessons Learned

• Content knowledge matters

• Assessment knowledge development is complex, uneven, and challenging

• Leadership growth is non-linear

• Leadership = understanding content, teaching, learning, and assessment knowledge, and REAL WORK!
Building Classroom Assessment Capacity
Model Design: Embedded Assessments

2-Year Project

- Systematic Analysis
- Science Notebooks
- Study Groups
- Embedded in Classroom Practice
- Assessment Knowledge
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<td>• Increases in teacher knowledge</td>
<td>• Time to learn</td>
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<td>• Cohesive, aligned curriculum and assessment</td>
<td>• Support</td>
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<tr>
<td>• Opportunities for students to learn science</td>
<td>• Conflicting initiatives</td>
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Lessons Learned

• Practice is important

• Small steps representative of significant change in classroom practice

• Embedded assessment use *may* lead to improvements in content knowledge and pedagogical content knowledge
Big Picture

- Buy-in and commitment to program essential
- On-going, multiple agency collaboration valuable
- Planning, feedback and revision critical
- Growth in assessment knowledge, practice and skill uneven, unpredictable
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